

School of Education Credit-by-Examination PRACTICUM:

Early Childhood Primary
Elementary
Middle School
Secondary

NOTE: The Credit-by-Examination option may be utilized for either Apprentice Teaching or Practicum, but not both.

- Eligibility Requirements:**
- 1) Completion of 45 clock hours of contact time in the classroom per credit hour requested. (*Work as an aide, assistant or substitute is acceptable.*)
 - 2) The CBX Practicum candidate must be accepted to a degree program at Webster University or classified as a non-degree seeking post-baccalaureate (PBC) student seeking teacher certification.
 - 3) Good academic standing (GPA of 3.0 or better).
 - 4) Confirmed teacher certification status at Webster University.
 - 5) Successful completion of a minimum of twelve (12) credit hours in residence at Webster University within the School of Education.

Process: If eligibility requirements have been met, then:

- 1) In consultation with faculty advisor, complete and submit approved Credit-By-Exam Application Form prior to commencing with the CBX assessment portfolio. The CBX Application Form is to be returned to Diane Hosford, School of Education, WEBH 232.
- 2) On the Credit-By-Exam Application Form list three (3) members of the educational community who will be sending confidential letters of recommendation. These should be people who can speak to the quality of your work and address your experience in support of the MoSTEP Standards. NOTE: Letters of recommendation will be retained as the property of the School of Education.

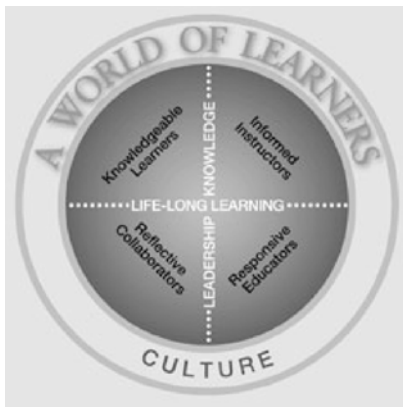
The letters of recommendation must be on official letterhead, when applicable, and must carry original signatures. Photocopies will not be accepted. Letters of recommendation are to be sent directly to the attention of Diane Hosford, Webster University, School of Education, 470 E. Lockwood Ave., St. Louis, MO 63119.

Suggestions are:

- Building Principal or Director
- Department Head or Supervisor
- Curriculum Coordinator
- Teacher colleague (no more than two (2))
- Parent or guardian of a student

- 3) The review process will not be initiated until all materials have been received. Once all materials have been received, the review process will take approximately 8-10 weeks. Once the process has been completed you will be notified via e-mail. After the credit has been posted to your transcript, you will be billed by the Business Office for the credit-by-exam fees according to the Credit-By-Exam fee scale published in the *Undergraduate Studies Catalog*.

During fall and spring semesters, applicants should expect to receive notification of whether or not they have received credit for the practicum assessment portfolio within 8-10 weeks. *Please note:* Portfolios submitted during the summer may not be reviewed until the fall.



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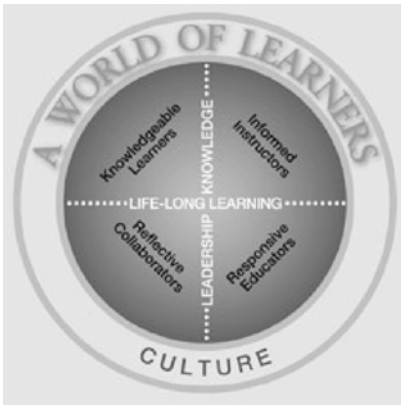
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- 4) In the event that a portfolio is not recommended for credit, students may revise and resubmit the portfolio one time. The original materials with the evaluator's comments as well as revisions must be resubmitted. Resubmission must occur within 6 weeks.
- 5) If a student's portfolio has not received credit after a second review, the student will not be allowed to reapply for CBX for Practicum. The student will be required to register in EDUC 3000 Intermediate Practicum if pursuing Elementary, Middle School, or Secondary practicum or EDUC 4832 Primary Practicum if pursuing Early Childhood Primary practicum.

CBX Assessment Portfolio Requirements:

- a) Submit a relevant work summary indicating where and when you taught and your responsibilities. Include an enumeration of teaching methods/strategies you employed in the work for which you are requesting credit. (Please be specific.)
- b) Submit a philosophy of education paper (scoring guide attached). In this paper discuss:
 - Your view of the role of school in society and how teachers assure that schools serve all students well;
 - What the roles of students are in their education and how teachers assure that all students are prepared to assume that role The roles of teachers and their primary responsibilities in a society that values diversity;
 - The design of curriculum, instruction, and classroom management that maximizes the learning of a very diverse population of students you can expect to find in the classroom; and
 - Strategies to include families in the education of their children.
- c) Submit an overview of the classroom or learning environment, including:
 - The type of classroom or services provided;
 - A description of students including age, grade level, and learning profile;
 - A description of the class-wide behavior management model; and
 - Be sure to address all areas of diversity include, but not limited to, socio-economic, cultural, learning abilities, gender, and sexual orientation.
- d) Submit a copy of a complete curriculum unit including lesson plans that you have designed and taught, using the attached Unit Plan and Lesson Plan formats. Include a reflection on the unit and an analysis of student learning.
- e) Submit a description of the supervision. Typically, practicum placements involve ongoing supervision and feedback from a mentor teacher and university professor. Describe the nature of supervision you received in your teaching experience. Specify the frequency and kind of observation and feedback you received. If available, include copies of evaluations you received. If you were "self-supervised," include a narrative of the learning process and progress you made in your professional development.
- f) Submit a professional development plan using the format provided that has a clearly specified objective with a rationale as to why the objective was selected, a description of activities needed to address the objective, and assessment plan for evaluating if the objective has been met, and a reflection of the implementation of the plan.



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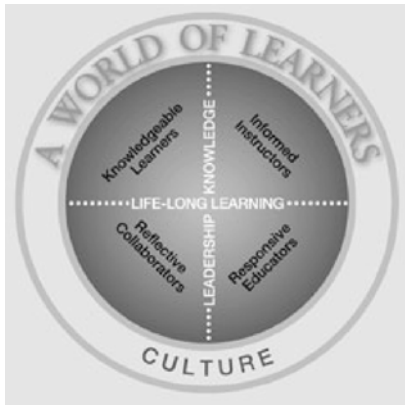
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Submittal of the practicum assessment may be either in electronic or paper format. Materials submitted after June 1, 2008 will be accepted in electronic format only.

All documentation should be written in a professional manner with attention paid to sentence structure, grammar, punctuation, and spelling. The evaluator(s) reviewing the materials may request additional information such as interview(s) or teaching observation(s) from the candidate.

All materials should be submitted to: Diane Hosford, Director
School of Education, WEBH 232
Webster University
470 E. Lockwood Ave.
St. Louis, MO 63119



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_____ I understand all of the above must be part of my final credit-by-examination assessment. Completion of the form is an application to be considered for credit-by-examination in the practicum area specified. I understand that this process does not guarantee an award of academic credit. The evaluator(s), departmental chairperson and dean of the school must approve all credit awards. I also understand that I will be liable for credit-by-exam fees for this assessment (assigned when credit is awarded) as outlined in the *Undergraduate Studies Catalog* in effect at the time credit is awarded.

_____ Student Signature

_____ Date

_____ Faculty Advisor Signature

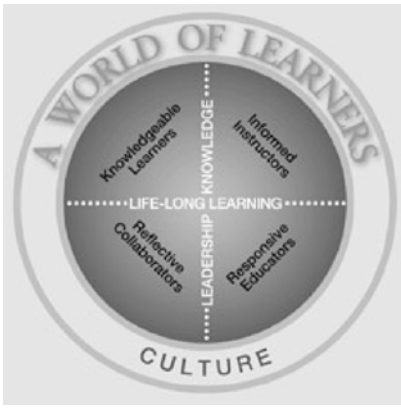
_____ Date

_____ MAT Area Coordinator Signature

_____ Date

Teacher Certification Acceptance Letter is attached to this form.

Return to: Diane Hosford, Director
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LESSON PLAN FORMAT

Description of Setting: What characteristics of the classroom or setting are important to the lesson? (Grade, physical set-up of classroom, number of students, environmental factors)

Description of the Learners: What do you know about the learners that has influenced your decision in planning this lesson? How do you know this? (Range of age, ability, prior knowledge and skills, developmental levels, IEP goals)

Goals and Outcomes: In what way does this lesson address what you are trying to accomplish with these students? (Goals are broad, speaking to the long-term needs of the learner, and are rarely accomplished in one lesson; they answer the questions "Why do I need to learn this?" Outcomes are related to goals but are narrow enough to be measurable. Every outcome will need to be assessed. Outcomes answer the question "What do I need to know and be able to do?")

Show-Me Standards: What Show-Me Standards will be addressed?

Instructional Process: Describe in detail sequentially what the teacher and students will do.

- How will you engage the learners, assess prior knowledge, develop schema, and set a purpose for learning?
- In what ways will you explain the purpose of the lesson to the students?
- In what ways will you demonstrate the processes you want your students to follow as they participate in the lesson?
- Describe the procedures you will use to guide students through the lesson.
- How will you scaffold your lesson so that students can gradually assume responsibility for learning?
- How will you guide students to reflect on what they learned and their own success in the learning process?

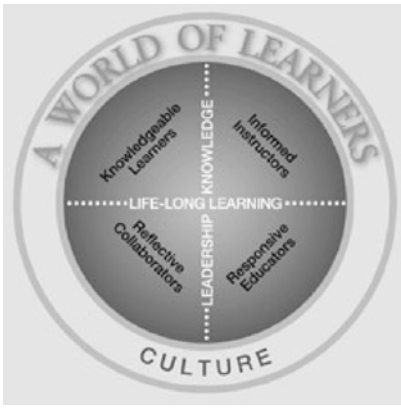
Detail within this lesson how you are providing for individual differences among the students in your class; speak to the specific needs, modifications or accommodations for individuals, not in generalities.

Assessment Procedures: How will you determine what each student knows and/or can do? How will you record this and share it with the student? (Include any tool you will be using to assess, including any scoring guide. If possible include a copy of the work of one or two students in your final copy.)

Materials: List any materials, support materials, and technology used in the lesson. This includes texts, literature, charts, and bulletin boards. Include a copy of anything you will be using with the students.

Management Procedures: What procedures will you put in place to assure a successful lesson? (Describe behavior management plan, including the rules in effect and how these will be shared with students. Describe time management and procedures to smooth transitions, especially for younger children.)

Reflection: What have I learned from teaching this lesson? (After the lesson, reflect on what worked and on what you would do differently. Describe how you adjusted the lesson to meet the needs of the learners. Reflect on what you have learned about the students by teaching the lesson. Talk about what comes next, for the students and for you. *The purpose of this reflection is not to defend your teaching but to demonstrate that you have learned from it.*)



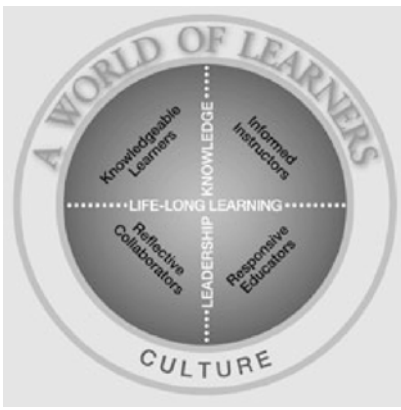
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UNIT PLAN FORMAT

1. **Unit title and rationale:** description of the theme of the unit and why it is appropriate for the students. (The unit should extend at least six lessons for a three-credit practicum and at least four lessons for a two-credit practicum.)
2. **Clear and Concise description of learners:** range of age and ability, including reading ability.
3. **Learner outcomes:** description of what you expect the students to know and be able to do by the end of the unit.
4. **Identification of the Show Me Standards** addressed in the unit (any standard that is addressed needs to be assessed).
5. **A clear description of the behavioral and motivational goals** you are working toward in designing management procedures for each lesson. (For example, you may be working toward better group interaction, more group independence, or motivation of reluctant learners).
6. **A description of how the unit takes into consideration the cultural diversity of the students.**
7. **Pre-unit assessment of learners' prior knowledge and skill levels;** submit assessment questions and procedures.
8. **A day-by-day general plan** listing the lessons to be included in the unit (May be completed as a calendar of lessons and activities).
9. **Thorough daily lesson plans:** At least six lessons for a three-credit practicum and at least four lessons for a two-credit practicum: include individual adaptations and modifications for all students with special needs, materials, classroom management techniques, and assessment activities. At least one lesson must be taught with university supervisor present.
10. **A list of resources:** including materials, people, and print and media both for teacher planning and student use.
11. **Unit assessment of the learner outcomes** including the assessment itself (the instrument or if not, paper and pencil, a detailed description), the scoring guide used to evaluate the assessment and the strategy used to share the information with students.
12. **Reflection on P-12 learning** after the unit is taught. (What do the students know now and what are they able to do? How well do they know and can they do it? What would you do next to further the development of the learning?)



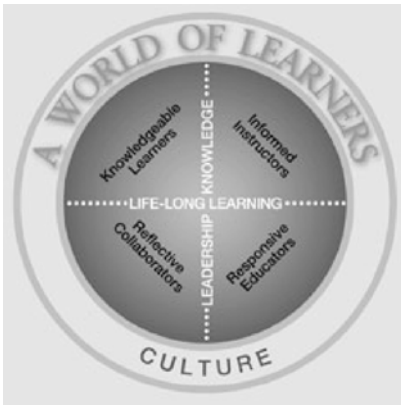
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UNIT PLAN SCORING GUIDE

Proficient	Nearing Proficient	Unsatisfactory
Clear description of unit that explains why it is a good fit to the needs and abilities of the students	A serious attempt is made to explain the rationale in terms of the needs and abilities of students, with a need for more clarity.	Vague description with little or no reference to the needs and abilities of this group of students.
Description of the learners includes grade level, range of age and ability including reading ability. Description is clear and specific	Description of the learners includes most of the designated components but with a need for more clarity or specificity.	Description of the learners includes fewer than half of the designated components: description is vague.
Learner outcomes clearly and specifically describe what the student is to know and be able to do at the end of the unit.	Learner outcomes describe what the student is to know and be able to do but tend to be too general.	Learner outcomes inadequately describe what the student is to know and be able to do at the end of the unit.
Identification of appropriate content and process Show-Me Standards (and eventual inclusion of each in the assessment plan for the unit).	Identification of appropriate content and process Show-Me Standards (with most included in the assessment plan for the unit).	Incomplete identification of content and process Show-Me standards.
Clear description of the behavioral and motivational goals you are working toward	A serious attempt at determining the behavioral and motivational goals, with a need for greater clarity.	Vague description with little or no indication of the goals of behavior choices.
Clearly describes how the cultural diversity of the students is used in the planning of the unit.	Shows some evidence that the cultural diversity of the students is used in planning the unit.	Does not consider the cultural diversity of the students in planning the unit.
Pre-unit assessment of learners' prior knowledge and skill levels is specifically targeted and directly impacts instruction based on student responses. Questions guiding the assessment and assessment procedures are specified.	Pre-unit assessment of learners' prior knowledge and skill levels is somewhat vague but impact on instructional planning is evident. Questions are clearly specified.	Pre-unit assessment of learners' prior knowledge and skill levels is minimal or absent and its impact on instruction is unclear. Questions guiding the assessment and assessment procedures are not specified.
The general plan is a well thought out mapping of the unit, with practical consideration of the time available and the requirements of the learners.	The general plan is complete but does not show evidence of a clear understanding of the limitations of time or the requirements of the learners.	The general plan is incomplete or it is inappropriate given the time available and/or the requirements of the learners.
Unit includes at least six lessons (for a 3 credit course) and at least four lessons (for a two credit course). Lesson plans use the given format including specific objectives and detailed scripting of instructional activities (including adaptations and modifications, materials, management, and assessment activities).	Unit includes at least six lessons (for a 3 credit course) and at least four lessons (for a two credit course) with a need for more clarity. Lesson plans use the given format including specific objectives and detailed scripting of instructional activities (including adaptations and modifications, materials, management, and assessment activities).	Unit includes inadequate lesson plans.



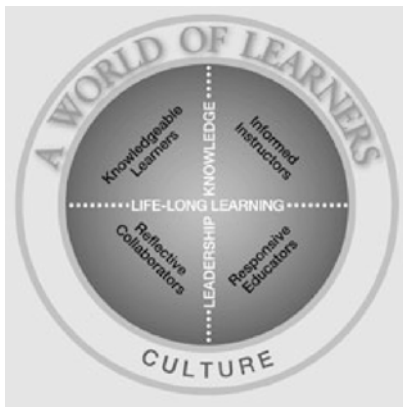
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UNIT PLAN SCORING GUIDE (cont'd.)

	Advanced	Proficient	Nearing Proficiency	Unsatisfactory
	Plan objective is (1) observable and measurable, (2) gives the conditions under which the behavior will occur and, (3) indicates the criteria needed for mastery; objective is written with an emphasis on how the teacher will apply the skill in situations that have direct impact on students.	Plan objective is (1) observable and measurable, (2) gives the conditions under which the behavior will occur and, (3) indicates the criteria needed for mastery.	Plan objective (1) indicates a behavior that is difficult to observe or measure, (2) does not clearly specify the conditions under which the behavior will occur or, (3) inadequately describes the criteria needed for mastery.	Plan objective lacks one or more of the specified components.
	A specific rationale that draws upon past professional experiences and input from other professionals and provides detailed examples of each is provided.	A specific rationale that draws upon past professional experiences and input from other professionals is provided.	A limited rationale is provided as to why the particular objective was chosen.	No rationale is provided as to why the particular objective was chosen.
	Activities needed to address objective and subsequent timeline in which activities will be implemented are specific and detailed with examples provided as needed.	Activities needed to address objective and subsequent timeline in which activities will be implemented are general.	Activities needed to address objective and/or subsequent timeline in which activities will be implemented are limited such as not to allow a thorough and meaningful focus on the objective.	Activities needed to address the objective and/or a subsequent timeline in which the activities will be implemented are not provided.
	Data collection procedures are detailed and specific; data collection sheets are streamlined and clear with student data provided by which to adequately judge progress toward meeting the objective.	Data collection procedures are detailed and specific; data sheets are streamlined and clear, but contain too little performance data by which to adequately judge progress toward meeting the objective.	Data collection procedures are overly general leading to inconsistency in scoring; data sheets are included, but do not contain performance data or are formatted in such a way that data collection is cumbersome or confusion.	Data collection procedures are unclear and lack reliability and/or validity; data sheets are not included.
	Results and reflection on implementation is detailed and specific and includes discussion regarding successes of the plan, difficulties of the plan, what was learned by the teacher during implementation, and what would be done differently in the future	Results and reflection on implementation is general	Results and/or reflection on implementation are limited	Results and/or reflection on plan implementation are absent
	Mechanics-assignment is written in a clear, concise, professional manner with attention given to proper grammar, spelling, and punctuation.	Mechanics-assignment is written in a clear, concise, professional manner with minimal grammar, spelling, and punctuation errors.	Mechanics-assignment is written in a nonspecific or unprofessional manner with grammar, spelling, and punctuation errors.	Mechanics-assignment is written in a nonspecific, disconnected, or unprofessional manner with multiple grammar, spelling, and punctuation errors.



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RUBRIC FOR THE EVALUATION OF CREDIT-BY-EXAM FOR PRACTICUM

	Proficient	Nearing Proficiency	Unsatisfactory
	Recommendations from three members of the educational community (as specified) indicate a high level of competence in the teaching role.	Recommendations from three members of the educational community (as specified) indicate developing competence in the teaching role.	Recommendations from three members of the educational community (as specified) indicate a need for further competence in the teaching role.
	Work summary includes a list of job responsibilities or generally describes teaching methods/strategies used.	Work summary includes a list of job responsibilities and generally describes teaching methods/strategies used.	Work summary includes a list of job responsibilities and specifically describes teaching methods/strategies used.
	The portfolio includes evidence of reflection on the nature and role of schools, students, teachers, families, diversity, and connections within the curriculum and assessment cycle.	The portfolio includes some evidence of reflection on the nature and role of schools, students, teachers, families, diversity, and connections within the curriculum and assessment cycle with further growth expected.	The portfolio includes insufficient evidence of reflection on the nature and role of schools, students, teachers, families, diversity, and connections within the curriculum and assessment cycle.
	The portfolio includes an overview of the classroom or learning environment that covers all required categories in sufficient depth to allow the reader to understand the context of the teaching.	The portfolio includes an overview of the classroom or learning environment that covers all required categories but leaves questions about the context of the teaching.	The portfolio includes an overview of the classroom or learning environment that fails to cover all required categories in sufficient depth.
	All required instructional components of the portfolio have been rated proficient	Most required instructional components of the portfolio have been rated proficient.	Most required instructional components of the portfolio have been rated as nearing proficiency or unsatisfactory
	The overall rating on the professional development plan is proficient.	The overall rating on the professional development plan is nearing proficiency	The overall rating on the professional development plan is unsatisfactory.
	The portfolio describes the supervision during the teaching experience, citing the frequency and feedback in a clear format.	The portfolio describes the supervision during the teaching experience, citing the frequency and feedback but leaves questions regarding supervision.	The portfolio fails to adequately describe the supervision during the teaching experience.