

Practicum Requirements for the Minor in College Teaching (MICT)

The practicum, including the observation process, is a critical component of the Minor in College Teaching (MICT). These guidelines outline a clear structure for the practicum experience and detail the observation process to ensure meaningful feedback and professional growth for practicum students.

Practicum Structure

The practicum must be completed under the supervision of a faculty member at MU and can follow one of the following structures:

1. Faculty-Led Course:

- The faculty member serves as the instructor of record, and the practicum student teaches specific sections or units of the course.
- The faculty member provides mentorship, guidance, and feedback on teaching responsibilities.

1. Student-Led Course:

- The practicum student is the instructor of record for the course (e.g., graduate instructor role), responsible for all aspects of course delivery.
- The supervising faculty member offers mentorship, oversight, and feedback throughout the practicum experience.

In either case, students must document evidence of in-class instruction and supervisory and reflective experiences. The practicum experience must meet MU's academic standards for graduate credit. Students should consult the MICT coordinator before starting their practicum to ensure alignment with program requirements.

Students may also enroll in an approved practicum course to fulfill Minor in College Teaching requirements. These courses count toward elective hours for the minor, but all practicum components must still be met. Refer to the [MICT Core & Elective Course Options](#) for a list of approved practicum courses.

Program Requirements

- **Minimum Teaching Hours**
 - Must include at least **15 hours of face-to-face** instruction.
 - Hours should be structured to provide diverse teaching experiences.
 - Preparation hours are not included in the total.
- **Teaching Observations:**
 - The practicum student must be observed teaching **at least two class sessions for classes with a minimum of five students**.
 - Observations should be conducted by the faculty supervisor. If the supervisor is unavailable, another faculty member may conduct one or more observations.

Observation Process

The observation process is a structured opportunity to evaluate teaching effectiveness and provide meaningful feedback for the practicum student's growth. Observations should follow these guidelines:

- **Class Preparation:** The practicum student must notify their class in advance of the observation, explaining its purpose and encouraging students to act naturally.
- **Observation Duration:** Observations should last the entire class session or, for multi-hour classes, at least 50 minutes.
- **Observation Consistency:** The supervisor/observer should use consistent procedures for each observation, focusing on both student engagement and the practicum student's teaching performance.

Pre-Observation Self-Appraisal (x2)

Before each observation, complete a pre-appraisal to provide context and focus for the observation. This document should be shared with your supervisor/observer in advance to facilitate a productive and informed observation. The pre-appraisal should address the following:

- **Overview of the Class to Date:** Summarize the progress of the course, including major topics covered, student preparedness, and motivation levels.
- **Course Context:** Provide a brief overview of the course, including its objectives, your teaching philosophy, and any physical or environmental factors influencing the class.

- **Planned Session Details:**
 - Describe the specific lesson or session to be observed, including the topic, objectives, and intended learning outcomes.
 - Identify assignments or activities leading up to this session and their relevance to the observed class.
- **Teaching Approach:** Outline the teaching strategies, methods, and assessment techniques you plan to use during the observed session, along with your rationale for choosing them.
- **Goals for the Observed Class:** Articulate specific goals you aim to achieve in the session (e.g., improving student engagement, clarifying complex concepts).
- **Focus for Feedback:** Reflect on areas where you feel confident and identify aspects where you seek feedback (e.g., pacing, use of instructional technology, fostering discussion).

Supervisor/Observer's Classroom Observation Reports (X2)

After each classroom observation, your supervisor/observer will provide detailed feedback and prepare a report to support your teaching development. This process includes:

- **Feedback on Teaching:** The supervisor/observer will assess key areas such as communication skills, clarity of instruction, teaching methods, content organization, student engagement, and evidence of learning. They may use the [observation form](#), but it's not required.
- **Written Report:** A written observation report will highlight strengths, areas for improvement, and actionable recommendations. Supervisors/observers are encouraged to use the MICT feedback form, though alternative formats are also acceptable.
- **Follow-Up Meeting:** Within one week of the observation, the supervisor/observer and practicum student will meet to discuss the feedback, address questions, and identify strategies for improvement.

Post-Observation Reflections in Response to Supervisor/Observer (X2)

After each classroom observation, write a reflection that responds to the feedback provided by your supervisor or observer. Each reflection should:

- **Summarize Feedback:** Highlight key points of feedback from the observation, noting areas of strength and suggested improvements.
- **Analyze Your Teaching:** Reflect on how the observation feedback aligns with your own perceptions of the session. Identify what worked well and what could be improved.
- **Action Plan:** Describe specific changes or adjustments you plan to make in response to the feedback for future teaching sessions.