

Practicum Paired Placements in Your Grow-Your-Own Education Programs

ACTE Work Based Learning Conference

Providence, Rhode Island

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ACTE

New and Related Services 2025 Leadership
Fellow

New and Related Services
Innovative Teaching & Learning (ITL)Section
Lead

New and Related Services Policy Member

Just fold in the cheese.....



Reflect on your own or with a partner...

How does this clip relate to what we do in our programs?

- That scene doesn't represent collaboration or modeling; it's just two people in the same space with no shared purpose. In practicum settings, paired placements rely on purposeful cooperation, co-planning, co-teaching, and guided reflection.
- The cooperating teacher & high school classroom instructor must actively model practices and support the practicum student, not leave them to figure things out alone.

Our students are David, and we are Moira.

- We can't simply tell students what to do; we need to show them, break the process down, and give them opportunities to practice it themselves..
- We have to ensure that our programs are structured and use strategies that get them to think like professionals.
- Paired practicum placements support collaboration, problem-solving, and professional decision-making in real time

Session Objectives

- Explore ways to embed practicum experiences in classrooms
- Learn about the effectiveness of paired placements
- Look at ways that students can collaborate with cooperating teachers and peers to create, implement and reflect on lessons.

Southern New Hampshire



Rural School District - 2,000 students

250 Square Miles

1 high school

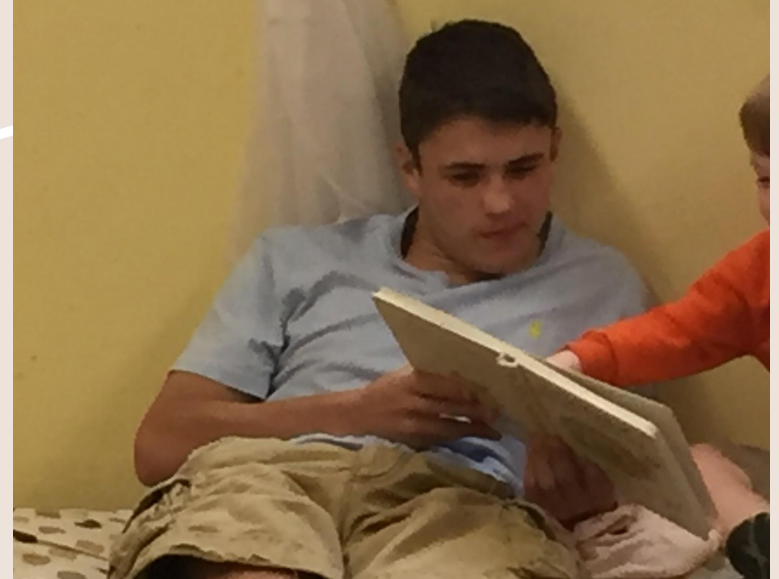
2 middle schools

8 elementary schools

Local childcare center that is large enough to take practicum students

What is practicum work?

Practicum work gives students the opportunity to have practical work experience while they are in high school. Students are able to learn by doing. They offer students a chance to practice their skills while they network and make contacts with educators from early childhood through middle school.



Careers in Education
Program
Early College/Dual
Enrollment

Nashua Community College

15 Credits

Human Growth & Development

ECE 102 - Growth & Development of the Young
Child

Careers in Education I

ECE 101 - Foundation of Early Childhood
Education

ECE 102 - Safe, Healthy & Nutritional Programs in
ECE

Careers in Education II

ECE 104 - Curriculum for Early Childhood Care
and Education

EDU 130 -Foundations of Education

M-W-F (classroom)

T- Th (practicum - 1 hour)

September - May (9 months)

Careers in Education I - Early Childhood Center

- Infant
- Toddler
- Preschool

Careers in Education II

Preschool, Elementary School and Middle School



Expectations for Practicum students

- Letter to cooperating teachers
- Participation expectations



Confidentiality Agreement

[Confidentiality Agreement](#) - signed prior to placement



Careers in Education I

Students are placed in a local childcare center.

- Infant
- Toddler
- Preschool



Careers in Education II

Year 2 students are placed in:

- Pre K - Grade 8 classrooms
- Special Education
- Occupational Therapy
- Speech Therapy
- Physical Education
- Counseling
- Art
- Music
- Physical Education
- Family and Consumer Science
- Health



Practicum gives students Hands on Experience



Gradual Release of Responsibility

The Careers in Education program uses a gradual release of responsibility model.

All practicum students begin with observation and reflection. Then as students become ready for increased responsibility, they begin to assist the cooperating teacher and to work with children. They may read a story to a child or the whole class, or they might help a child get ready for recess. Finally, the high school students prepare, create and lead lessons.

Paired Placement

Most of my students work in paired placements and stay with the same cooperating teacher. "Paired student teachers invested in each other and in one another's success, providing a greater kind and quality of support than was available to solo student teachers" (Bullough et. al, 2002)

Students in Paired placement state that they could focus more on content when teaching because there were fewer management problems with a peer there, ready to assist if the class became restless. (Smith, 2004).



Paired Placement

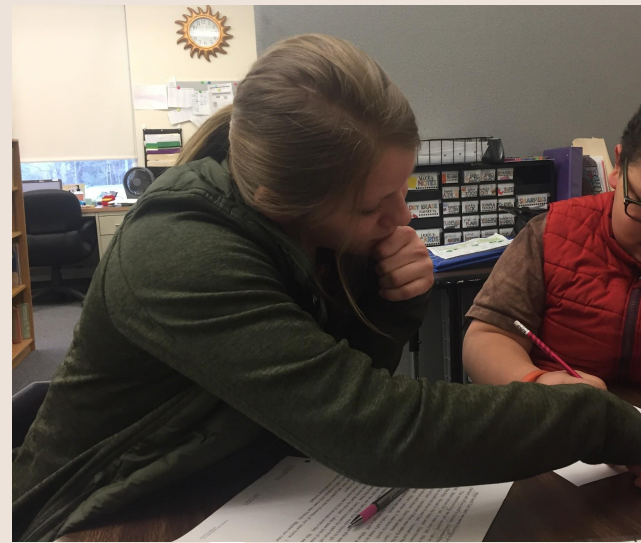


- Students are placed in a classroom together for the entire placement
- Students take turn leading lessons while being supported by their peer and cooperating teacher
- Team Teaching -Co Teaching

Careers in Education Classroom and Application area (M-W-F)

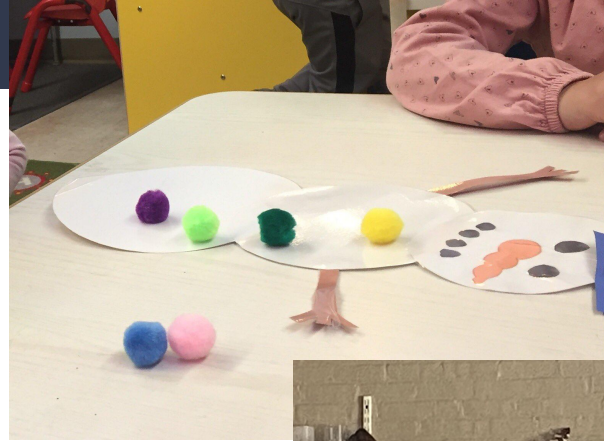


Lesson Planning



- Lesson Plans:
- Standard
- Objective
- Evidence
- Steps/resources for activity- lesson
- Independent and guided - UDL lens
- Closure

Lesson Plans - writing and conducting



Calendar

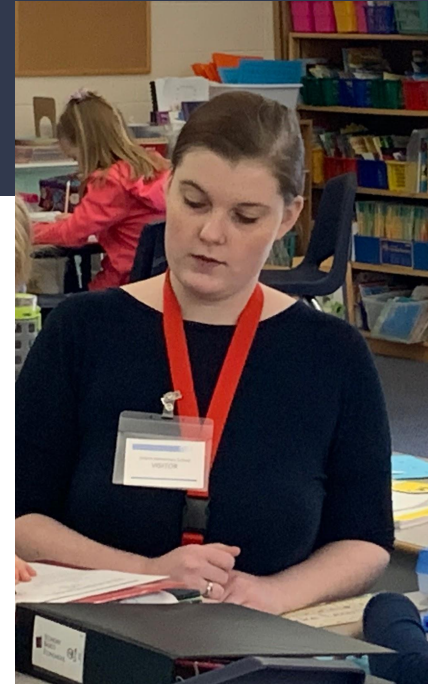
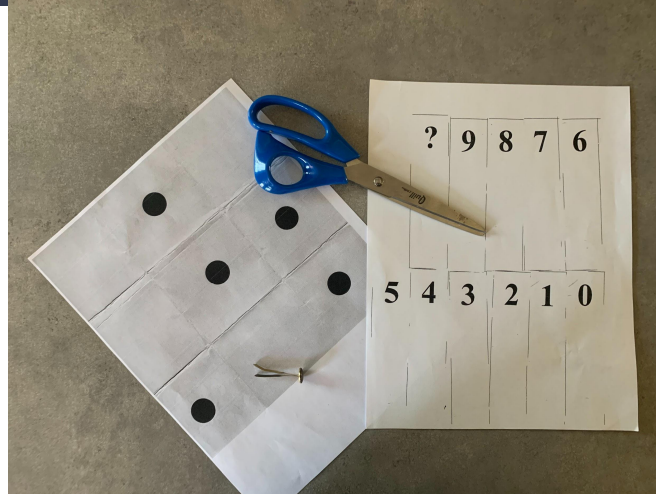
Students work together in paired placements to create activities & lesson plans.

- Calendar

NH Early Learning Standards

		New Year's Day	1	2	
	6	Megan:	7	8	9
		Finger painting		serena:	slime ★
	13	Fiona:	14	15	16
		shaving cream		Megan:	Kinetic ★ Sand w/ objects
	20	Serena:	21	22	23
Martin Luther King Day		roobleck necklace		Megan:	Water Bucket
	27	Fiona:	28	29	30
		plates, pom poms and tongs ★		Megan:	Orbees sand

Reflection



Standards used in Careers in Education II

Common Core

Next Generation Science Standards

**OT & Speech
IEP Goals and Objectives

Work Based Learning

Students can choose to conduct an Extended Learning Opportunity (ELO) during another block of the day in addition to their practicum. I place them in an education setting. We work together to set goals and I observe them and monitor their progress.

This allows students to conduct more in depth Work Based Learning in a grade level and subject area of their choice. Ideally these additional placements are also paired.



Managing the placements

- I rotate through the placements
- When students are conducting lessons observe or use SWIVL camera

Bus - transportation

Gaining buy-in from your Principal, CTE Director, Superintendent, School Board, and other key leaders on the importance of this work.



Program Completer and Current Lead Toddler Teacher

Emma

“Taking the careers in education classes in high school provided the perfect stepping stones towards a career with children! The classes gave me the chance to work with multiple age levels and opened my eyes to how important all levels of education are. I am now a lead toddler teacher and I couldn't have done it so soon without having the opportunity to take college classes in high school.”

2020 Careers in Education Completer

2020 Associate Toddler Teacher

2021 Lead Toddler Teacher



Returning to work in our district - Grow Your Own

Emily

"I enjoyed putting my knowledge into practice. The best part was being able to bring activities to the program and watch the excitement on the children's faces. The opportunity Mrs. Grossi gave me to work in the field has greatly helped me pursue my career in Education."

- 2018 Careers in Ed Completer
- 2022 Keene State College Graduate
- 2022- Present First Grade Teacher - ConVal School District



Growing Your Own – Success Stories

Graduates of the Region 14 ATC Careers in Education Program at ConVal High School are currently:

- Early Childhood Teachers in local child care centers

ConVal School District

- Paraprofessionals in elementary and middle schools
- District Preschool Teacher
- First Grade Teacher
- Middle School Physical Education Teacher

- Paired placements in high school practicum and CTE teaching pathways help students when they later enter a teaching position by building the collaboration, communication, and problem-solving skills essential for working in schools.
- By participating in paired placements future educators learn to share responsibilities, plan and reflect together, provide constructive feedback, and adapt to different classroom situations—skills that transfer directly to working with colleagues, co-teachers, and support staff.

Grow Your Own

- Let your administration (superintendent, assistant superintendent, principals) know that your students are graduating from college

** They will be on the lookout for their application

** They will be given an interview if they are a completer of your program.



Program Completer and Current Educator

Leah

“It’s one thing to talk about scenarios that can happen in a classroom and it’s a whole other thing to experience it first hand. Most of the learning to become a teacher comes from working directly with students. I was lucky enough to have the opportunity to work with a variety of ages, program, and schools. This allowed me to discover my role as a future educator and gave me a well rounded experience to take with me through college.”

- 2019 Careers in Education Completer
- 2023 Fitchburg State University, MA graduate
- 3rd Grade Teacher (Neighboring ConVal District)



Thank you!

Please reach out if you have any questions or would like anymore information.

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