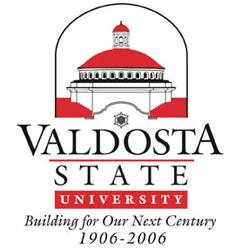
**Department of Teacher Education Valdosta State University**



# Teacher Candidate Handbook

PS1, PS2, PS3

**Fall 2023-Spring 2024**

**VALDOSTA STATE UNIVERSITY**

DEPARTMENT OF Teacher Education

MAIL 1500 North Patterson Street · Valdosta, Georgia 31698-0092

PHONE 229-333-5611 · FAX 229-333-5963

**To: Teacher Candidates**

**Practicums in Elementary Grades Teaching**

The department is excited to provide you with field experiences that allow you to be a guest in local schools where you will have the opportunity to work with a mentor teacher and students.

Teacher candidates will be responsible for attending all practicum once a week experiences as well as the full week(s) experience. It is your responsibility to communicate with your VSU Supervisor if you miss a day as well as notify your mentor. You are expected to make up any day missed (regardless of the reason unless it was due to a college or elementary school closing) on Friday or another day you do not have class with the permission of your mentor teacher and in collaboration with your VSU supervisor. It is up to the discretion of your supervisor and practicum instructor to decide a course of action if you do not make up required days. You will not be eligible to pass your practicum course with a C or higher unless you fulfill the practicum experience which includes the field experience, assignments, and documentation.

Teacher candidates will be responsible for maintaining a OneNote with all practicum documentation which will be checked weekly by your supervisor. Time sheets should be uploaded and reflections should be completed the same day as the practicum experience. Once candidates begin the full week(s), they should be updating these daily. Any item not accounted for by midnight the day of will earn a 0.

Within the first ten days of beginning practicum, candidates should have uploaded in their OneNote a completed class profile, class schedule, and a contact information form which are located in this handbook.

PS1 teacher candidates are responsible for uploading their Supervisor CAPS, Mentor PBDA, self PBDA, Field Experience Plan, and 5 completed ELA lesson plans (signed by their mentor) in OneNote. In addition, the Supervisor CAPS and self PBDA are also required to be submitted by the student in Anthology at the end of the semester.

PS2 teacher candidates are responsible for uploading their Supervisor CAPS, Mentor CAPS, Mentor PBDA, Field Experience Plan, and 10 completed lesson plans for one subject (signed by their mentor) in OneNote.

PS3 teacher candidates are responsible for uploading their 2 Supervisor CAPS, 2 Mentor CAPS, Mentor PBDA, Field Experience Plan, and 30 completed lesson plans (signed by their mentor) in OneNote.

After reviewing all documents in the handbook, print and sign your name indicating you have read and understand the requirements of the practicum experience. Students cannot begin practicum until this document is uploaded in BlazeView.

Print Name: Signature: Date:

**Recommended Timeline for the Teacher Candidate:**

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| --- |
| **First Two Weeks** |
| Introduce yourself to your mentor teacher and provide him or her with a typed introduction letter that can be sent home with students. Find out exact times your mentor is **required** to be at school. You should follow these times. |
| Volunteer to teach and work with students. We want you to feel comfortable teaching the students prior to your full week(s). |
| Ask your mentor how he or she develops their lessons. Participate in team lesson planning meetings. Observe and take note of class rules, procedures, and behavior management. |
| Ask mentor for assistance with the Class Schedule. You should type this document using the provided template and upload it in OneNote. Include directions to your mentor’s classroom for your supervisor. |
| Ask mentor for assistance with the Class Profile. You should type this document and upload in OneNote. |
| Ask mentor what the school’s video policy is. If the school has a no video policy, tell your supervisor. Make a list of students who cannot be videoed. Under no circumstances should these children be in any of your recordings. If needed by the school, you should send home the VSU video release documents in this handbook. |
| **During entire practicum:** Complete/update **time sheet** and **reflection** in OneNote day of. Do not delete time sheets. If you miss a day during any of the practicum experience, you should notify your supervisor and ask your mentor if you can make it up on Friday or another day you do not have class. On both your time sheet and reflections, you should write Absent with the date. You may complete that reflection when you complete your make up day. Make sure your supervisor is aware if you complete the reflection at a later date.  **Do not have devices out while around students.**  You should not be writing lesson plans or working on class assignments while in the presence of the children.  Learn student names.  Practicum students should not be left alone with students. |

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| **First Month** |
| Volunteer to teach and work with students. We want you to feel comfortable teaching the students prior to your full week(s). |
| Ask your mentor for feedback on teaching and/or how you are doing interacting with students. |
| Complete the Field Experience Plan with the assistance of your mentor. Ask your mentor for the standards and/or learning targets that they will likely be covering during your full week(s). This is a rough draft. |
| For the PS3 candidates, build lessons for one subject period. Ask your mentor to review and sign completed lessons (1 week at a time) at least 48 hours prior to you teaching and upload in OneNote. |
| Practicum students should not be left alone with students. |

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| **Second and Third Months** |
| Volunteer to teach and work with students. We want you to feel comfortable teaching the students prior to your full week(s). |
| Ask your mentor for feedback on teaching and/or how you are doing interacting with students. |
| For the PS3 candidates, continue to build lessons for the first subject and add a second subject for the 3rd/4th full weeks. Ask mentor to review and sign completed lessons (1 week at a time) at least 48 hours prior to you teaching. You will have 30 completed lessons at the end. Remind your mentor to complete a CAPS and PBDA during the 4th full week. You will upload these documents in OneNote for supervisors to see.  *A VSU Supervisor will observe during the 2nd and 4th full weeks.* |
| For PS2 candidates, build lessons for one subject period you will teach for two full weeks. Ask mentor to review and sign completed lessons (1 week at a time) at least 48 hours prior to you teaching. You will have 10 completed lessons at the end. Remind your mentor to complete a CAPS and PBDA during the 2nd full week. Candidate will upload these documents in OneNote for supervisors to see.  *A VSU Supervisor will observe once during the 2 full weeks.* |
| For PS1 candidates, build sequential ELA lessons for one full week. You will have 5 completed lessons at the end. Ask your mentor to review and sign completed lessons at least 48 hours prior to teaching. Remind mentor to complete a PBDA. Candidate will upload this document in OneNote for supervisors to see.  *A VSU Supervisor will observe once during the full week.* |
| Write a thank you letter to your mentor. |
| Practicum students should not be left alone with students. |

**\*The schedule may need to be adjusted for any school breaks.**

**Recommended Timeline for the Mentor Teacher:**

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| --- |
| **First Two Weeks** |
| Introduce teacher candidate to students. Share lesson plans and discuss how you develop lesson plans. |
| Provide opportunities for teacher candidate to teach portions of your lessons and/or work with students. We want candidates to feel comfortable teaching your students prior to their full week(s). |
| Provide guidance on planning lessons. Allow candidates to participate in team lesson planning meetings if appropriate. |
| Assist teacher candidate with a Class Profile. |
| Assist students with knowing which students cannot be videoed if the student needs to record themselves for a VSU Supervisor or a course instructor. We have VSU Video Release Forms that can also be sent home depending on your school’s policy. |
| Notify the VSU Supervisor if students are on their cell phones or devices while around students. This is unacceptable behavior. |
| Initial Candidate Time Sheet after each visit (and sign at the end). If a candidate has to miss a day, it is up to you whether you allow them to make it up on Friday or another day they do not have class. |
| **Maintain legal responsibility of the classroom. Practicum students should not be left alone with students.** |

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| **First Month** |
| Provide opportunities for the teacher candidate to teach portions of your lessons and/or work with students. We want candidates to feel comfortable teaching your students prior to their full week(s). |
| Provide feedback on teaching and/or how candidates are interacting with students. |
| Assist candidates with the Field Experience Plan where they map out an idea of what they will be teaching during their full week(s). Please provide candidates with **the standard(s) and/or learning targets for their lessons. Feel free to provide the candidate with any activities or resources that would support lesson planning.** |
| For the PS3 students, assist them in building lessons for one subject period. Review and sign their completed lessons at least 48 hours prior to them teaching. |
| Initial Candidate Time Sheet after each visit. |
| **Maintain legal responsibility of the classroom. Practicum students should not be left alone with students.** |

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| **Second and Third Months** |
| Provide opportunities for teacher candidate to teach portions of your lessons and/or work with students. We want candidates to feel comfortable teaching your students prior to their full week(s). |
| Provide daily feedback on teaching and/or how candidates are interacting with students. |
| For the PS3 candidates, continue to assist them in building lessons for the first subject and add a second subject for their 3rd/4th full weeks. Review and sign their weekly completed lessons at least 48 hours prior to them teaching each full week. They will have 30 completed lessons at the end. Mentor completes a CAPS and PBDA during the 4th full week and reviews scores with candidates. Candidate will upload these documents in OneNote for supervisors to see.  *A VSU Supervisor will observe during the 2nd and 4th full weeks.* |
| For PS2 candidates, assist them in building lessons for one subject period they will teach for two full weeks. Review and sign their completed weekly lessons at least 48 hours prior to them teaching. They will have 10 completed lessons at the end. Mentor completes a CAPS (only assess CAPS standards 1, 2, 3, 5, 6, 7, 9, and 10) and a PBDA during the 2nd full week and shares their ratings with the candidate. Candidate will upload these documents in OneNote for supervisors to see.  *A VSU Supervisor will observe once during the 2 full weeks.* |
| For PS1 candidates, assist them in building sequential ELA lessons for one full week. They will have 5 completed lessons at the end. Review and sign their week of completed lessons at least 48 hours prior to them teaching. Mentor will complete a PBDA during the full week and share their ratings with the candidate. Candidate will upload this document in OneNote for supervisors to see.  *A VSU Supervisor will observe once during the full week.* |
| Initial Candidate Time Sheet after each visit and sign at the end. |
| **Maintain legal responsibility of the classroom. Practicum students should not be left alone with students.** |

**\*The schedule may need to be adjusted for any school breaks.**

**Professionalism**

**Department of Teacher Education**

**Valdosta State University**

**Professional Behavior**: As a teacher candidate, you are a guest in the public schools. You are representing Valdosta State University, the Dewar College of Education, the Department of Teacher Education, and yourself. It is imperative that professionalism be exhibited at all times. If an issue arises at your school, you should **report** **first to your VSU Supervisor**. If unavailable, you should report to your Practicum Instructor or the ELED Program Coordinator. The Department of Initial Teacher Preparation and Services office telephone number is 229-333-5611.

**For questions regarding practicum documentation or assignments, students should see the professor of course first.**

PS1 – ELES 3010: Fill in Professor’s Name

PS2 – ELES 3020: Fill in Professor’s Name

PS3 – ELED 4690: Fill in Professor’s Name and Program Coordinator’s Name

**Appropriate Dress for Teacher Candidates**: You are a role model for students. Anything that causes a distraction from the educational process for students or teachers should be avoided. The Department of Teacher Education has adopted the following guidelines:

* All clothing should be clean, pressed, well-fitting, and in good condition. On any casual day (Friday/special event/field trip) appropriate casual clothing may be worn, but no jeans are allowed at any time.
* Nose rings, lip rings, tongue studs, eyebrow rings and facial piercings are not recommended.
* The VSU professional nametag should be worn at all times.
* All tattoos must be covered, if possible.
* Dress shoes or casual shoes must be worn. No flip flops are allowed.
* A groomed beard or clean-shaven are your choices for facial grooming.
* The entire body must be appropriately covered. No cleavage, stomach, or backside can be shown (even when bending and stooping). Leggings paired with long shirts are not allowed. Skirt/dress length can be no shorter than three inches above the knee. Shorts are not allowed.

**Electronic Devices:** Cell phones and other devices should never be used in the presence of the children.Devices should be limited to planning, lunch, or before

or after school.

**Confidentiality:** It is possible that you will have access to confidential information about

students. It is unethical to share any confidential information concerning student academic

and disciplinary records, personal confidences, health and medical information, family

status and/or income, and assessment/testing results.

**Social Media:** As a future educator, social networking sites such as Facebook, Twitter,

etc. should represent high personal and professional standards. If you have postings on

any of these sites, you must remember that they are public and may be viewed by school

personnel and students. If school personnel find your postings unprofessional, they can

request your removal from their school. D**o NOT post any P-12 student’s picture or**

**information on your site.**

**Appropriate Handling of Discipline:** The teacher candidate is expected to handle discipline as outlined by school policy and the mentor teacher. Teacher candidates are notallowed to take part in any form of corporal or physical punishment, humiliation, or abuse of any sort for any student.

**Important Note: In addition to the Teacher Education Department requirements, the teacher candidate is expected to meet the requirements provided in the participating school's dress code.**

*If a teacher candidate is asked to not return to their practicum experience by the school administration, mentor teacher, and/or VSU, the candidate will be unable to fulfill the practicum experience. The practicum experience is a required component of 3010 and 3020.*

**Candidate Assessment on Performance Standards (CAPS)**

Level 4 – Student demonstrates exceptional mastery of this standard.

Level 3 – Consistently Demonstrates Standard.

Level 2– Inconsistently Demonstrates Standard.

Level 1– Student does not demonstrate standard (may need improvement plan on standard).

**Performance Standard 1: Professional Knowledge**: The teacher candidate demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.

**Performance Standard 2: Instructional Planning**: The teacher candidate plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all the students.

**Performance Standard 3: Instructional Strategies**: The teacher candidate promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students’ acquisition of key knowledge and skills.

**Performance Standard 4: Differentiated Instruction**: The teacher candidate challenges and supports each student’s learning by providing appropriate content and developing skills which address individual learning differences.

**Performance Standard 5: Assessment Strategies**: The teacher candidate systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.

**Performance Standard 6: Assessment Uses**: The teacher candidate systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to students and relevant stakeholders.

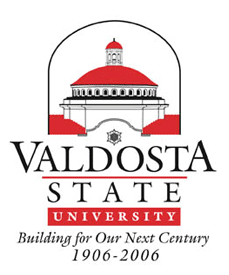
**Performance Standard 7: Positive Learning Environment**: The teacher candidate provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.

**Performance Standard 8: Academically Challenging Environment:** The teacher candidate creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.

**Performance Standard 9: Professionalism:** The teacher candidate exhibits a commitment to professional ethics, participates in professional growth opportunities to support student learning, and engages in reflective practice.

**Performance Standard 10: Communication:** The teacher candidate communicates effectively with students, district and school personnel, and relevant stakeholders in ways that enhance student learning.

This assessment was adapted from the Georgia Department of Education Teacher Keys Effectiveness System Evaluator Training & Credentialing Materials 2013-2014 and the Georgia Intern Keys Effectiveness System Candidate Assessment on Performance Standards available at: <http://www.gapsc.com/GaEducationReform/Downloads/Intern_TKES_DRAFT_11-2-13.pdf>.



**Valdosta State University Dewar College of Education & Human Services**

**Intern Keys/Candidate Assessment on Performance Standards (CAPS) Rating Sheet**

**Teacher Candidate Name:                              School/Mentor:   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Grade/Subject:**                                            **Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** **Department:** Teacher Education

**Assessment Type [bracket]:**   **Early CAPS Assessment**

**Supervisor Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Performance Standard 1: Professional Knowledge**: The teacher candidate demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences. | | | | | |
| Rating: | \_\_\_\_\_Level IV | \_\_\_ Level III | | \_\_\_\_\_Level II | \_\_\_\_\_Level I |
| Specific Comments: | | | | | |
| **Performance Standard 2: Instructional Planning**: The teacher candidate plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all the students. | | | | | |
| Rating: | \_\_\_\_\_Level IV | \_\_\_ Level III | \_\_\_\_\_Level II | | \_\_\_\_\_Level I |
| Specific Comments: | | | | | |
| **Performance Standard 3: Instructional Strategies**: The teacher candidate promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students’ acquisition of key knowledge and skills. | | | | | |
| Rating: | \_\_\_\_\_Level IV | \_\_\_ Level III | \_\_ \_\_Level II | | \_\_\_\_\_Level I |
| Specific Comments: | | | | | |
| **Performance Standard 4: Differentiated Instruction**: The teacher candidate challenges and supports each student’s learning by providing appropriate content and developing skills which address individual learning differences. | | | | | |
| Rating: | \_\_\_\_\_Level IV | \_\_\_ Level III | | \_\_\_\_\_Level II | \_\_\_\_\_Level I |
| Specific Comments: | | | | | |
| **Performance Standard 5: Assessment Strategies**: The teacher candidate systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population. | | | | | |
| Rating: | \_\_\_\_\_Level IV | \_\_\_ Level III | \_\_\_\_\_Level II | | \_\_\_\_\_Level I |
| Specific Comments: | | | | | |
| **Performance Standard 6: Assessment Uses**: The teacher candidate systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to students and relevant stakeholders. | | | | | |
| Rating: | \_\_\_\_\_Level IV | \_\_\_ Level III | \_\_\_\_\_Level II | | \_\_\_\_\_Level I |
| Specific Comments: | | | | | |
| **Performance Standard 7: Positive Learning Environment**: The teacher candidate provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all. | | | | | |
| Rating: | \_\_\_\_\_Level IV | \_\_\_ Level III | \_\_ \_\_Level II | | \_\_\_\_\_Level I |
| Specific Comments: | | | | | |
| **Performance Standard 8: Academically Challenging Environment:** The teacher candidate creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners. | | | | | |
| Rating: | \_\_\_\_\_Level IV | \_\_\_ Level III | \_\_ \_\_\_Level II | | \_\_\_\_\_Level I |
| Specific Comments: | | | | | |
| **Performance Standard 9: Professionalism:** The teacher candidate exhibits a commitment to professional ethics, participates in professional growth opportunities to support student learning, and engages in reflective practice. | | | | | |
| Rating: | \_\_\_\_\_Level IV | \_\_\_ Level III | \_\_\_\_\_Level II | | \_\_\_\_\_Level I |
| Specific Comments: | | | | | |
| **Performance Standard 10: Communication:** The teacher candidate communicates effectively with students, district and school personnel, and relevant stakeholders in ways that enhance student learning. | | | | | |
| Rating: | \_\_\_\_\_Level IV | \_\_\_\_Level III | \_\_\_\_\_Level II | | \_\_\_\_\_Level I |
| Specific Comments: | | | | | |
| Overall Comments: | | | | | |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_                              \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor Teacher’s Signature/Date Teacher Candidate’s Signature/Date

This assessment was adapted from the Georgia Department of Education Teacher Keys Effectiveness System Evaluator Training & Credentialing Materials 2013-2014 and the Georgia Intern Keys Effectiveness System Candidate Assessment on Performance Standards available at: <http://www.gapsc.com/GaEducationReform/Downloads/Intern_TKES_DRAFT_11-2-13.pdf>.

Most PS1 and PS2 students will only be at a level I or II due to their lack of classroom experience.

*A CAPS User Guide will be provided for you to see the criteria for each level and standard.*

*PS1: No Mentor CAPS needed. Supervisor completes standards 1,2,7,9,10.*

*PS2: Mentor and supervisor completes standards 1, 2, 3, 5, 6, 7, 9, and 10 on one lesson of their choice.*

*PS3: Mentor and supervisor complete all standards during the 4th full week on lessons of their choice.*

**Valdosta State University Dewar College of Education& Human Services Professional Behaviors and Dispositions Assessment (PBDA) Rating Sheet**

**Teacher Candidate Name: School:**

**Grade/Subject: Date: Department:** Teacher Education

**Assessment Type:** Student Teaching

**Supervisor / Mentor Teacher / Self- Evaluation: Name \_\_\_\_ \_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **1. Collaboration:** The teacher or teacher candidate collaborates with others. | | | | | |
| Rating: | \_\_\_\_Exceeds Expectations (3) | \_\_Meets Expectations (2) | \_\_\_\_Developing (1) | Does Not Meet Expectations (0) | \_\_\_\_ Not Observed |
| Evidence That Supports Assessor Rating: | | | | | |
| **2. Attitude:** The teacher or teacher candidate demonstrates a positive attitude.  *Note: This criterion is measurable only by observation of the candidate’s behaviors. Examples are provided but are not intended to be inclusive of all behaviors related to the criterion.* | | | | | |
| Rating: | \_\_\_\_Exceeds Expectations (3) | \_\_Meets Expectations (2) | \_\_\_\_Developing (1) | Does Not Meet Expectations (0) | \_\_\_\_ Not Observed |
| Evidence That Supports Assessor Rating: | | | | | |
| **3. Relationship with Adults:** The teacher or teacher candidate maintains positive relationships with adults (parents, colleagues, guardians, staff, administration, etc.).  *Note: This criterion is measurable only by observation of the candidate’s behaviors. Examples are provided but are not intended to be inclusive of all behaviors related to the criterion.* | | | | | |
| Rating: | \_\_\_\_Exceeds Expectations (3) | \_\_Meets Expectations (2) | \_\_\_\_Developing (1) | Does Not Meet Expectations (0) | \_\_\_\_ Not Observed |
| Evidence That Supports Assessor Rating: | | | | | |
| **4. Communication:** The teacher or teacher candidate communicates effectively. | | | | | |
| Rating: | \_\_\_\_Exceeds Expectations (3) | \_\_Meets Expectations (2) | \_\_\_\_Developing (1) | Does Not Meet Expectations (0) | \_\_\_\_ Not Observed |
| Evidence That Supports Assessor Rating: | | | | | |
| **5. Attendance:** The teacher or teacher candidate adheres to policies regarding attendance and punctuality. | | | | | |
| Rating: | \_\_\_\_Exceeds Expectations (3) | \_\_Meets Expectations (2) | \_\_\_\_Developing (1) | Does Not Meet Expectations (0) | \_\_\_\_ Not Observed |
| Evidence That Supports Assessor Rating: | | | | | |
| **6. Relationship with Students:** The teacher or teacher candidate interacts appropriately and positively with others. | | | | | |
| Rating: | \_\_\_\_Exceeds Expectations (3) | \_\_Meets Expectations (2) | \_\_\_\_Developing (1) | Does Not Meet Expectations (0) | \_\_\_\_ Not Observed |
| Evidence That Supports Assessor Rating: | | | | | |
| **7. Initiative:** The teacher or teacher candidate demonstrates evidence of initiative. | | | | | |
| Rating: | \_\_\_\_Exceeds Expectations (3) | \_\_Meets Expectations (2) | \_\_\_\_Developing (1) | Does Not Meet Expectations (0) | \_\_\_\_ Not Observed |
| Evidence That Supports Assessor Rating: | | | | | |
| **8. Professional Appearance:** The teacher or teacher candidate adheres to good hygiene and follows university, school, and/or district policies for professional appearance. | | | | | |
| Rating: | \_\_\_\_Exceeds Expectations (3) | \_\_Meets Expectations (2) | \_\_\_\_Developing (1) | Does Not Meet Expectations (0) | \_\_\_\_ Not Observed |
| Evidence That Supports Assessor Rating: | | | | | |
| **9. Legal and Ethical Conduct:** The teacher or teacher candidate adheres to legal and ethical standards for behavior. | | | | | |
| Rating: | \_\_\_\_Exceeds Expectations (3) | \_\_Meets Expectations (2) | \_\_\_\_Developing (1) | Does Not Meet Expectations (0) | \_\_\_\_ Not Observed |
| Evidence That Supports Assessor Rating: | | | | | |
| **10. Diversity:** The teacher or teacher candidate demonstrates respect for and appreciation for a wide variety of individual differences. | | | | | |
| Rating: | \_\_\_\_Exceeds Expectations (3) | \_\_Meets Expectations (2) | \_\_\_\_Developing (1) | Does Not Meet Expectations (0) | \_\_\_\_ Not Observed |
| Evidence That Supports Assessor Rating: | | | | | |
| **11. Learning Environment:** The teacher or teacher candidate demonstrates a commitment to creating a positive, low-risk learning environment. | | | | | |
| Rating: | \_\_\_\_Exceeds Expectations (3) | \_\_Meets Expectations (2) | \_\_\_\_Developing (1) | Does Not Meet Expectations (0) | \_\_\_\_ Not Observed |
| Evidence That Supports Assessor Rating: | | | | | |
| **12. Time Management:** The teacher or teacher candidate uses time effectively. | | | | | |
| Rating: | \_\_\_\_Exceeds Expectations (3) | \_\_Meets Expectations (2) | \_\_\_\_Developing (1) | Does Not Meet Expectations (0) | \_\_\_\_ Not Observed |
| Evidence That Supports Assessor Rating: | | | | | |
| **13. Commitment to Student Learning:** The teacher or teacher candidate demonstrates a commitment to students’ learning. | | | | | |
| Rating: | \_\_\_\_Exceeds Expectations (3) | \_\_Meets Expectations (2) | \_\_\_\_Developing (1) | Does Not Meet Expectations (0) | \_\_\_\_ Not Observed |
| Evidence That Supports Assessor Rating: | | | | | |
| **14. Commitment to Continuous Improvement:** The teacher or teacher candidate demonstrates a commitment to continuous improvement as an educator. | | | | | |
| Rating: | \_\_\_\_Exceeds Expectations (3) | \_\_Meets Expectations (2) | \_\_\_\_Developing (1) | Does Not Meet Expectations (0) | \_\_\_\_ Not Observed |
| Evidence That Supports Assessor Rating: | | | | | |

Adapted and Used by Permission:

Georgia Educators’ Task Force Professional Behaviors and Dispositions Assessment (PBDA) – Spring 2017 Copyright © 2017 by Co‐Project Leaders: Dr. Mary Ariail and Dr. Sallie Averitt Miller

Task Force Members – Phase II: Dr. Bonnie Anderson, Dr. Cynthia Bolton, Dr. Susan Hagood, Dr. Sharon Livingston, Dr. Holley Roberts, Ms. Carla Tanguay, and Dr. Deborah Thomas

Piloting Institutions: Augusta University, Georgia Gwinnett College, Georgia Southwestern State University, Georgia State University, LaGrange College, Thomas University, University of West Georgia

Invited Reviewers: Dr. Bobbi Ford, Dr. Deirdre Greer, Dr. Beverly Mitchell, Dr. Debbie Stouli

**Class Profile**

|  |  |  |  |
| --- | --- | --- | --- |
| **Teacher Candidate Name** | **Content – Class Period** | **Grade Level** | **# of Students** |
|  |  |  |  |

**Students with Specific Learning Needs**

Complete the chart below to document required or needed supports, accommodations, or modifications for students that will affect your instruction. Add rows as needed to document all learners you are addressing. It is possible some rows will be left blank.

|  |  |  |
| --- | --- | --- |
| **Subgroups** | **First Name Only** | **Ongoing Supports, Accommodations, Modifications, Pertinent IEP Goals** |
| **Student(s) with an IEP** |  |  |
| **Student(s) with a 504 plan** |  |  |
| **ELL Student(s)** |  |  |
| **Gifted/Advanced Level Student(s)** |  |  |
| **Student(s) With Reading or Writing Concerns** |  |  |
| **Student(s) With Math Concerns** |  |  |
| **Student(s) on Grade Level** |  |  |
| **Other:** |  |  |

**Class Schedule**

**\_\_\_\_\_\_\_\_\_\_ School Name**

**Name:**

**Teacher:**

**Grade:**

**Subject Area:**

**Directions to Classroom from Front Office:** (Provide clear directions so supervisors can find you.)

**Teaching Schedule**

Please include your schedule in the chart below. Highlight in yellow when your teacher’s planning period is. Please include when students are in exploratories/specials and when they eat lunch.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Time** | **Schedule** | **# of Students** | **Subject** | **Notes**  **(SPED Co-teacher, etc.)** |
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***Contact Information for Practicum***

**Department of Teacher Education**

**Valdosta State University**

**Directions: *The practicum student is responsible for gathering and typing the information below. Please provide your mentor teacher with a hard copy. Upload in your OneNote.***

|  |  |
| --- | --- |
| **PRACTICUM STUDENT**: | |
| Cell phone: | Best time to call: |
| Home phone: | Best time to call: |
| Email address: | Other info: |
| *Are there any on-going scheduled items (e.g., Math 4161) that will require you to arrive late or leave early?* | |
| **PRACTICUM INSTRUCTOR**: | |
| VSU phone: | Best time to call: |
| Home/Cell phone: | Best time to call: |
| Email address: | Other info: |
|  | |
| **UNIVERSITY SUPERVISOR**: | |
| VSU phone: | Best time to call: |
| Home/Cell phone: | Best time to call: |
| Email address: | Other info: |
|  | |
| **MENTOR TEACHER**: SCHOOL: | |
| School phone: | Best time to call: |
| Home/Cell phone: | Best time to call: |
| Email address: | Other info: |
| *What are the expected Teacher Hours for your school? These are the hours the practicum student should be in your classroom.* | |

***Practicum Time Sheet***

***Department of Teacher Education***

***Valdosta State University***

To be completed by practicum student:

Practicum Student Semester Course

Practicum Instructor University Supervisor

School Grade level Mentor Teacher

Scheduled Days and Hours

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Date** | **Time in** | **Time out** | **Hours** | **Explanation of Deviations of**  **Days and Hours** | **Mentor’s**  **Initials** |
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|  | **Total Time, p. 1 =** | |  | (Must complete required days in the field for practicum experience for “S.”) |  |

**Mentor Teacher Signature (on last day)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

DEPARTMENT OF TEACHER EDUCATION

MAIL 1500 North Patterson Street · Valdosta, Georgia 31698-0092

PHONE 229-333-5929 · FAX 229-219-1225

***Re: Permission Form for Videotaping***

Dear Parent/Guardian:

Your child's teacher has agreed to serve as a mentor for a teacher candidate from the Department of Teacher Education, Valdosta State University. One of the required activities for this teacher candidate will be the videotaping of lessons, small group activities, or other student interactions in the classroom. These videotapes will be viewed by the teacher candidate and the university supervisor. The primary focus of the videotapes will be the VSU teacher candidate, not your child or other students in your child's class. No student names will appear in any written material about the videotapes. The videotapes will be used to help the teacher candidate identify strengths and weaknesses and see improvements in instruction and teaching methods.

The form below will be used to document your knowledge of this activity and to grant or deny your permission for your child to appear on the videotapes. The principal and your child’s teacher will receive a copy of this form; the university teacher candidate will keep a copy.

Should you wish to discuss this requirement you may contact your child’s teacher or the Department of Teacher Education at VSU (229-333-5929).

Sincerely,

Department of Teacher Education  
 Valdosta State University

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**PERMISSION FORM**

Student Name

Address

School/Teacher

I am the parent/legal guardian of the child named above. I have received and read your letter regarding the pre- service teacher in my child's classroom and agree to the following:

*(Please check the appropriate blank below.)*

**I DO** give permission for my child to appear on videotapes for a student teaching requirement of a Valdosta

State University student. No children’s names will appear in any material written about the videotapes.

**I DO NOT** give permission for my child to appear on the videotapes.

Signature of Parent or Guardian Date

DEPARTMENT OF TEACHER EDUCATION

MAIL 1500 North Patterson Street · Valdosta, Georgia 31698-0092

PHONE 229-333-5929 · FAX 229-219-1225

***Re: Permission Form for Videotaping***

PREMISO PARA FIRMAR CON CAMERA VIDEO Estimados Padres:

La Universidad Valdosta State pide su permiso para poder firmar con cámara video su hijo o hija durante las lecciones que nuestros alumnos están presentando en su práctica. Les aseguramos que los videos son solamente para el uso académico en la universidad, y se usan solamente en la evaluación del estudiante en su práctica. Presentando lecciones en las escuelas públicas es un requisito del Programa de Educación de Valdosta State. Toda información personal de los que participan de las escuelas (inclusive, los nombres, la edad, la dirección de casa, etcétera) es confidencial.

Les agradecemos su atención.

Department of Initial Teacher Preparation Services  
Valdosta State University

229-333-5929  
  
=====================================================================

**FORMA DE PREMISO**

Nombre de su hijo/a

Nombre del Colegio

Nombre Maestra/o de su hija/hijo\_ \_

**Sí, doy mi permiso** firmar con cámara video mi hijo hija.

**No doy mi permiso** firmar con cámara video a mi hijo hija.

Firma de Padre o Madre

**Teaching Field Experience Plan**

1. Complete the teaching plan below with your mentor at least 3 weeks prior to your full week(s). Fill in the standards and learning targets that you will likely cover. We understand your mentor may not know exactly where the students will be this early on, but we want you to have an idea of what you will be teaching so you can begin to research standards and possible learning activities.

In the calendar below, list the subject, learning targets, and standards for each day.

PS1 will complete the first row only.

PS2 will complete the first two rows only.

PS3 will complete all to include one subject the first two rows and then both the first and second subject in the last two rows.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Monday | Tuesday | Wednesday | Thursday | Friday |
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**Reflections**

Reflections should provide an in-depth response that is relevant and meaningful to course learning goals, analyzes how the experience contributed to an understanding of course concepts, and considers ways to transfer learning from observations/experiences to future practice.

For PS1/PS2/PS3, you should choose one of the below questions form Set 1 to reflect on for your once a week practicum experience. Do not reflect on the same question twice. Reflections should be 200-300 words and answer the question in its entirety to receive full credit. It is up to your supervisor’s discretion whether or not you accomplished this. During your full week(s), you should choose a question from Set 2.

Reflections should be dated and completed by midnight the day of to receive credit. If you are absent one day, you should indicate this with the appropriate date. When you make up your day, you can make up your reflection. Notify your supervisor so they know.

**Set 1 Questions**

How is this field experience meeting or not meeting your expectations?

Where are your strengths and areas of concern as a teacher thus far?

In looking at the CAPS, what is one standard you have struggled with in the past or you think may be an area of weakness during this practicum experience (explain why you think this and what you can do to improve this potential weakness)?

In looking at the CAPS, what is one standard you feel strong in (look at the criteria for being a III in the CAPS User Guide and explain how you can attempt to accomplish this in your teachings)?

Choose one of the PBDA categories and describe how you can work towards meeting or exceeding expectations for that number (Remember to use the CAPS User Guide to see the PBDA level criteria).

What goals do you have for yourself as a teacher right now and how do you plan to accomplish those goals?

How do you demonstrate mutual respect and establish rapport with students?

How do you challenge students in the learning process?

What are some good strategies for handling behavioral issues in the classroom (you can include how your mentor teacher handles behaviors as well)?

What do you find frustrating about teaching and your current practicum field experience (include ways you can help improve the situation)?

What do you love about teaching and your current practicum field experience (include reasons why you enjoy it)?

What has been a difficult aspect of your practicum experience/teaching that you did not expect (include possible solutions for how you can improve this difficulty)?

How does your mentor teacher differentiate in his or her classroom to meet the needs of all students?

Free Choice: Reflect on anything relevant to your practicum experience this day.

**Set 2 Questions**

How did your instruction engage students in the learning?

How do you promote thinking in your teaching?

What changes would you make to your instruction to better support your students?

In what ways have you sought to keep instruction focused at a higher level of thinking?

What is your process for determining how to group students for particular lessons?

How do you determine whether or not a group is working well?

What is an example of how you used data to adjust instruction for all learners?

How are you using formative assessments to adjust instruction for all learners?

How do you provide feedback to students?

How did your understanding of your students guide your choice of materials?

What are some common student errors or misunderstandings that you noticed when teaching?

What instructional supports did you need to help students understand the language in your lesson?

How do your assessments allow students to demonstrate their learning?

How do your lesson plans build on one another to help students make connections?

If you could go back and change something from your lesson today, what would you change and why?

In looking at your supervisor’s CAPS ratings, what is one area you can improve upon and explain how you can improve (look back at the CAPS User Guide)?

In looking at your mentor’s CAPS ratings, what is one area you can improve upon and explain how you can improve (look back at the CAPS User Guide)?

In looking at the PBDA, what is one area you know you can improve upon and explain how you can improve (look back at the CAPS User Guide)?

What changes can you make to your instruction for students who need greater support or challenge to better facilitate their learning (Consider the variety of young learners you worked with who may have required different strategies/support - students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students)?

What did you learn about yourself as a teacher from this experience thus far?

What do you enjoy or not enjoy about the current grade you are teaching in?

What are your strengths? What areas do you believe you need to develop? What are some plans and resources to help you develop?

How have your beliefs, attitudes, and assumptions about your role as a teacher changed over the experience?