

Dewar College of Education and Human Services
Valdosta State University
Department of Middle, Secondary, Reading, and Deaf Education

DEAF 6030
INTERNSHIP IN TEACHING
3 SEMESTER HOURS

Guiding Principles (DEPOSITS)

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

National Professional Association/Accreditor Standards/Competencies/ Learning Outcomes

*InTASC Model Core Teacher Standards**

(To be used for all educator preparation program courses. Identify those that apply specifically to this course.)

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

*Council of Chief State School Offices, (2013, April). *InTASC model core teacher standards and learning progressions for teachers 1.0*. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

COURSE DESCRIPTION

A semester-long student teaching experience completed with students who are deaf or hard-of-hearing

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

LIVETEXT Software is required for this course.

COURSE OBJECTIVES *(Show alignment to InTASC Model Core Teacher Standards for all educator preparation courses).*

1. Candidates will engage in a student teaching experience for approximately 16 weeks. (InTASC Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; DL_{1.1}, DL_{1.2}, DL_{1.3}, DL_{2.1}, DL_{2.2}, DL_{2.3}; DL_{3.1}, DL_{3.2}, DL_{3.3}; AL_{2.1}, AL_{2.2}, AL_{3.1}, AL_{3.3}; TL_{2.1}, TL_{2.2}, TL_{3.1}; EDL_{1.2}, EDL_{2.2}, **EDL_{2a}**; EDL_{3.1}, EDL_{3.2}; **EDL_{3a}**; FL_{1.1}, FL_{1.2}, FL_{1.3}, FL_{2.1}, FL_{2.2}, FL_{2.3}; FL_{3.1}, FL_{3.2}, FL_{3.3}; FL_{3.4}; FL_{3.5}; CPL_{1.3}, CPL_{2.1}, CPL_{2.2}, CPL_{2.3}; CPL_{3.1}, CPL_{3.2}, CPL_{3.3}) (**EDL_{2a} and EDL_{3a} are CI Matrix assessments and cannot be removed for this course without program approval**)
2. Candidates will plan and implement lessons, including the use of technology, appropriate for students' abilities and subject content area, and reflect upon their effectiveness via daily email submissions with supervisors. (InTASC Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10;)
3. Candidates will work collaboratively with team members to evaluate students' learning and their own pedagogy. (InTASC Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)
4. Candidates will participate in all professional teacher activities related to their site placement. (InTASC Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)
5. Candidates will attend university professional practices seminars. The purpose of these seminars will be to provide a platform for constructive reflection and guidance of effective teaching strategies to help meet the challenges that arise during student teaching and to provide guidance in the compilation of the professional electronic teaching portfolio. (InTASC Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Requirements can be used as artifacts for the LiveText portfolio to demonstrate your ability to meet the Conceptual Framework Standards.

Keep in mind you will have a **Mentor Teacher. You are still responsible for each activity, detailed below.

1. **Syllabus Quiz** (See dropbox in BV)
2. **ORIENTATION:** Candidates will set up an orientation meeting with the Candidate, Mentor Teacher (if applicable), and VSU Supervisor to review the Student Teaching expectations. Candidates will **email 3 dates/times** options, including the Mentor Teacher’s name (if applicable), school address, specific directions to the Mentor Teacher’s classroom, and the Mentor Teacher’s email address and phone number.
3. **CALENDAR:** Candidates will develop a **calendar** with their mentor teacher (if applicable) at the beginning of the semester to reflect timelines and expectations. **Send completed calendar** (below) to your student teaching supervisor via email as soon as possible.

Candidate Information and Student Teaching Calendar	
Name	
School	
Mentor Teacher	
Mentor Teacher email	
Daily meeting time with Mentor Teacher	
DATE	Fill in dates Candidate will assume responsibility for the following:
	One class/content area
	Two classes/content areas
	Three classes/content areas
	Four classes/content areas (SOLO TEACHING; minimum 5 weeks)
	Last day of student teaching
Daily Classroom Schedule	
TIME	Classes/Content

4. **DAILY MEETINGS:** Candidates will develop a **daily meeting time** with their Mentor Teacher (if applicable) to plan and reflect upon instruction.
5. **VIDEOTAPING:** Candidates will **obtain videotaping permission** from students within their class (see Syllabus p. 16). Candidates are required to videotape EACH lesson observed by the VSU Supervisor for a minimum of 3 observations. Candidates will submit 3 videos of their

instruction to their VSU Supervisor. Candidates can **contact Media Services at 333-5863** for assistance. *Failure to do so will result in an “unsatisfactory” for this student teaching experience.* It is highly recommended that Candidates videotape throughout their entire student teaching experience. This provides an excellent opportunity for self-evaluation and acclimates students to the presence of a video camera in the classroom.

6. **SOLO TEACHING:** Candidates will engage in 16 weeks of student teaching, **4 hours per day**, with a **minimum of 5 weeks solo teaching**. Candidates will begin with teaching lesson plans created by their Mentor Teacher (if applicable) and gradually transition to teaching lesson plans they have developed, with approval from their VSU Supervisor and Mentor Teacher. Transition into solo teaching will be determined by their VSU Supervisor and Mentor Teacher. Solo teaching is defined as the Candidate having complete responsibility for the classes. The last **2 weeks** of solo teaching should be without the Mentor Teacher in the classroom. Each week the Candidate should increase his/her responsibilities so that s/he is in complete control of the class (planning, supervising, grading, classroom management, and all other teacher duties) during solo teaching.
7. **REFLECTIONS:** Candidates will **reflect** upon **EACH day** in the classroom, from the first day to the final day, of the student teaching experience. These reflections will be submitted to the VSU Supervisor via email **each evening**. Save as “Reflection DATE NAME” in .doc or .docx. *Failure to provide reflections in a timely manner (i.e., within 24 hours) will result in an “unsatisfactory” for this student teaching experience.* Within reflections, address the following prompts:
 1. Record your **reactions** to your daily classroom activities and experiences.
 2. **Analyze** what you and your students did and reflect on your effectiveness.
 3. What **changes** will you consider based on your reflections?
 4. How do you **seek resources** (e.g., professional, community, technology) to address and support needed changes?
8. **OBSERVATIONS:** Candidates’ VSU Supervisor will **observe a minimum of 3 teaching sessions (in-person, via Skype, or via video; depending on unique Candidate situation)**. Mentor Teachers (if applicable) will evaluate the Candidate during these same observations. Candidates will videotape their instruction during these observations. Candidates will need to set aside 15 minutes after the observations to meet with the VSU Supervisor. The VSU Supervisor will need 15 minutes to meet with the Mentor Teacher (if applicable) after all observations.
9. **LESSON PLANS:** Candidates must **send ALL lesson plans to the VSU Supervisor 48 hours** before teaching them. *Failure to provide lesson plans in a timely manner will result in an “unsatisfactory” for this student teaching experience.* See Syllabus, pp. 14-15, for lesson plan format. See Blazeview content for lesson plan talking points.
10. With Mentor Teacher approval (if applicable), candidates will **observe other teachers** at the student teaching placement site during instruction in the final weeks of their student teaching experiences (if schedules permit for Candidates who are already classroom teachers). **Reflections** of these observations are required.

11. **Mentor Teacher Reflection Rubric:** Your Mentor Teacher will complete an evaluation of you within LiveText at mid-term that addresses the following topic (**EDL_{3a}**): The teacher candidate:

1. Seeks resources (for instruction, support, etc.) outside of the school.
2. Seeks and reflects on feedback from his/her mentor teacher and supervisor
3. Evaluates own instruction based on the learners' actions
4. Provides feedback to all learners in a professional, timely manner

12. **edTPA Seminar Hours.** We will meet on dates and times to be announced **via BlueJeans technology.** You will receive more connection information from eLearning at VSU.

Pointers for successful student teaching

DRESS CODE

Appropriate and professional dress is expected at all times. Males should wear a shirt and tie with dress or khaki pants; females may wear dresses, skirts and blouses, or pants suits. The following are not allowed: Sleeveless or low cut blouses, short dresses or skirts, tennis shoes, or jeans, not even on “dress down” days. You are also expected to wear your **VSU name tag** during all student teaching activities.

RESOURCE/CURRICULUM CENTERS

Become familiar with either the VSU or the local district's curriculum materials center. Use either or both of these to obtain extra materials and resources for your classroom.

ASK FOR HELP

Ask for assistance, suggestions, and recommendations from your mentor teacher, university supervisor, faculty and administration at your school, and other student teachers. There is a wealth of information available to you just for the asking.

E-MAIL COMMUNICATION

VSU accounts will be used for all communications. Please make sure that your account is up and running. If you are experiencing any problems with your e-mail account, contact the Help Desk (245-4357) immediately.

COURSE EVALUATION

All of the above areas must receive an evaluation of satisfactory to receive a “Satisfactory” grade for student teaching. The VSU Supervisor determines Candidates' grades based upon satisfactory ratings of stated requirements and satisfactory evaluations of teaching performance by the Mentor Teacher and VSU Supervisor.

ATTENDANCE POLICY

The Middle, Secondary, Reading and Deaf Education Department has a policy of no excused absences. This means that missed time from student teaching must be made up. Excessive absences will be handled on an individual basis. The following requirements are mandatory for all student teachers to report missed time:

1. **Contact** the mentor teacher, the school, and the VSU supervisor.

2. **E-mail** your student teaching supervisor the reason for your absence and the total amount of time missed. This will be kept for the official attendance record. All missed time is to be reported, including being late and partial days. If you do not have a home computer, call the office (229-333-5611 or 229-269-4084).

If you are required to make up days beyond the date set for graduation, you will still be able to graduate with your class, provided all other requirements are met. You will, however, be given an “Incomplete” until your days have been made up. At that time, you will contact your student teacher coordinator to let him/her know that you have completed your requirements. In turn, the paperwork will be submitted for your grade to be changed to “Satisfactory.”

The Career Fair will be scheduled later in the semester. Student teachers are expected to attend unless they already have jobs.

Daily Schedule: Student teachers are expected to be in attendance for **four hours per day**. These hours should be selected with your mentor teacher to provide you with the optimum amount of teacher/student contact. Student teachers are not expected to attend “extended-day” classes or be required to serve as co-sponsors of clubs or other extracurricular activities.

PROFESSIONALISM

The following areas describe the professional expectations for all preservice students in the Department of Middle, Secondary, Reading, and Deaf Education.

Professionalism - Ethics

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at <http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>).

Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry.

Professionalism - Communication

Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

Professionalism - Assignments

All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

Professionalism - Diversity

Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide

effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

Professionalism - Technology

As part of our conceptual framework, the College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

Professional Improvement Plan

The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study. For more information see the [Professional Improvement Plan Process](http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php) on the COEHS website.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

DEPARTMENT OF MIDDLE, SECONDARY, READING, AND DEAF EDUCATION STATEMENT ON ACADEMIC INTEGRITY

- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.
- All assignments should be your own original work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

DESCRIPTION OF ACADEMIC DISHONESTY

To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone's words as their own, there are many types of plagiarism.

- **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism. **Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**
- **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources, including lesson plans, learning activities, or PowerPoint presentations, without citing the source.

- **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author's words to strengthen their argument, they have committed plagiarism.
- **Paraphrasing or Summarizing Without Citing:** An allowable practice in academia is for students to take an author's words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author's words, students *must* cite that original source. If they do not cite the original source, they have effectively stolen the original author's idea and have committed plagiarism.
- **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. Instructors do not allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.
- **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.

Note: Assignments in this course may be checked electronically for plagiarism.

By taking this course, you agree that all required course work may be subject to submission for textual similarity review within BlazeVIEW and GOML. For more information on the use of Turnitin at VSU see [Turnitin for Students](http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php) (<http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php>).

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu.

STUDENT SUCCESS CENTER

The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. The SSC provides free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of their services. Contact: phone number 229-333-7570; email ssc@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end

of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

Lesson Plan Format***

<i>Teacher Candidate</i>	<i>Date</i>	<i>School/Grade Level</i>	<i>Estimated Lesson Duration</i>
<i>Mentor Teacher Signature for Approval</i>			

<i>Central Focus: What is/are the important understanding(s) and core concept(s) that you want students to develop within the learning segment? In other words, what is the big idea?</i>

<i>Standard(s) (Primary Learning Target)</i>	<i>Objective(s)(Secondary Learning Target)</i>	<i>Assessment(s)</i>
<i>List the Common Core Georgia Performance Standard(s), Georgia Performance Standard(s), and/or Georgia Pre-K Content Standard(s) that align(s) with the learning objective(s)</i>	<i>Objectives should be measurable and aligned with the standard(s) and/or students' IEP objectives. You may use the following sentence frame: The student will (insert <u>observable/measurable behavior</u>) (insert criterion) (insert degree).</i>	<i>List the type of assessment that will be used to assess student learning (informal/formal). Include copies of assessments and/or data table with assessment results.</i>

Academic Language: What academic language will you teach or develop? What is the key language demand? What is the key vocabulary and/or symbols?	<i>Language Function:</i> Identify the purpose for which the language is being used (i.e., verb from the Standard), with attention to goal and audience (e.g., analyze, argue, compare/contrast, describe, demonstrate, evaluate, explain, interpret, justify, synthesize).
	<i>Academic Language Demand:</i> Identify the vocabulary, syntax, and discourse demands required for the focus learner to achieve the central focus. Identify these demands by language/communication mode of the focus learner. Printed English: Spoken English: ASL:
	<i>Language Vocabulary:</i> Identify key words/phrases/symbols specific to the content area, learning task, and Standard(s). Printed English: Spoken English: ASL:

Directions: For this section, include what you and the students will be doing by sequentially describing the instructional strategies and learning tasks that will be included in the lesson. Emphasize how you will support the diverse needs of students in your class by describing how you will accommodate/modify for specific learner needs. Also, describe how assessment will be incorporated within and throughout your lesson.

Instructional Strategies and Learning Tasks
<i>Introduction</i> (Include the 'hook,' connections to students' background experience, real world/content connections, and reference to Standard(s))
<i>Body</i>

(Include Learning Task that provides Focus Learner with opportunities to practice using the language function and academic language) (Describe instructional supports (i.e., differentiation strategies) that will help the Focus Learner understand and use the language functions/demands)
<i>Closure</i> (Refer back to Standard(s), summary of lesson, assessment data collection)

<i>Instructional Materials</i>	<i>Instructional Theory and Research</i> (cite the evidence in support of the instructional and differentiation strategies used within lesson plan)
<i>List pertinent materials/resources needed for this lesson, including visuals, active learning, and technology.</i>	<i>Cite all references using the current APA format.</i>

Include reflection after teaching this lesson on a separate page (i.e., commentaries to explain your rationale behind your choices, analyze what you learned about your teaching practice and its impact on your focus learner, and reflect on your planning, instruction and assessment related to this lesson).

*****See edTPA Talking Sheet posted in BlazeView**

DIRECTIONS FOR USING LIVETEXT

How To Submit Portfolio Assignments in LiveText

Note: These directions apply only to assignments visible on your dashboard AND required as part of your portfolio.

Note: Lesson Plans assessed after supervisors have observed in the field in MGED 4620, MGED 4790, MSED 7021, MSED 7041, MSED 7005, and MSED 7006 are **not** included in your portfolio. Follow separate directions for submitting these lesson plans for your university supervisor to assess.

All portfolio submissions should follow a **basic process**:

1. Load your assignment into the appropriate page of your portfolio.
2. Complete the four-part description of your artifact, explaining how it provides evidence that you have met COE's Conceptual Framework Standards.
3. Hide all pages except the current assignment.
4. Submit the portfolio (single page visible).

Directions for submission:

First, you need to edit your portfolio to include the new assignment

1. Click on **Documents** tab
2. Open your portfolio
3. Open the page for the current assignment under the *Table of Contents*
4. Click the “Edit” button of the Description and Rationale section
5. Complete the four-part description of your assignment as a portfolio artifact. Narrative in the last three sections should consist of a substantive paragraph.
 - a. The **Description** section can be very brief.
 - b. In the **Rationale** section, explain how the assignment provides evidence that you meet selected indicators for the standard. Each of the standards with indicators is included as a separate page within your portfolio.
 - c. In the **Impact** section, describe how the skills or knowledge you learned from this assignment will impact your students' learning.
 - d. In the **Reflection** section, describe what you have learned from the process of completing this artifact and how it will influence your professional practice.
6. Towards the bottom there is a File Attachment(s) section, click “Edit”
7. Select “Upload New File,” click Choose File, and browse for your file on your computer
8. After the file loads, Click “Save & Finish”

Then, you hide all pages except the current assignment

The assessor should see only the single page of your portfolio.

9. Select Manage Pages.

10. Click on the box next to **Title** to select all pages.
11. Click on the box next to the current artifact page to unselect it.
12. Select **Hide Pages: Save and Finish**.
13. Note: Don't forget to unhide pages after you have submitted your assignment so you don't panic next time you open your portfolio.

Then, you need to submit the portfolio:

14. Near the top of the screen, select the **Dashboard** tab
15. Find the assignment and click on the corresponding **Begin Assignment** button
16. On the Assignment page, click on the **Attach Files** button. (Note that you will not be able to submit until you have attached at least one file.)
17. Click on the **LiveText Documents** tab to find your portfolio. **Do not click on Browse.**
18. Click "Attach Selected Files"
19. Type any optional comments you wish to send to the instructor and click **Submit Assignment** when you are finished.
 - A confirmation that your assessment has been successfully submitted will appear and the assignment status on your dashboard will change to Awaiting Assessment.
 - Each submission is saved as a snapshot of what you sent. Any further changes you make to your portfolio will not affect what you have already submitted.
 - If you do not submit your assignment correctly, Your instructor will send it back to you for resubmission.

If you have to resubmit your assignment:

1. Find the problem and fix any problems with your portfolio. See comments from your instructor. There are two common problems:
 - a. Submitting the assignment and not the portfolio (see #17 above).
 - b. Not hiding pages of your portfolio other than the current assignment page (see #9-13 above). Check that only one page is visible.
2. From your **Dashboard** tab, find the relevant assignment and click on **Continue Assignment**. This allows you to see previous submissions and messages from your instructor.
3. Click on **Continue to Step 3** in the top right corner.
4. Remove any of the previous attachments by clicking in the red "X" button next to each file.
5. Under **Step 2 of 3**, you will see "Have you already created files of LiveText documents for this assignment?" Click on **Attach files**, then follow directions 17-19 above.

How to Post Your Lesson Plan for Assessment with COE Observation Instrument (Student Teaching)

1. From the Dashboard: **>Documents>New**
2. Under **Folder>Valdosta State University Lesson Plans**
3. Under **Template>Lesson Plan Template for ATTACHED Lesson Plan**
4. Title: Program Semester Year LP Observation# Lastname, Firstname
(e.g. MGED F10 Week 4 LP Martin, Sue)
No description necessary
5. **>Save as New Document**
6. In the document, under **Section for Attaching Lesson Plan, >Edit**
7. At bottom, under **File Attachments, >Edit**
8. **>Upload New File**
9. **>Browse**, choose the correct lesson plan, and open it.
10. **>Save and Finish, >Send for Review**, Type in reviewer's name (Supervisor and/or yourself).
11. **>Submit for Review**

How to Post a Portfolio Assignment for Self Assessment with COE Observation Instrument (graduates)

You will use the COE Observation Instrument (COI) to evaluate a video of your own teaching and write a narrative analysis. This narrative assignment is submitted as a portfolio assignment as usual. In addition, you will enter rubric scores into a LiveText COI rubric.

1. Click on **Documents** tab, and open your portfolio.
2. Hide all pages other than the assignment page for your narrative analysis of your evaluation. **Manage Pages**> click on top left box to select all pages > click on the assignment page to deselect it >**Hide** pages.
3. Select **Send for Review**. Note: **Send for Review** starts from your portfolio, not from your Dashboard tab.
4. Type in reviewer's name (your own name for self-evaluation). Select the username when it appears.
5. Select **Submit for Review**.

How to use the COE Observation Instrument for Self Evaluation

1. Send your portfolio page to yourself for review as described above.
2. Select **Reviews** tab, then open the document you sent to yourself.
3. Select **Assess document**, and click in the radio button next to COE Observation Instrument that is in your **inbox**. Note: If you click on the link you will only view the rubric, but cannot enter data.
 - Student Teaching: COE Observation Instrument (ST/Intern Self-Evaluation) NEW.
 - Graduate programs: COE Advanced Observation Instrument – Self-Assess
4. **Select Document**.
5. Click on each subheading to expand the rubric. Enter the level in the drop-down menu. Add comments and select **Save** (or you will lose the comments).
6. From the **Milestone** drop-down menu, select **Final** (final observation).
7. From the **Reporting Type** menu, select **Official**.
8. Click on **Save and Submit**.

How to Send Completed Portfolio for Final Review (Exit from Program)

Use this process only if there is no designated exit course (such as student teaching), where there is an assignment on your dashboard.

1. From the Dashboard, click on **Documents** tab, and open your Portfolio.
2. Make sure all pages are visible (no hidden pages).
3. Click on the **Send for Review** button
4. Type in the name of your reviewer and select the correct name.
5. Click on **Submit for Review**.

How to Complete Forms in LiveText

1. Click the **Forms** tab located in the top center of the screen.
2. From within the **Forms Inbox**, click the **Take form** link or **Take again** link located to the right side of the form to be completed.
3. The form will open. Complete each question. Questions with a red asterisk* are required. Below are some tips for each type of question you may encounter:
 - Short Text: Enter responses up to 255 characters.

- Long Text: Enter responses up to 65,000 characters.
 - Date: Enter the date according to the provided format (MM/DD/YYYY).
 - Radio Buttons: Click the button to the left of the appropriate choice. Only one choice may be selected.
 - Dropdown: Click the down arrow located on the right side of the dropdown box, and select the appropriate choice. Only one choice may be selected.
 - Checkboxes: Click the checkbox to the left of each appropriate choice. Multiple choices may be selected.
4. After completing the form, there are two options below the final form question:
 - **Save Form:** Click this button to routinely save form responses or to save and complete later. Responses will not be submitted to the owner.
 - **Submit Form:** Click this button to save and submit form responses to the owner. All required questions must be completed before submitting the form.
 5. To view form responses in a printable format before submitting, click the **Save Form** button located below the final form question, and then click the **Create a Printable Version** link located in the top right corner.

Directions for Other LiveText Tasks

The following directions should be provided to individual students on an as-needed basis.

How to Add Artifact Pages to Your Portfolio

Sometimes, you need to add an additional artifact page to your portfolio. For instance, you may take a course as an elective and you do not have the appropriate page to upload an assignment.

The easiest way to add a page to your portfolio is to copy an existing portfolio page, rename it, and then move it to the appropriate place.

1. From **Documents**, open your portfolio.
2. Select **Manage Pages**.
3. Click in the box to select **Artifact Page for Copying** (at the bottom of the page list). If you created your portfolio before summer 2011, you will not have a page with that title. Instead, select any unused artifact page. >**Copy**.
4. Click in the box next to the copied page (at the very bottom of the page list). >**Edit Titles**.
5. Type the name for the assignment, using naming convention similar to other artifact pages.
6. Click on **Page Order**. Highlight the new page. Use the arrows to move the new page to the correct location under the appropriate Standard.
7. **Save & Finish**.

How to Share LiveText Documents with Visitors

Prospective employers may ask to see your portfolio.

Create a Visitor Pass

1. From the home page, find the Quick Links on the top right corner of the screen.
2. Click on **Visitor Pass**.
3. Select **New** and Type in the title (e.g. “Guest”), and select **Save**.
4. The chart will then list the new visitor name with a pass code. Send this pass code to anyone you want to allow access to your document.

Share the Document

5. From the **Documents** tab, open the document you want to share.
6. Select the **Share** button, then click on the **Advanced Sharing Options** button, then the **Visitor** tab.
7. From the **Visitor** drop-down menu, select the name of the visitor, select **Add**, and **Save and Finish**.
8. If you go back to the visitor pass link on the home page, you will be able to see that this document can now be accessed from your new visitor pass.

Send Directions to the Visitor

1. Go to <http://www.livetext.com>
2. Click on the **Use Visitor Pass** button and enter the *Pass Code* in the dialog box.
3. Click on the **Visitor Pass Entry**.

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