

**Dewar College of Education and Human Services
Valdosta State University
Department of Early Childhood and Special Education**

**ECED 4790
Student Teaching in Early Childhood
9 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.

InTASC Model Core Teacher Standards*

(To be used for all teacher 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

Prerequisites: Completion of all core and previous semester professional courses (professional courses with a “C” or higher) and a minimum GPA of 2.75. Corequisite: ECSE 4420. A full-day, semester-long experience in early childhood K-5 classrooms under the supervision of a mentor teacher and a university supervisor.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

<http://www.college.livetext.com> Account with LiveText for: P12 LiveText edu solutions

COURSE OBJECTIVES

Teacher candidates will:

1. Demonstrate skill in planning for appropriate student learning by developing individual and thematic lesson plans using the appropriate Georgia mandated K-5 standards. (InTASC Standards 1, 2, 3, 4) CPL3.3
2. Demonstrate knowledge of, skill in, and acceptance of individual and group needs of student of differing economic, social, racial, ethnic, and religious backgrounds and with varied exceptionalities with whom they work when planning lessons and during day-to-day interactions. (InTASC Standard 2) DL3.3
3. Demonstrate teaching competence and impact on student learning by implementing lesson plans and instructional units. (InTASC Standards 3, 4, 5, 7, 8; FL3.1; FL3.2 FL3.3; FL3.4; FL3.5)
4. Demonstrate skills in observing and assessing student behavior and performance by implementing lesson plans. (InTASC Standard 6; AL3,1 FL3.3)

5. Demonstrate knowledge of content appropriate for early childhood levels by successfully planning, implementing, and assessing teaching/learning segments. (InTASC Standards 4, 5, 6, 7, 8; CPL3.3, AL3.1)
6. Demonstrate competence in creating/maintaining appropriate learning environments (physical and affective). (InTASC Standard 3; FL3.5)
7. Demonstrate competence in the skills and abilities needed to work with families and instructional support team members. (InTASC Standards 9, 10; EDL2.2; EDL3.2)
8. Employ appropriate classroom management techniques that will promote the social, emotional, physical, and cognitive development of all students. (InTASC Standard 3; DL3.1)
9. Demonstrate skills as a reflective practitioner/professional. (InTASC Standards 1, 9; EDL3.1)
10. Demonstrate knowledge and skills in identifying state, local, and school resources using appropriate referral strategies. (InTASC Standard 10; EDL3.2)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

- A. Letter of Introduction (CO2): Teacher candidates will write a letter of introduction to parents of students in the assigned classroom. This letter must be approved by the university supervisor and mentor teacher prior to sending home with students.
- B. Instructional Schedule (CO 7, 9): This schedule is flexible and dependent on decisions made by the mentor teacher, the teacher candidate, and the university supervisor. The teacher candidate and the mentor teacher are encouraged, early in the semester, to make long-range plans for the term.
- C. University Supervisor Evaluations of Observations (CO 1, 2, 3, 4, 5, 6, 7, 8, 9): Teacher candidates will be observed a minimum of three (3) times by the university supervisor using the *Candidate Assessment on Performance Standards (CAPS) Performance Standards AND dispositions* form. Each visit consists of (1) an observation of the teacher candidate teaching a complete lesson, (2) a short conference with the mentor teacher, and (3) a conference with the teacher candidate. It is to the teacher candidate's advantage to teach a different subject each time that she/he is observed. The Initial Formative, Mid Formative, and Summative evaluations of observations will be completed in LiveText. The Final Formative will be a paper copy of the *Candidate Assessment on Performance Standards (CAPS) Performance Standards AND dispositions* form.

The absence of the mentor teacher is encouraged, but not mandatory, during observation by the university supervisor; however, the mentor teacher is welcome to attend the conference if classroom supervision can be arranged.

- D. Mentor Teacher Evaluations of Observations: Teacher candidates will be observed formally a minimum of three (3) times by the mentor teacher using the *Candidate Assessment on Performance Standards (CAPS) Performance Standards AND dispositions* form. Each evaluation consists of (1) an observation of the teacher candidate teaching a complete lesson and using the CAPS form provided by VSU and (2) a conference with the teacher candidate. It is to the teacher candidate's advantage to

teach a different subject each time that she/he is observed. Two of the three evaluations will be completed on an online CAPS form. (CO 1, 2, 3, 4, 5, 6, 7, 8, 9)

- E. Videotaped Teacher Candidate Self-Evaluations of Instruction: Teacher candidates will videotape and complete a minimum of three (3) self-evaluations of instruction using the *Candidate Assessment on Performance Standards (CAPS) Performance Standards AND dispositions* form. The Initial Formative and Mid Formative self-evaluations will be completed in LiveText. The Final Formative self-evaluation will be a paper copy of the *Candidate Assessment on Performance Standards (CAPS) Performance Standards AND dispositions* form. (CO 1, 2, 3, 4, 5, 6, 7, 8, 9)
- F. Solo/Co-Teaching Responsibility: The teacher candidate will complete a total of four weeks in which she/he completes the solo teaching responsibility. A co-teaching model during solo teaching is perfectly acceptable and encouraged. Solo teaching is defined as the teacher candidate having complete responsibility for the classroom. Any change in the student teaching schedule for solo teaching dates must be approved by the university supervisor. (CO 1, 3, 8)
- G. Lesson Plans: The lesson plan will follow the format posted on the departmental website. A minimum of one week of lesson plans using the departmental lesson plan format is required when the teacher candidate assumes the responsibility for planning and teaching a new content area. All lesson plans for the following week must be submitted to the mentor for approval and editing no later than Thursday morning preceding the teaching of the lessons. Provide a copy of the lesson plan to the university supervisor or mentor teacher prior to each classroom observation.
- NOTE: “Abbreviated” lesson plans may be approved by the university supervisor and mentor teacher after the teacher candidate has demonstrated satisfactory planning skills. See the format in the Departmental Handbook for Student Teaching and Internship. A detailed lesson plan in the departmental format is required for all scheduled formal observations by the mentor, university supervisor, and/or teacher candidate (self-assessment). (CO 1, 3, 4, 5, 10)
- H. Impact on Student Learning: The teacher candidate will plan a ten (10) day unit of instruction based on a previously administered pre-assessment. After instruction the same assessment will be administered, results will be analyzed, and a reflection will be completed. This assignment will be submitted in LiveText. Specific guidelines will be provided. (CO 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)
- I. Teacher Candidate Self-Evaluation of Dispositions: Complete the paper copy of the “ECE Disposition Evaluation” and scan and upload to LiveText. (CO 9)
- J. Mentor Teacher Evaluation of Dispositions: Mentor teachers will complete a paper copy of the Disposition Evaluation that will be placed in the teacher candidates’ student teaching file. (CO 9)
- K. University Supervisor Evaluation of Dispositions: Send the “ECE Disposition Evaluation” document for review to your university supervisor. The university supervisor will complete the disposition evaluation in LiveText. A copy will be provided to the student teacher. (CO 9)
- L. The teacher candidate is expected to adhere to the Professional educator’s role as defined by the Georgia Professional Standards Commission: The Code of Ethics for Educators. (CO 8)

COURSE EVALUATION

Evaluation Instruments/Methods:

Positively Impacting Learning Through Evidence-Based Practices

- A. Letter of Introduction (CO 2)
- B. Instructional Schedule (CO 7, 9)
- C. University Supervisor Evaluations of Observations (CO 1, 2, 3, 4, 5, 6, 7, 8, 9)
- D. Mentor Teacher Evaluations of Observations (CO 1, 2, 3, 4, 5, 6, 7, 8, 9)
- E. Teacher Candidate Self-Evaluations of Instruction (CO 1, 2, 3, 4, 5, 6, 7, 8, 9)
- F. Full Time (Solo/Co-Teaching) Teaching Responsibility (CO 1, 3, 8)
- G. Lesson Plans (CO 1, 3, 4, 5, 10)
- H. Impact on Student Learning (CO 1, 2, 3, 4, 5, 7)
- I. Teacher Candidate Self-Evaluation of Dispositions (CO 9)
- J. Mentor Teacher Evaluation of Dispositions (CO 9)
- K. University Supervisor Evaluation of Dispositions (CO 9)
- L. Adherence to the Georgia Professional Standards Commission: The Code of Ethics for Educators (CO 8)

This is a course for which nine (9) undergraduate credit hours are awarded. In addition to conferences during routine visits, scheduled conferences among the teacher candidate, mentor teacher, and university supervisor are held within the first two weeks of the student teaching experience and at the conclusion of the student teaching experience. As needed, supervisors may additionally request a midterm meeting with the teacher candidate, mentor teacher, and university supervisor. The university supervisor relies heavily on the mentor teacher's assessment of the teacher candidate; however, the university supervisor has responsibility for assigning the final course grade. In alignment with the *Candidate Assessment on Performance Standards (CAPS)*, the summative (final) assessment is based on the totality of evidence across the semester and the consistency of practice of the teacher candidate. To receive a grade of satisfactory for student teaching, teacher candidates must score at or above the assessment levels indicated in the chart below on the summative (final) assessment completed by the university supervisor:

Standard

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| Standard 1: Professional Knowledge | Proficient-Level 2 |
| * Standard 2: Instructional Planning | Proficient-Level 2 |
| Standard 3: Instructional Strategies | Developing-Level 2 |
| Standard 4: Differentiated Instruction | Developing-Level 2 |
| Standard 5: Assessment Strategies | Developing-Level 2 |
| Standard 6: Assessment Uses | Developing-Level 2 |
| Standard 7: Positive Learning Environment | Proficient-Level 2 |
| Standard 8: Academically Challenging Environment | Developing-Level 2 |
| Standard 9: Professionalism | Proficient-Level 3 |
| Standard 10: Communication | Proficient-Level 3 |

*University supervisors are responsible for evaluating the following requirements during the student teaching experience: letter of introduction, instructional schedule, lesson plans completed throughout the semester, and the Impact on Student Learning assignment. To receive a proficient-level 3 rating for Standard 10: Communication, the teacher candidate must have successfully completed/submitted the letter of introduction and instructional schedule to the university supervisor in accordance with the assigned deadline. To receive a proficient-level 2 rating for Standard 2: Instructional Planning, the teacher candidate must successfully complete/submit lesson plans to the university supervisor in accordance with assigned guidelines and deadlines.

Failure to meet the guidelines discussed above will result in a grade of unsatisfactory (U) for student teaching. See the VSU Undergraduate Catalog concerning additional information regarding how to proceed if a grade of U is assigned for student teaching:

<http://catalog.valdosta.edu/undergraduate/academic-programs/education-human-services/>

ATTENDANCE POLICY

Teacher candidates must be in the school each day for the hours scheduled for the mentor teacher (including morning duty, bus duty, planning, faculty meetings, professional development, etc., if applicable) Teacher candidates who arrive late, leave early, or are absent without prior notification are subject to removal from the school setting. There should be no absences during student teaching. If a teacher candidate must be absent for an emergency or illness, he/she should notify the mentor teacher as soon as possible *per the mentor teacher's preference for communication*. If the teacher candidate cannot reach the mentor teacher, the teacher candidate should call the school's main office as early as possible. The teacher candidate must also notify the university supervisor if he/she has to be absent from school *per the university supervisor's preference for communication*. The teacher candidate will schedule appointments or other business so as not to interfere with the school day. Absences (even those meeting the above criteria) totaling three days or more require review of the teacher candidate's placement and may result in extension or cancellation of the student teaching experience.

PROFESSIONALISM

Clinical Practice Remediation/ Intervention

Teacher candidates who need remediation or intervention during their clinical practice may be placed on a Professional Improvement Plan (PIP.) The PIP process initially begins with an Instructional Advisement form which facilitates discussion and provides documentation of issues that may occur during time spent in the field. If a teacher candidate is placed on a PIP and does not satisfactorily complete the goals and objectives of the PIP, the teacher candidate may receive a grade of U for the associated course or be removed from the program.

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. The PIP targets field and clinical experiences. This process is not intended for issues that are addressed in academic course syllabi or any other university policies (e.g., [Academic Honesty Policies and Procedures](#) or [Student Code of Conduct](#)). The Instructional Advisement form may be used as a tool to facilitate discussion of and document any classroom or field experience issues. Please refer to the following website link for a further description of the PIP process:

<http://www.valdosta.edu/colleges/education/deans-office/resources-for-faculty-and-staff.php>

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

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

Below is information directly quoted from the [Academic Honesty Policies and Procedures](#):

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academics/academic-affairs/academic-honesty-at-vsua.php>).

Important Notes:

- **Any teacher candidate who is requested by school personnel to be removed from a school will not successfully complete clinical practice.**
- **The following is directly quoted from the *Valdosta State University Clinical Practice Handbook*:**
“Any teacher candidate who independently meets with a school administrator without prior consent of his/her supervisor, department head, or Dewar COEHS Interim Dean will not successfully complete clinical practice.” (p.2)
- **Early Childhood and Early Childhood Special Education teacher candidates are not allowed to participate in overnight school sponsored field trips.**

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.

TITLE IX STATEMENT

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Director of the Office of Social

Equity, titleix@valosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

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 to instructors/administrators. Instructors will be able to view only a summary of all responses three days after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the data 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.

SUPPORT STATEMENT

As a student, you may experience a range of challenges that can interfere with learning, such as strained or violent relationships, death and loss, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. VSU services are available and treatment does work. You can learn more about confidential mental health services available on campus at: <http://www.valdosta.edu/student/student-services/counseling-center/>. 24 hour emergency help is also available through the University Police at 229-259-5555 who will contact on-call counselors or appropriate resources for support.