

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

MGED 4620
Apprenticeship in Middle Grades Teaching
2 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 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

Prerequisites: MGED 2999 and admission to the MGED professional program.

REQUIRED TEXTBOOKS

LiveText software account

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

By the end of the apprenticeship the student will be able to:

1. apply psychological principles and educational theory learned in professional courses. (InTASC 1,2, 7)
2. plan and implement lessons that are appropriate for students' abilities and based on appropriate subject content. (InTASC 1-8, DL 2.2, 2.3, FL 2.1, 2.2, 2.3, FL_{3.1,3.2}, CPL_{2.1,2.2,2.3, 3.2})
3. demonstrate the ability to design and conduct lessons for a diverse population based upon state and national standards. (IntASC 1-8, DL 2.2,2.3,CPL 3.1, 3.3)
4. demonstrate reflective practitioner skills regarding middle grades student and effective teaching and assessment. (InTASC 9, EDL_{2.2, 3.1} AL_{3.1, 3.2, 3.3})
5. work collaboratively with the university supervisor and mentor teacher to evaluate students' learning and their own pedagogy. (InTASC 6,9,10, DL 2.1)
6. cooperate with and follow the guidance of the mentor teacher and university supervisor. (InTASC 10, EDL 2.1, 2.2, FL_{3.2, 3.4})
7. participate in team or grade level planning, in-service meetings, and parent-teacher conferences. (InTASC 9, EDL 1.1, 1.2, 3.2)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

DAILY NOTEBOOK (CO 2-7)

This is to be available daily at your student teaching site as a record and reflection of your daily activities and growth and development. Your VSU supervisor will check your notebook at each visit and the notebook must be kept up to date at all times.

Materials needed:

Large 3- ring binder with 10 labeled dividers (Time Sheet, Lesson Plans, Daily Reflections, Video, Assessment, Context for Learning, Feedback, Peer Group, LiveText, Evaluations)

TIME SHEET

Attached is a copy of the time sheet to be used daily. You will record your hours and request your mentor teacher's signature.

LESSON PLANS

You are required to have evidence of planning for each day that you are in the classroom. The VSU template is required. Beginning Day 6, the mentor teacher must approve the lesson plan before the lesson is taught. Failure to have a lesson plan will result in no teaching for that day. You are required to notify your supervisor through email that you were not prepared and therefore were not allowed to teach. This day will need to be made up. For supervisor observations, you are required to email a copy of your lesson plan to your supervisor **by 5 PM** the day prior to the scheduled observation. If the lesson plan is not received by this time, the supervisor will not be able to observe you teach the following day. The first time you are unable to teach due to not having/submitting a lesson plan, you will move to Step 1 of the Professional Improvement Plan. You will choose one best lesson from week 3 or 4 to be submitted in LiveText as part of your evaluation for this course.

*CPL_{3a} *This is a required Proficiency Level Assessment and should not be modified or removed from this course without the approval of the program faculty.*

DAILY REFLECTIONS

Choose one question from **each set per day** and respond regarding your current experience in the classroom. The goal is for you to provide a meaningful reflection, so that you can see your own change in thoughts over time (expectation is a solid paragraph for each question). This is a course requirement and will need to be typed prior to submitting.

*EDL_{2a} *This is a required Proficiency Level Assessment and should not be modified or removed from this course without the approval of the program faculty.*

Set 1 Questions

How is this experience meeting or not meeting your expectations?

Where are your strengths/areas of concern as a teacher?

How have you developed as a teacher?

What feelings or ideas about you as a teacher seem really strong at this point?

What goals do you have for yourself as a teacher right now?

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

How do you challenge students to engage in learning?

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?

Set 2 Questions

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?

VIDEO

A video recording permission form must be completed for each student in the classroom before the taping (copy available in Blazevie). You will video one learning segment (3-5 days of teaching) for the edTPA seminar that will follow apprenticeship.

ASSESSMENT

You will select one assessment from the learning segment you videotaped to analyze. Make a copy of each student's graded assessment. This will be used in the edTPA seminar after apprenticeship.

CONTEXT FOR LEARNING

Complete the edTPA Context for Learning included in your content handbook. This will be submitted as an assignment from the LiveText dashboard.

*DL_{3a} *This is a required Proficiency Level Assessment and should not be modified or removed from this course without the approval of the program faculty.*

FEEDBACK

Your mentor teacher will provide you with feedback on your performance. The format can be written or you can record comments made in conversations with the mentor teacher regarding your performance. Your supervisor will provide written feedback during the two observations.

PEER GROUP

You will establish a team on your campus with other candidates assigned to that campus (if you are the only student on your campus you may establish this virtually with at least one more student). Each team will meet at least once per week to help provide support and encouragement. Copies of the minutes from these meetings will be included in your portfolio.

LIVETEXT

Assignments that will need to be uploaded to LiveText include: Best Lesson Plan, Daily Reflections, Context for Learning, and the field experience form.

EVALUATIONS

The Middle Level Standards Evaluation, mentor evaluation, university supervisor evaluation and field experience form information.

CANDIDATE EVALUATION OF MENTOR TEACHER (CO 6)

You will need to complete an online survey. Notice will be sent to you through email.

CANDIDATE EVALUATION OF UNIVERSITY SUPERVISOR (CO 6)

You will need to complete an online survey. Notice will be sent to you through email.

FIELD EXPERIENCE FORM

You will complete this in the forms tab in your LiveText account. You will need to obtain the following information from your mentor teacher before completing the survey: ethnicity or race of students (Latino, Black, American Indian, Asian, Hawaiian or other Pacific, White, or Unknown), mentor teacher's ethnicity or race (Latino, Black, American Indian, Native Hawaiian or other Pacific, White or preferred not to disclose), and note if your school receives Title I funding.

MIDDLE LEVEL STANDARDS EVALUATION (CO 1-7)

Instructions and expectations for completing the evaluation:

- Near the end of Apprenticeship, the mentor and the teacher candidate will independently evaluate the overall teacher candidate's performance using the Middle Level Standards Evaluation form.
- You are **not expected** to have "exceeded or have met" all standards during apprenticeship. You have just begun to learn. The majority of teacher candidates will fall into the 1-2 range at this point in their program of study. Teacher candidates **could possibly have** several "fails to meet" scores due to the possibility of opportunities that were not available during your brief time in the classroom.
- Meet with your mentor teacher to discuss the scores, discuss differences, and agree on a final evaluation score. The collaborative component is meant to provide the opportunity to share perceptions and identify areas for further development during student teaching.

VSU SUPERVISOR OBSERVATIONS (CO 2-5)

Candidates must contact the VSU supervisor via email to schedule two observations during Apprenticeship (Days 6-20). Most supervisors will have more than one student on your campus, so coordinate a time with your peers before contacting your supervisor. You are required to email a copy of your lesson plan to your supervisor **by 5 PM** the day prior to the scheduled observation. If the lesson plan is not received by this time, the supervisor will not be able to observe you teach the following day. The first time you are unable to teach due to not having/submitting a lesson plan, you will receive a formal warning. The second incident will result in a professional development plan.

*FL_{3a} *This is a required Proficiency Level Assessment and should not be modified or removed from this course without the approval of the program faculty.*

SELF-EVALUATION/VIDEO LESSON

Each candidate will be required to videotape a lesson to self-assess their own teaching. You may use one lesson from your 3-5 day learning segment to evaluate. This lesson will be self-evaluated by completing the CAPS Instrument (attached).

Recommended Timeline For the Teacher Candidate:

Days 1-5

Observe mentor teacher and students. Begin to learn students' names. Make a copy of the mentor teacher's lesson plan daily.

Assist the mentor teacher. Work with a small group of students.

For Days 1-2 complete the VSU plan after you have observed the lesson taught. Ask your mentor for help in completing the lesson plan. This plan may still have holes. Ask mentor teacher for guidance on which class to model teach on Days 3-5. First period class will not be the best choice since you will need to observe your mentor teacher at that time.

Model teach one class period on Days 3-5. Complete the VSU plan after you have observed the lesson taught. Ask your mentor for help in completing the lesson plan. This plan may still have holes. Lesson plans for Day 6 will be due to your teacher on Day 4. All lesson plans must be approved with the mentor teacher's signature prior to teaching.

Make arrangements for videotaping. Send video permission forms home with one class of students. Ask mentor teacher for help in completing Context for Learning.

Days 6-15

Plan and teach **one class all week**. Have your own VSU plan for each day. Turn plans into mentor teacher two days prior to teaching.

Schedule university supervisor observation (coordinate with other VSU students on your campus).

Plan and teach two learning segments (A set of 3-5 lessons that build upon one another toward a central focus, with a clearly defined beginning and end). *You will work on this in days 16-20 as well.

Videotape 1 entire 3-5 day learning segment. Use one lesson to self-evaluate your teaching using the CAPS instrument. *You will work on this in days 16-20 as well.

Review Middle Level Standards Evaluation.

Days 16-20

Plan and teach **two (or one, if 60+ minutes) class(es) all week**. Have your own VSU plan for each day. Turn plans into mentor teacher two days prior to teaching.

Schedule university supervisor observation (coordinate with other VSU students on your campus).

Plan and teach two learning segments (A set of 3-5 lessons that build upon one another toward a central focus, with a clearly defined beginning and end).

Videotape 1 entire 3-5 day learning segment. Use one lesson to self-evaluate your teaching using the CAPS instrument.

Self-assess your performance using the Middle Level Standards Evaluation. Meet with mentor

teacher to discuss his/her scores as compared to yours. Submit mentor teacher's copy to Mrs. Fuller.

Recommended Timeline For the Mentor Teacher:

Days 1-5
Introduce teacher candidate to students. Share lesson plans and discuss how you develop your plans.
Provide opportunities for teacher candidate to teach portions of a lesson.
Help teacher candidate decide which class to model teach on days 3-5. First period class will not be the best choice since the candidate will need to observe you teach at this time. Provide guidance on plans for model teaching (will be using your plan, resources and ideas to write their own plan). Sign lesson plans each day for the previous day's lesson.
Provide guidance on planning and teaching of first class next week.
Assist teacher candidate with Context for Learning.
Maintain legal responsibility of the classroom.

Days 6-20
Review, discuss and sign teacher candidate lesson plans prior to teaching.
Provide daily feedback on teaching. Consult with university supervisor during observation visits.
Complete Middle Level Standards Evaluation and meet with teacher candidate to discuss scores. Teacher candidate will submit your copy to VSU.
Maintain legal responsibility of the classroom.

EVALUATION

Assignment	Criteria	Points
Daily Reflections – Observation 1 (Field)	Reflections are in notebook and current	0 or 5
Daily Reflections – Observation 2 (Field)	Reflections are in notebook and current	0 or 5
Lesson Plans – Observation 1 (Field)	Lesson plans are in notebook and current including mentor signature	0 or 5
Lesson Plans – Observation 2 (Field)	Lesson plans are in notebook and current including mentor signature	0 or 5
Best Lesson Plan (LT)	Choose best lesson plan from week 3 or 4	15
Context for Learning (LT)	Completed for one class according to edTPA handbook	10
Field Experience Form (LT)	Forms Tab	5
Time Sheet (Fuller)	Complete and signed by mentor teacher	5

Middle Level Standards Eval (Fuller)	Professional Behavior	15
Evaluation – Mentor Teacher (Qualtrics)	Survey Submitted Electronically	5
Evaluation – Supervisor (Qualtrics)	Survey Submitted Electronically	5
edTPA Seminar - April 3, 4 and 5	Attendance and preparation for meetings will determine your grade.	10
edTPA Task 1 and 2 (Methods Instructor)	Task 1 and Task 2 to be turned in for feedback from your Content Methods Instructor.	10
Total		100

Best Lesson Plan – 15 points

Lesson Plan Area	Point Value
Central Focus	1
Learning Objective	1
Assessment	1
Connections	2
Academic Language	2
Activating Strategy	2
Instruction	3
Lesson Closure	1
Knowledge of Students	1
Supporting Student Learning	1

GRADE SCALE

A = 92-100, B = 82-91, C = 72-81, D = 62-71, F = Below 62

Professionalism Behavior and Dress Code

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 Middle, Secondary, Reading and Deaf Education Department and yourself. It is imperative that professionalism be exhibited at all times.

Appropriate Dress for Teacher Candidates: You are a role model for students, so how you dress will be important.

- **Clothing:** 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.
- **Jewelry:** No nose rings, lip rings, tongue studs, eyebrow rings or facial piercings are allowed. No earrings are allowed for male students.
- **Nametags:** The VSU professional nametag should be worn at all times.
- **Tattoos:** All tattoos must be covered, if possible.

- **Male:** Dress pants and a shirt with tie are required. Ties are optional on casual days. Dress shoes or casual shoes must be worn. No tennis shoes or flip flops are allowed.
- **Female:** The entire body must be appropriately covered, so no cleavage, stomach or backside can be showing (even when bending and stooping). Leggings and long shirts are not allowed. Skirt length can be no shorter than three inches above the knee. Dress shoes (heel height of two inches or less) or casual shoes must be worn. No tennis shoes or flip flops are allowed.

Electronic Devices: Cell phone use should be limited to planning, lunch, or before or after school. Cell phones should never be used during class time. Other personal electronic devices should not be used while on the public school campus.

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. Do NOT post any P-12 student's picture 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 not allowed to take part in any form of corporal or physical punishment, humiliation, or abuse of any sort for any student.

PROFESSIONALISM

It is recognized that candidates are in a teacher preparation program and thus are learning and growing as professional educators; however, professional behavior and dispositions are expected at all times. Upon the first incident of unprofessional behavior (including but not limited to being tardy, lesson plan not submitted on time, displaying an unprofessional attitude toward students, faculty/staff, parents, or administrators), the Professional Improvement Plan process will be initiated (link included below). If the candidate does not satisfactorily complete the PIP, the candidate may fail the associated course or be removed from the program.

<http://www.valdosta.edu/colleges/education/deans-office/documents/professional-improvement-plan-11.22.13.doc>

ATTENDANCE POLICY

The following requirements are mandatory for all student teachers to report missed time:

- Contact the mentor teacher, the school, and the VSU Supervisor.

If your school is not in session during any of the apprenticeship days, then you will not be required to make up those days. Any other absences will be handled on an individual basis.

PROFESSIONALISM

The following areas describe the professional expectations for all pre-service students in the Department of Middle Grades and Secondary 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. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a student's actions or attitudes are judged to be less than professional appropriate remedial action will be taken.

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.

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

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](http://www.nea.org/home/30442.htm) at <http://www.nea.org/home/30442.htm>). Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

- 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, not group work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication or retrieval date; 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. The instructors in the Master's Degree Program in Curriculum and Instruction 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.

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>.

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.

ACCESS STATEMENT

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 Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu.

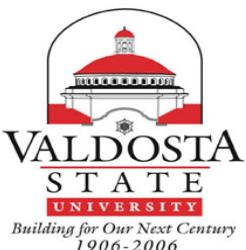
Apprenticeship Time Sheet
Department of Middle, Secondary, Reading, and Deaf Education
Valdosta State University

Teacher Candidate _____ Semester _____

University Supervisor _____ School _____

Mentor Teacher _____ Grade Level _____

Mentor Teacher's Signature _____ Date _____



Valdosta State University Dewar College of Education and Human Services

Candidate Assessment on Performance Standards (CAPS)

Teacher Candidate: _____ School: _____

Grade/Subject: _____ Date: _____ Department: _____

Assessment Type: (Circle the appropriate assessment type.)

Early Field Experience	Final Field Experience	Initial Formative	Mid
Formative	Final Formative	Summative	Walk-through

Instructions

Use the form during observations and documentation reviews to comment on evidence of the teacher candidate meeting the standard. Based on the observation and documentation provided, evaluators should check the applicable rating. Specific comments must be included to substantiate the rating. Follow the directions in the *Candidate Assessment on Performance Standards (CAPS) User Guide* for completing the assessment.

***Standard 9: Professionalism is rated post observation during the conference with the teacher candidate. The purpose in evaluating post-observation is to provide the candidate an opportunity demonstrate reflective practice through conversation with the evaluator.

Assessment Types

Formative Assessment: The formative assessment is used for a formal observation of an implemented lesson in its entirety; all standards are evaluated. Level 4 (Exemplary) is not intended for formative assessments of teacher candidates and may only be used in the summative assessment. Provide a rationale for the ratings by listing evidence observed or comments in the right-hand column of the form. Overall comments may be given in the space on the last page.

Summative Assessment: The summative assessment is the culminating evidence that includes walkthroughs, formative assessments, and additional documentation collected during the clinical practice of a program. The summative assessment should be based on the teacher candidate's overall performance during clinical practice. Use the preponderance of evidence (formative assessments using CAPS, informal observations, lesson plans, etc.) to determine the teacher candidate's level of performance at the completion of clinical practice. Provide a rationale for the ratings by listing evidence observed or comments in the right-hand column of the form. Overall comments may be given in the space on the last page.

Walkthrough: A walk-through is a 10-minute minimum observation. It provides a snapshot of practice where a limited number of standards (typically 1-4) are rated. The walkthrough is an announced or unannounced observation that is not required or submitted for clinical practice.

August, 2015

Performance Standard 1: Professional Knowledge: <i>The teacher candidate demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.</i>		
Standard	Rating	Specific Comments
1. Professional Knowledge	<input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary (Not available for a formative assessment or walk-through.)	
Performance Standard 1: Disposition 1.1: <i>The teacher candidate bases instruction on goals that reflect high expectations for all students and a clear understanding of the curriculum.</i>		
Disposition	Rating	Specific Comments
1. Professional Knowledge	<input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary (Not available for a formative assessment or walk-through.)	
Performance Standard 2: Instructional Planning: <i>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.</i>		
Standard	Rating	Specific Comments
2. Instructional Planning	<input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary (Not available for a formative assessment or walk-through.)	
Performance Standard 3: Instructional Strategies: <i>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.</i>		
Standard	Rating	Specific Comments
3. Instructional Strategies	<input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary (Not available for a formative assessment or walk-through.)	

Performance Standard 4: Differentiated Instruction: <i>The teacher candidate challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.</i>		
Standard	Rating	Specific Comments
4. Differentiated Instruction		
	<input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary (Not available for a formative assessment or walk-through.)	
Performance Standard 4: Disposition 4.1: <i>The teacher candidate is committed to developing critical and creative thinking by providing activities at the appropriate level of challenge for students.</i>		
Disposition	Rating	Specific Comments
4. Differentiated Instruction		
	<input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary (Not available for a formative assessment or walk-through.)	
Performance Standard 5: Assessment Strategies: <i>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.</i>		
Standard	Rating	Specific Comments
5. Assessment Strategies		
	<input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary (Not available for a formative assessment or walk-through.)	
Performance Standard 5: Disposition 5.1: <i>The teacher candidate involves students in setting learning goals and monitoring their own progress.</i>		
Disposition	Rating	Specific Comments
5. Assessment Strategies		
	<input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary (Not available for a formative assessment or walk-through.)	

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.*

Standard	Rating	Specific Comments
6. Assessment Uses	<input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary (Not available for a formative assessment or walk-through.)	

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.*

Standard	Rating	Specific Comments
7. Positive Learning Environment	<input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary (Not available for a formative assessment or walk-through.)	

Performance Standard 7: Disposition 7.1: *The teacher candidate models caring, fairness, respect and enthusiasm for learning.*

Disposition	Rating	Specific Comments
7. Positive Learning Environment	<input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary (Not available for a formative assessment or walk-through.)	

Performance Standard 7: Disposition 7.2: *The teacher candidates promotes a climate of trust and teamwork within the classroom.*

Disposition	Rating	Specific Comments
7. Positive Learning Environment	<input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary (Not available for a formative assessment or walk-through.)	

Performance Standard 7: Disposition 7.3: *The teacher candidate promotes respect for and understanding of students' diversity, including –but not limited to–race, color, religion, sex, national origin, or disability.*

Disposition	Rating	Specific Comments
7. Positive Learning Environment	<input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary (Not available for a formative assessment or walk-through.)	

Performance Standard 7: Disposition 7.4: *The teacher candidate actively listens and pays attention to students' needs and responses.*

Disposition	Rating	Specific Comments
7. Positive Learning Environment	<input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary (Not available for a formative assessment or walk-through.)	

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.

Standard	Rating	Specific Comments
8. Academically Challenging Environment	<input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary (Not available for a formative assessment or walk-through.)	

Performance Standard 8: Disposition 8.1 <i>The teacher candidate encourages students to explore new ideas and take academic risks.</i>		
Standard	Rating	Specific Comments
8. Academically Challenging Environment	<input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary (Not available for a formative assessment or walk-through.)	
Performance Standard 9: Professionalism <i>The teacher candidate exhibits a commitment to professional ethics, participates in professional growth opportunities to support student learning, and engages in reflective practice.</i>		
Standard	Rating	Specific Comments
9. Professionalism	<input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary (Not available for a formative assessment or walk-through.)	
Performance Standard 9: Disposition 9.1 <i>The teacher candidate evaluates and identifies areas of personal strengths and areas for growth by engaging in reflective practice.</i>		
Disposition	Rating	Specific Comments
9. Professionalism	<input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary (Not available for a formative assessment or walk-through.)	
Performance Standard 10: Communication <i>The teacher candidate communicates effectively with students, district and school personnel, and relevant stakeholders in ways that enhance student learning.</i>		
Standard	Rating	Specific Comments
10. Communication	<input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary (Not available for a formative assessment or walk-through.)	

Performance Standard 10: Disposition 10.1

The teacher candidate creates a climate of accessibility for all relevant stakeholders by demonstrating a collaborative and approachable style.

Disposition	Rating	Specific Comments
10. Communication	<input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary (Not available for a formative assessment or walk-through.)	
Overall Comments		

Observer's Signature/Date

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.