

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

MGED 4790
Student Teaching in the Middle Grades
10 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

Prerequisites: MGED 2999 and completion of all requirements to student teach as listed in the University's undergraduate catalog. Co-requisite: MGED 4800.

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 student teach for approximately 16 weeks in a middle school environment (InTASC1-10, FL_{1,1,1,2,1,3}).
2. Candidates will plan and implement lessons appropriate for students' abilities and subject content area incorporating the use of technology. They will reflect upon their effectiveness in journal form and dialogue with supervisors. (InTASC 1-8, DL_{3,1,3,2,3,3}, FL_{2,1,2,2,2,3,3,1,3,2,3,3,3,4}, CPL_{3,1,3,2,3,3}, TL_{2,1,2,2}, AL_{3,1,3,2})
3. Candidates will work collaboratively with team members to evaluate students' learning and their own pedagogy. (InTASC 6-8, TL_{2,3}, AL_{3,3}).
4. Candidates will participate in all professional teacher activities related to their site placement. (InTASC 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 9).

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

DAILY NOTEBOOK

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. **The notebook must be kept up to date at all times.**

Notebook Organization Checklist

TAB – Time Sheet	Completed
Record hours each day and request your mentor teacher's signature weekly.	
TAB – Lesson Plans	
Include a copy of your lesson plan for any lessons you are responsible for teaching.	
TAB – Daily Reflections	
Write a daily reflection using one question provided.	
TAB – Curriculum Outline	
Include a calendar with a curriculum outline for the semester.	
TAB – Video	
Copies of signed edTPA Video Release Forms for each student participating in the video.	
Include a handwritten copy of three self-assessments (CAPS).	
TAB - Feedback	
Mentor Teacher's Feedback – written or recorded comments & Middle Level Standards Eval	
Supervisor's Feedback – copy of all Supervisor Evaluations from visits	
TAB – School Information	
Include any campus information related to your school.	
TAB - Student Information	
Context for Learning, learning styles survey, seating charts, etc.	

Materials needed:

3 inch ring binder
8 dividers with labels (Time Sheet, Lesson Plans, Daily Reflections, Curriculum, Video, Feedback, School Information, Student Information)

Time Sheet – Attached

Lesson Plans – The VSU template is required and attached. Lesson plans must be turned into the mentor teacher **two days prior** to teaching the lesson. 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 at the end of the semester. 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 your university supervisor will follow the Process Steps in the Professional Improvement Plan. For any second or future incidents the Professional Improvement Plan Process Steps will also be followed (see details of Professional Improvement Plan below).

DAILY REFLECTIONS

Choose one question 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. This will help in preparing you for edTPA responses, so the expectation is a solid paragraph.

- 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?
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?
How are you using formative assessments to adjust instruction?
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?

Curriculum Outline - Develop a calendar that maps out the major curriculum topics for the semester. This will enable you to plan your instruction effectively. You will want to meet with your mentor teacher early in the semester for guidance on completing this assignment. Most mentor teachers will have a curriculum map which will also provide guidance. The purpose for this is to have an overview of the concepts that the mentor and you will be teaching during the semester. It is important to establish in advance what curriculum you will be teaching and how much time your mentor teacher is expecting you to spend on each topic.

Video – Include release forms (copy in Blazeeview). Include a handwritten copy of three self- assessments.

Feedback – Include any feedback from your mentor teacher and your supervisor. The Middle Level Standards Evaluation will be due at the end of the semester.

School Information – Any campus information provided to you by your mentor teacher.

Student Information – Any student information provided to you by your mentor teacher.

SUPERVISOR OBSERVATIONS

There will be several visits from your university supervisor during student teaching. Your first visit will be the “Meet and Greet.” At this time the student teacher, mentor teacher and university supervisor will meet to review the requirements and expectations for the student teaching experience. This will be an informal meeting and should be scheduled as soon as possible. There will be three formal observations of your teaching and a summative conference (could be accomplished electronically or at the third formal observation) at the end of student teaching involving the student teacher, mentor teacher and university supervisor.

In preparing for your formal observations, you will need to schedule a small block of time (5-10 minutes) for a preconference. At this time, you will share your plans for your lesson with your supervisor. Please make sure that your university supervisor has the following:

- A copy of the lesson plan for the lesson being observed.
- Any other materials needed for the lesson, such as handouts, graphic organizers, textbooks, etc.
- Daily Notebook current.

At the conclusion of each observation, plan to meet with your supervisor to discuss the lesson. Make arrangements with your mentor teacher to take over the class for approximately 30 minutes after the observation, so that you and your university supervisor can leave the classroom.

SELF-EVALUATION/VIDEO LESSONS

You are required to have student/parent permission forms signed. You are required to videotape three lessons during the semester to self-assess your own teaching. You will review the video and complete the CAPS as a self-assessment of your teaching.

To complete the first (initial) and second (mid) evaluations in LiveText you will use the Field Experience tab. The third (final) evaluation will NOT be submitted in LiveText. Specific directions can be found on the COE website:

<http://www.valdosta.edu/coe/teached/formativesummative-evaluation-information.php>

Solo Teaching/Co-Teaching

During solo teaching you are required to plan and teach all assigned classes for five weeks; two weeks with your mentor teacher in the room to provide guidance as needed and three weeks with the mentor teacher taking on a more supportive role (remains in the classroom), but allows you to have full responsibility for the planning and teaching of all assigned classes. A co-teaching model during solo teaching is also perfectly acceptable and encouraged. A minimum of 3 weeks of solo teaching must be completed with a satisfactory rating to earn a satisfactory grade for this course. Any change in the student teaching schedule for solo teaching dates must be approved by your university supervisor.

COMMUNICATION

Strong communication skills will be essential in your role as a student teacher; especially in communicating with your mentor teacher and with your supervisor. You should work closely with your mentor teacher in communicating any requirements; especially regarding your lesson planning and schedule. Each week you should increase your responsibilities so that you are in complete control of the classes (planning, supervising, grading, classroom management, and all other teacher duties) during your solo teaching.

DRESS CODE

The departmental dress code will need to be followed at all times (attached).

COURSE EVALUATION

The grade for this course is Satisfactory or Unsatisfactory. To earn a satisfactory grade your supervisor and mentor teacher must agree that your teaching performance is Satisfactory and your assignments have been completed satisfactorily. An Unsatisfactory grade will be earned when your supervisor and mentor teacher agree that your teaching performance is unsatisfactory and/or you have not completed the course assignments. If you are placed on a Professional Improvement Plan (see below) you will be notified by your supervisor.

PROFESSIONAL IMPROVEMENT PLAN

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 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 and university supervisor.
1. E-mail the field experience coordinator the reason for your absence and the total amount of time missed.

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. 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. You will participate in the Code of Ethics training conducted at Lowndes Middle School during the first week of the semester.

Professionalism – Dress code

In this course, classes are held in public schools. Professional dress code is required.

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](#) 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>

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](#) 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.

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@valdosta.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.

Professionalism & Dress Code
Middle, Secondary, Reading, and Deaf Education Department
Valdosta State University

Professional Behavior: As a teacher candidate, you are a guest in the public schools. You are representing Valdosta State University, the Dewar College of Education, the 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 one 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.

Student Teaching Time Sheet

Teacher Candidate Name: _____ Semester: _____

School Placement: _____ Mentor Teacher: _____

Week 1:	Week 6:
M	M
T	T
W	W
TH	TH
F	F
<i>Mentor Teacher Initials:</i>	<i>Mentor Teacher Initials:</i>
Week 2:	Week 7:
M	M
T	T
W	W
TH	TH
F	F
<i>Mentor Teacher Initials:</i>	<i>Mentor Teacher Initials:</i>
Week 3:	Week 8:
M	M
T	T
W	W
TH	TH
F	F
<i>Mentor Teacher Initials:</i>	<i>Mentor Teacher Initials:</i>
Week 4:	Week 9
M	M
T	T
W	W
TH	TH
F	F
<i>Mentor Teacher Initials:</i>	<i>Mentor Teacher Initials:</i>
Week 5:	Week 10
M	M
T	T
W	W
TH	TH
F	F
<i>Mentor Teacher Initials:</i>	<i>Mentor Teacher Initials:</i>

Week 11:	Week 15:
M	M
T	T
W	W
TH	TH
F	F
<i>Mentor Teacher Initials:</i>	<i>Mentor Teacher Initials:</i>
Week 12:	Week 16:
M	M
T	T
W	W
TH	TH
F	F
<i>Mentor Teacher Initials:</i>	<i>Mentor Teacher Initials:</i>
Week 13:	Additional days as needed:
M	M
T	T
W	W
TH	TH
F	F
<i>Mentor Teacher Initials:</i>	<i>Mentor Teacher Initials:</i>
Week 14	
M	
T	
W	
TH	
F	
<i>Mentor Teacher Initials:</i>	

Student Teacher Signature: _____

Mentor Teacher Signature: _____

Department of Middle, Secondary, Reading, and Deaf Education Lesson Plan Format

Teacher: _____ Date: _____

Grade & Subject: _____

LESSON ALIGNMENT

Central Focus
Georgia Standards of Excellence/GPS
Learning Target
Assessment - Students must demonstrate that they have mastered the learning target for this lesson.

DAILY PLANNER: Sequence / Plan for Instructional Activities

<u>Activity</u>	<u>Time</u>	<u>Grouping</u>

CONNECTIONS: List here and include in the “Instruction” section. Complete all three areas.

<i>Prior Learning:</i>
<i>Students' Life Experiences:</i>
<i>Other Content Areas:</i>

ACADEMIC LANGUAGE

Language Function - Identify one language function aligned to the central focus of the lesson. Indicate which learning task supports students in using that language function.
Key Vocabulary - List academic and content-specific vocabulary needed for mastering the learning objective.
Syntax & Discourse - Explain how students will organize the information and communicate their learning.

LEARNING SEQUENCE

Opening Routine: This may include relevant warm-up activities, etc.
Activating Strategy - This is your attention getter to engage the students and give an overview of the concept.

Instruction - Write the sequential steps, using numbers or bullets, that you are using to teach the lesson. Weave in sequential order the connections, academic language, and questions explicitly throughout the lesson. Use a scaffolded approach to instruction: model, guided practice with feedback, and independent practice.

Lesson Closure - Describe how you will bring closure and gather evidence of students' learning of the lesson.

End-of-class Routine - This may include relevant clean-up activities, etc.

KNOWLEDGE OF STUDENTS – Indicate how your knowledge of students informed your instructional planning to provide differentiation that supports students' varied learning needs.

Readiness - Explain how students' readiness levels impacted instructional planning. This may include prior academic learning, prerequisite skills, specific learning needs, assessment data, or addressing misconceptions, etc.

Interests - Explain how students' interests are addressed in this lesson. This may include allowing choice in assignments, changing the text selection, etc.

Learning Styles - Explain how different learning styles are addressed in the lesson.

Visual:

Auditory:

Kinesthetic:

SUPPORTING STUDENT LEARNING

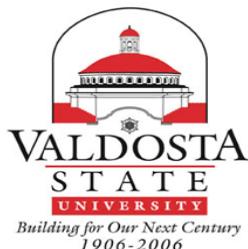
Describe adjustments made for Special Education IEPs, 504s, RtI, Gifted, ESOL, struggling learners, etc.

RESOURCES

Key Instructional Materials - List and attach materials needed, which might include such items as handouts, assignments, slides, etc. (Limit five pages.) Use the current APA format to cite all materials you did not create.

I have read and approved of this lesson plan prior to it being taught.

Mentor's Signature _____ Date _____



Valdosta State University Dewar College of Education and Human Services
Candidate Assessment on Performance Standards (CAPS)
Performance Standards AND dispositions

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.

If Not Able to Rate (NATR) is marked in any disposition, provide a comment why this was chosen.

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 walkthrough 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, 2017

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

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: *The teacher candidate bases instruction on goals that reflect high expectations for all students and a clear understanding of the curriculum.*

Disposition	Rating	Specific Comments
1. Professional Knowledge	<input type="checkbox"/> Concern <input type="checkbox"/> Evident <input type="checkbox"/> Strength <input type="checkbox"/> NATR (Not able to Rate)	

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

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: *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.*

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"/> Concern <input type="checkbox"/> Evident <input type="checkbox"/> Strength <input type="checkbox"/> NATR (Not able to Rate)	
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"/> Concern <input type="checkbox"/> Evident <input type="checkbox"/> Strength <input type="checkbox"/> NATR (Not able to Rate)	

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 is sensitive to diversity and equity based on the needs of all students by modeling caring, fairness, respect, and enthusiasm for teaching.*

Disposition	Rating	Specific Comments
7. Positive Learning Environment	<input type="checkbox"/> Concern <input type="checkbox"/> Evident <input type="checkbox"/> Strength <input type="checkbox"/> NATR (Not able to Rate)	

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

The teacher candidate encourages students to explore new ideas and take academic risks.

Disposition	Rating	Specific Comments
8. Academically Challenging Environment	<input type="checkbox"/> Concern <input type="checkbox"/> Evident <input type="checkbox"/> Strength <input type="checkbox"/> NATR (Not able to Rate)	

Performance Standard 9: Professionalism

The teacher candidate exhibits a commitment to professional ethics, participates in professional growth opportunities to support student learning, and engages in reflective practice.

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

The teacher candidate evaluates and identifies areas of personal strengths and areas for growth by engaging in reflective practice.

Disposition	Rating	Specific Comments
9. Professionalism	<input type="checkbox"/> Concern <input type="checkbox"/> Evident <input type="checkbox"/> Strength <input type="checkbox"/> NATR (Not able to Rate)	

Performance Standard 10: Communication

The teacher candidate communicates effectively with students, district and school personnel, and relevant stakeholders in ways that enhance student learning.

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"/> Concern <input type="checkbox"/> Evident <input type="checkbox"/> Strength <input type="checkbox"/> NATR (Not able to Rate)	

Overall Comments:

Observer's Signature/Date

Candidate's Signature/Date