

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

---

**MSED 7041  
Teaching Internship  
2 Semester Hours  
Spring 2014**

**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](http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf)

## **INSTRUCTOR**

Name: Mrs. Melody Fuller  
Office Number: Education Center 1052  
Telephone Number: 333-5611 (Department) 333-5656 (Office)  
Email Address: mefuller@valdosta.edu  
Office Hours: Tuesday 9:30-12:30  
Wednesday 10:00-2:00  
Thursday 9:30-12:30

## **COURSE DESCRIPTION**

Supervised teaching internship in an appropriate educational setting for certification requirements for the MAT degree program.

## **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 (1-10).
2. Candidates will plan and implement lessons appropriate for students' abilities and subject content area. They will reflect upon their effectiveness in journal form and dialogue with supervisors. (1-8)
3. Candidates will work collaboratively with team members to evaluate students' learning and their own pedagogy. (6-8).
4. Candidates will participate in all professional teacher activities related to their site placement. (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 (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

	Completed
<b>TAB – Time Sheet</b>	
Record hours each day and request mentor teacher’s signature weekly	
<b>TAB – Lesson Plans</b>	
A copy of your lesson plan for any lessons you are responsible for teaching	
<b>TAB – Daily Reflections</b>	
A daily written reflection	
<b>TAB – Curriculum Outline</b>	
Curriculum outline for the semester including a calendar	
<b>TAB – Video</b>	
Video Release Forms	
Handwritten copy of two self assessments (COE Observation Instrument)	
<b>TAB - Feedback</b>	
Mentor Teacher’s Feedback – written or recorded comments & Middle Level Standards Eval	
Supervisor’s Feedback – copy of all Supervisor Evaluations from visits	
<b>TAB – School Information</b>	
Campus information	
<b>TAB - Student Information</b>	
Class profile, 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. 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 (not 5:01)** 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/submitted a lesson plan, you will receive a formal warning. The second incident will result in a concern form. Upon the third incident, you will be removed from your field placement and receive a failing grade in the course (see Professionalism in Field Experiences in syllabus).

**Daily Reflections** – Choose a question and respond daily regarding your experience in the classroom. Vary your question selection throughout the week. 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). What are your current beliefs, attitudes and assumptions regarding your role as teacher? What would you say about your experience in this classroom?

Did you have any misconceptions about teaching upon your arrival?  
Where are your strengths as a teacher? What remains a concern for you?  
How is this experience meeting or not meeting your expectations?  
How have you developed as a teacher?  
What expectations do you have for tomorrow?  
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?

**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. Include handwritten copy of two self- assessments.

**Feedback** – Include any feedback from your mentor teacher and your supervisor. 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 a minimum of 4 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. The remainder of the visits will be for formal observations. Observations may be scheduled or unscheduled; always be prepared.

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 to 45 minutes after the observation, so that you and your university supervisor can leave the classroom.

Your lesson plan must be submitted to LiveText the day of the observation. Use the LiveText instructions below for submitting your lesson.

### **How to Post Your Lesson Plan for COE Observations (Supervisor and Self Evaluation) – FINAL ONLY**

1. Click on **Documents** tab, then **New** button.
2. Under **Folder**, select **Valdosta State University Lesson Plans** from the drop-down menu.
3. Under **Template**, select **Lesson Plan Template for ATTACHED Lesson Plan** from the drop-down menu.
4. Title: Program Semester LP Final/Initial Observation Lastname, Firstname. e.g. ST SP 14 LP Initial Observation Doe, Jane. No description is necessary.
5. Click on **Save as New Document**.
6. Open the document. Select **Edit** for the **Section for Attaching Lesson Plan**.
7. Complete sentence "Attached below is a lesson plan ... "
8. At bottom, select **Edit** for the section **File Attachments**.
9. Select **Upload New File**.
10. Select **Browse**, choose the correct lesson plan and open it.
11. Select **Save and Finish, Send for Review**.
12. Type in Supervisor's name (for supervisor assessment) and/or your own name (for self-evaluation).
13. Select **Submit for Review**.

### **SELF-EVALUATION /VIDEO LESSONS**

You are required to have student/parent permission forms signed (attached). You are required to videotape two lessons during the semester to self-assess your own teaching. You will review the video and complete the COE Observation Instrument (attached) as a self-assessment of your teaching. You are not required to submit a videotape to VSU.

The first video lesson will be taped by February 7, 2014. There is no LiveText requirement for the first video. The second video will need to be taped between March 3 and April 4, 2014. The LiveText submission deadline for the final self-assessment is April 17, 2014.

To send the lesson plan to yourself in LiveText so that you can complete the assessment use the following instructions:

#### **How to use the COE Observation Instrument for Self Evaluation**

1. Send your lesson plan to yourself for review as described above.
2. Select **Reviews** tab, then open the lesson plan document you sent.
3. Select **Assess document**, and click in the radio button next to COE Observation Instrument (ST/Intern Self-Evaluation) NEW. This assessment will be in your **Inbox**.
4. **Select Document**.
5. Open each section of the rubric and click on the appropriate cell for each element of the rubric. Add comments to each section.
6. Select **Initial** (first observation).
7. Select **Official** for Reporting type.
8. Click on **Save and Submit**.

## **LIVETEXT FORM**

In the Field Experience Forms Tab of your LiveText account you will need to complete the Teacher Candidate Clinical Practice Form for the student teaching hours. This is a COE requirement and you may receive notice from Mrs. Bird about this requirement. Use the directions below:

### **How to Complete Forms in LiveText**

1. Click the **Forms** tab located in the top center of the screen.
2. From within the **Forms Inbox**, click the **Take form** link or **Take again** link located to the right side of the form to be completed.
3. The form will open. Complete each question. Questions with a red asterisk\* are required. Below are some tips for each type of question you may encounter:
  - Short Text: Enter responses up to 255 characters.
  - Long Text: Enter responses up to 65,000 characters.
  - Date: Enter the date according to the provided format (MM/DD/YYYY).
  - Radio Buttons: Click the button to the left of the appropriate choice. Only one choice may be selected.
  - Dropdown: Click the down arrow located on the right side of the dropdown box, and select the appropriate choice. Only one choice may be selected.
  - Checkboxes: Click the checkbox to the left of each appropriate choice. Multiple choices may be selected.
4. After completing the form, there are two options below the final form question:
  - **Save Form:** Click this button to routinely save form responses or to save and complete later. Responses will not be submitted to the owner.
  - **Submit Form:** Click this button to save and submit form responses to the owner. All required questions must be completed before submitting the form.
5. To view form responses in a printable format before submitting, click the **Save Form** button located below the final form question, and then click the **Create a Printable Version** link located in the top right corner.

## **SOLO 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 without mentor teacher intervention while you are teaching. A minimum of 3 weeks of solo teaching must be completed with a satisfactory rating to earn a satisfactory grade for this course. Solo teaching is defined as you having complete responsibility for the classes. 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 (Daily Notebook, Self Evaluations (2) and Clinical Practice form). 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.

## **PROFESSIONALISM DEVELOPMENT 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, the school, and the VSU supervisor.
1. E-mail the student teaching coordinator (Mrs. Fuller) the reason for your absence and the total amount of time missed.

**STUDENT TEACHING SCHEDULE**  
**Spring 2014**

The following dates are guidelines for picking up classes. There may be a slight variance in the schedule due to differences in school calendars or special needs. Your VSU Supervisor will need to approve any changes to the schedule.

**FOR CLASSES LESS THAN 60 MINUTES**

<b>REQUIREMENTS</b>	<b>Week in Semester</b>	<b>RECOMMENDED DATES</b>
Orientation, adjustment, schedule meet and greet, develop lesson plans, learn students' names, determine school's videotaping policy, model teach, and develop curriculum outline.	Week 1-2	<b>January 13-24</b>
Assume responsibility (with your mentor teacher's guidance) for planning and teaching <b>1 class</b> .	Week 3-4	<b>January 27 – February 7</b>
Assume responsibility for planning and teaching one additional class ( <b>2 classes</b> ).	Week 5-6	<b>February 10 - 21</b>
Assume responsibility for teaching another class ( <b>3 classes</b> ).	Week 7	<b>February 24 - 28</b>
Solo - During solo teaching you are required to plan and teach all classes for five weeks; two weeks with your mentor teacher in the room to provide guidance as needed and three weeks without mentor teacher intervention (can remain in the room) while you are teaching. Solo teaching is defined as you having complete responsibility for all classes.	Week 8-12	<b>March 3 – April 4</b>
Spring Break Holiday, give back teaching responsibility to mentor teacher, assist with test preparation, and observe additional classrooms with approval of mentor teacher.	Week 13-16	<b>April 7 – May 2</b>
Career Day - Attendance required.		<b>February 27</b>
Last day for candidates in schools. Any time missed must be made up after this date.		<b>May 2</b>
Professional Development Day – Attendance required.		<b>TBA</b>
Student Teacher Exit Meetings		<b>May 8 &amp; 9 1:30 – 3 PM Dewar COE</b>
Graduation		<b>May 10</b>



**FOR CLASSES GREATER THAN 60 MINUTES**

<b>REQUIREMENTS</b>	<b>Week in Semester</b>	<b>RECOMMENDED DATES</b>
Orientation, adjustment, schedule meet and greet, develop lesson plans, learn students' names, determine school's videotaping policy, model teach, and develop curriculum outline.	Week 1-2	<b>January 13 - 24</b>
Assume responsibility (with your mentor teacher's guidance) for planning and teaching <b>1 class</b> .	Week 3-4	<b>January 27 – February 7</b>
Assume responsibility for planning and teaching one additional class ( <b>2 classes</b> ).	Week 5-7	<b>February 10 - 28</b>
Solo - During solo teaching you are required to plan and teach all classes for five weeks; two weeks with your mentor teacher in the room to provide guidance as needed and three weeks without mentor teacher intervention (can remain in the room) while you are teaching. Solo teaching is defined as you having complete responsibility for all classes.	Week 8-12	<b>March 3 – April 4</b>
Spring Break Holiday, give back teaching responsibility to mentor teacher, assist with test preparation, and observe additional classrooms with approval of mentor teacher.	Week 13-16	<b>April 7 – May 2</b>
Career Day - Attendance required.		<b>February 27</b>
Last day for candidates in schools. Any time missed must be made up after this date.		<b>May 2</b>
Professional Development Day – Attendance required.		<b>TBA</b>
Student Teacher Exit Meetings		<b>May 8 &amp; 9 1:30 – 3 PM Dewar COE</b>
Graduation		<b>May 10</b>

**Due Dates for Spring 2014 – MGED 4790**

<b>Requirements</b>	<b>Week in Semester</b>	<b>Dates</b>	<b>LiveText</b>
Meet and Greet	Week 1-2	Jan 13 - 24	No LiveText Requirement
Supervisor Observation #1	Week 3-4	Jan 27 – Feb 7	No LiveText Requirement
Video – Self Assessment by Student	Week 3-4	Jan 27 – Feb 7	No LiveText Requirement
Observation #2	Week 5-7	Feb 10-28	No LiveText Requirement
Observation #3 & Closing Conference	Week 8-12	Mar 3 – April 4	Send lesson plan to supervisor
Video – Self Assessment by Student	Week 8-12	Mar 3 – April 4	Use COE Observation Instrument (ST/Intern Rubric) NEW Milestone: Final – Due by 3 PM – <b>April 18</b>
Clinical Practice Form	Week 15	April 25	Complete COE Clinical Practice

## **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>

### 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.

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

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

### **ACCESSIBILITY STATEMENT**

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

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

### **STUDENT SUCCESS CENTER**

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

## Video Recording Permission Form

Dear Parent/Guardian:

Your child's teacher is either a student in the Dewar College of Education and Human Services at Valdosta State University or has agreed to serve as a mentor for a VSU student. One of the required activities for this university student will be the video recording of a lesson, small group activity, or other student interaction in the classroom. The recording will be used to help the VSU student identify strengths and weaknesses in instruction and teaching methods.

The primary focus of the recording will be the VSU student, not your child or other students in your child's class. No student names will appear in any written material about the recording.

The form below will be used to document your knowledge of this activity and to grant or deny your permission for your child to appear on the video recording. Your child's teacher will keep a copy of this form.

Sincerely,

Brian Gerber, Ph.D.

Interim Dean, James L. and Dorothy H. Dewar College of Education and Human Services  
Valdosta State University

---

### PERMISSION FORM

Student Name \_\_\_\_\_

School/Teacher \_\_\_\_\_

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

(Please check the appropriate blank below.)

\_\_\_\_\_ **I DO** give permission for my child to appear on a video recording and understand my child's name will not appear in any material written about the recording.

\_\_\_\_\_ **I DO NOT** give permission for my child to appear on the video recording.

---

Signature of Parent or Guardian/Date

**Professionalism & Dress Code**  
**Middle, Secondary, Reading, and Deaf Education Department**  
**Valdosta State University**  
**Spring 2014**

**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.

## COE Observation Instrument



Candidate: \_\_\_\_\_ Observer: \_\_\_\_\_

School: \_\_\_\_\_ Subject/Grade Level: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** (a) Under each indicator, underline the professional practices that are observed, (b) list specific evidence observed for the indicator, (c) in the # column, circle the numeral that reflects the practices observed for each indicator. Use the directions in the *COE Observation Instrument: Instructions for Use* manual to determine ratings.

**Note:** Level 1 = Indicator Not Demonstrated  
 Level 2 = Indicator Partially Demonstrated  
 Level 3 = Indicator Adequately Demonstrated  
 Level 4 = Indicator Effectively Demonstrated

**Level 5 = Indicator Exceptionally Demonstrated (Reserved for induction level and experienced teachers who are consistently exemplary over time; therefore, Level 5 should not be used to evaluate teacher candidates during practica or student teaching.)**

I. CONTENT AND CURRICULUM: Teachers demonstrate a strong knowledge of content area(s) appropriate for their certification levels.		
Indicators/Professional Practices	#	Evidence/Comments
<b>I-A. Subject-Specific Content/Concepts</b>		
1-2. Uncorrected teacher content/concept errors; uncorrected student errors	1 2	
3-4. Shows knowledge of content/concepts; corrects teacher and student errors	3 4	
5. Accurate content/concept knowledge; consistently helps students recognize and correct errors	5	
Not Able To Rate	NATR	
<b>I-B. Pedagogical Content (Instructional Methods)</b>		
1-2. Uses inappropriate instructional method; little evidence of making content appropriate for diverse learners; lacks connections to students' prior knowledge	1 2	
3-4. Uses appropriate instructional methods; makes content appropriate for diverse learners; connects learning to students' prior knowledge	3 4	
5. Consistently uses a variety of appropriate instructional methods; consistently makes content appropriate for diverse learners; consistently connects learning to students' prior knowledge	5	
Not Able To Rate	NATR	
<b>I-D. Content Connections</b>		
1-2. Little or no evidence of making connections to other subject areas; little or no evidence of making content relevant to students' everyday lives	1 2	
3-4. Connects content to other subject areas; makes content relevant to students' everyday lives;	3 4	
5. Consistently connects content to other subject areas; consistently makes content relevant to students' everyday lives; affords students opportunities to make their own connections	5	

Not Able To Rate	NATR	
<b>II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.</b>		
<b>Indicators/Professional Practices</b>		<b>Evidence/Comments</b>
<b>II-C. Students' Development</b>		
1-2. Not responsive to the intellectual, social, physical, and personal developmental needs of all students	1 2	
3-4. Responsive to the intellectual, social, physical, and personal developmental needs of all students	3 4	
5. Consistently sensitive, alert, and responsive to the specific intellectual, social, physical, and personal developmental needs of all students	5	
Not Able To Rate	NATR	
<b>III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.</b>		
<b>Indicators/Professional Practices</b>		<b>Evidence/Comments</b>
<b>III-B. Classroom Environment</b>		
.1-2. Inefficient management of time, space, and learning resources for diverse students' learning; students not productively engaged	1 2	
3-4. Appropriate management of time, space, and learning resources for diverse students' learning; students actively engaged	3 4	
5. Consistent and appropriate management of time, space, and learning resources for diverse students' learning; active/equitable engagement of students	5	
Not Able To Rate	NATR	
<b>III-C. Classroom Management</b>		
1-2. Little or no evidence of a management plan; reactive classroom management style; behavior not monitored ; inconsistent/inappropriate responses to student behavior	1 2	
3-4. Follows classroom management plan; aware of student behavior; appropriate responses to student behavior; corrects misbehavior with minimal loss of instructional time	3 4	
5. Consistently follows classroom management plan; proactive classroom management style; subtle/preventative monitoring; fair, respectful responses to student behavior; students monitor/adjust own behavior when appropriate	5	
Not Able To Rate	NATR	
<b>III-Ga. Communication</b>		
1-2. Errors in spoken/written language	1 2	
3-4. Error free spoken/written language	3 4	
5. Consistently uses enriched/appropriate spoken/written language	5	
Not Able To Rate		



	NATR	
<b>III-Gb. Communication</b>  1-2. Ineffective nonverbal communication; unclear directions; does not use effective questioning skills  3-4. Effective nonverbal communication; directions are clear or quickly clarified after initial student confusion; effective questioning and discussion strategies  5. Effective nonverbal communication; effective questioning stimulates discussion in various ways  Not Able To Rate	1 2  3 4  5  NATR	
<b>IV. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.</b>		
<b>Indicators/Professional Practices</b>		<b>Evidence/Comments</b>
<b>IV-C Assessment</b>  1-2. Inappropriate or no assessment of instructional objectives/outcomes/essential questions; assessments do not align with the instructional objectives/outcomes/essential questions and lesson procedures.  3-4. Uses appropriate assessments that align with the instructional objectives/outcomes/essential questions and lesson procedures  5. Consistently uses a variety of authentic and traditional assessments that align with instructional objectives/outcomes/essential questions and lesson procedures; assessments are used to modify learning goals for individuals and groups  Not Able To Rate	1 2  3 4  5  NATR	
<b>V. PLANNING AND INSTRUCTION: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessments.</b>		
<b>Indicators/Professional Practices</b>		<b>Evidence/Comments</b>
<b>V-B. Lesson Plan and Instruction</b>  1-2. Lesson plan and instruction lack clear organization and sequence; inefficient pacing of lesson; instruction does not extend most students' understanding of concepts and/or content; components of the lesson plan are not aligned  3-4. Lesson plan and instruction are logically organized and sequenced; pacing appropriate; instruction extends students' understanding of concepts and/or content; all components of the lesson plan are aligned  5. Lesson plan and instruction consistently reflect findings from scientifically based research; appropriate organization and sequencing; appropriate pacing  Not Able To Rate	1 2  3 4  5  NATR	

<p><b>V-C. Instructional Strategies</b></p> <p>1-2. Inappropriate or no instructional strategies are used to engage and support learning; strategies inappropriately matched to subject matter; strategies used inappropriately</p> <p>3-4. Plans for and uses appropriate strategies that engage and support student learning; strategies appropriately matched to subject matter; strategies used appropriately</p> <p>5. Consistently plans for and uses various strategies that engage and support diverse learners; provides multiple perspectives on key concepts, problems, and areas of knowledge</p> <p>Not Able To Rate</p>	<p>1 2 3 4 5 NATR</p>	
<p><b>V-D. Monitoring and Adjustments</b></p> <p>1-2. Does not monitor lesson or monitors lesson but adheres firmly to instructional plan; no adjustment for students who do not understand or who have already mastered the content</p> <p>3-4. Monitors lesson; makes appropriate modifications to instructional plans during the lesson to address students' needs; probes for understanding; uses students' questions to direct instruction</p> <p>5. Consistently monitors lesson and provides constructive and ongoing feedback; consistently and successfully makes modifications before and during the lesson to address student needs</p> <p>Not Able To Rate</p>	<p>1 2 3 4 5 NATR</p>	
<p><b>V-F. Resources</b></p> <p>1-2. Little evidence of using resources and materials other than assigned textbook and/or worksheets; technology is used superficially and does not enhance instruction</p> <p>3-4. Uses a variety of appropriate materials and resources; resources enhance instruction for diverse learners; uses technology effectively where appropriate</p> <p>5. Consistently uses and monitors the effectiveness of a variety of appropriate materials and resources; resources consistently enhance instruction for diverse learners; students utilize resources, materials, and technology in their learning</p> <p>Not Able To Rate</p>	<p>1 2 3 4 5 NATR</p>	
<b>POST CONFERENCE</b>		
<b>VI. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.</b>		
<b>Indicators/Professional Practices</b>		<b>Evidence/Comments</b>
<p><b>VI-D. Reflection</b></p> <p>1-2. Does not examine his/her teaching; does not suggest modifications to improve teaching practices and student achievement</p> <p>3-4. Examines own teaching; suggests modifications that would lead to improved teaching practices and student achievement</p> <p>5. Consistently examines own performance in the classroom; provides evidence of modifying teaching practices to increase student achievement</p> <p>Not Able To Rate</p>	<p>1 2 3 4 5 NATR</p>	

Student Teaching Time Sheet

Teacher Candidate Name: \_\_\_\_\_ Semester: \_\_\_\_\_

School Placement: \_\_\_\_\_ Mentor Teacher: \_\_\_\_\_

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

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

Student Teacher Signature: \_\_\_\_\_

Mentor Teacher Signature: \_\_\_\_\_

The Attendance Report is to be signed and returned to Dr. Sean Lennon during the student's exit meetings from student teaching.