

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

**ECED 3690
Early Childhood Practicum and Seminar
ECSE 3490
Early Childhood Inclusive Practicum and Seminar
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 teacher preparation program courses. Identify those that apply specifically to this course.)

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

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

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

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

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

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

Standard #7: Planning for Instruction. The teacher plans instruction that supports every teacher candidate 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 teacher candidate 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: Appropriate 2999 course, minimum GPA of 2.75, and grade of “S” in ECED 3190. Graded “Satisfactory” or “Unsatisfactory.” Grade 4-5 classroom experiences supervised by mentor teachers and university supervisors; debriefing seminars on the implementation of developmentally appropriate content, appropriate classroom management techniques, appropriate teaching formats and strategies, and professional behavior; and observation of teaching strategies. (See syllabus and *Practicum Handbook* for description of practicum requirements.)

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

LiveText Inc. (2004). *College LiveText edu solutions*. La Grange, IL: United Learning Inc.

Practica handbook: Early childhood and special education. Valdosta, GA: Valdosta State University.

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

Teacher candidates will:

1. Observe and reflectively analyze the instruction of early childhood education teachers and the behavior of early childhood students in assigned fourth and fifth grade classrooms. (InTASC Standards 1, 2, 3, 7, 9; FL1.1)
2. Demonstrate skill in implementing plans. (InTASC Standards 1, 2, 3, 4, 5, 6, 7, 8; FL2.1)
3. Demonstrate teaching competence with various student compositions – individual, small groups, and whole class. (InTASC Standards 1, 2, 3, 4, 5, 6, 7, 8; FL3.1; CPL3.1)

4. Use formal Standard English and express themselves clearly, logically, and precisely in writing and in speaking, and will demonstrate competence in reading and listening. (InTASC Standards 4, 5, 8, 9)
5. Demonstrate the professional ethics and dispositions required of teachers. (InTASC Standards 9, 10; EDL2)
6. Identify differences regarding diverse cultures and communities to ensure knowledge of developing inclusive learning environments. (InTASC Standard 2, 3; DL2.3)
7. Actively participate and engage in professional seminars.

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. **Field Experience Observation and Participation** (CO 1, 2, 3): Teacher candidates will report to their assigned school practicum placement during the weeks scheduled by the department. Teacher candidates are required to attend one (1) full day (8:00-3:00) each week on the day assigned. In addition, teacher candidates will attend two (2) weeks of full-time practicum (8:00-3:00 every day for 2 full weeks) during the assigned weeks.
2. **Letter of Introduction** (CO 4, 5) Teacher candidates will type a formal letter of introduction (using business letter format) to the parents/guardians. The university supervisor must check the letter before giving it to the mentor teacher for approval to send home to parents/guardians.
3. **Field Experience Formative Feedback FL_{2a}**: The teacher candidate will receive feedback on identified key areas from the university supervisor at the midterm point in the semester. This feedback will serve as a formative assessment and should provide the candidate with useable feedback that can be applied by the candidate in preparation for the assessment that is completed in the field via the *Candidate Assessment on Performance Standards (CAPS) Early Field Experience* form. To meet the expectations for this experience, a paper copy of the Field Experience Formative Feedback FL_{2a} rubric should be completed by the university supervisor at the midterm point in the semester. Following completion of the rubric, the university supervisor should schedule a meeting with the teacher candidate to provide descriptive feedback and to document reflection on the part of the candidate. Teacher candidates are required to scan and attach the completed Field Experience Formative Feedback FL_{2a} form to the Field Experience Formative Feedback FL_{2a} Dashboard in LiveText. The university supervisor will then complete the FL_{2a} Field Experience Formative Feedback rubric in LiveText.
(This is a required Proficiency Level Assessment and should not be modified or removed from this course without the approval of the program faculty.)
4. **University Supervisor Observation: CAPS Early Field Experience** form (CO 2, 3, 4, 5): Teacher candidates will be required to teach full lessons that are assigned by university instructors of co-requisite courses and are consistent with the curriculum requirements of the mentor teacher. A university supervisor will conduct one (1) formal full lesson observation and complete the *Candidate Assessment on Performance Standards (CAPS) Early Field Experience* form, giving evidence and ratings for the indicators. The university supervisor will provide the *CAPS Early Field Experience* form to the teacher candidate. The original form will be submitted as part of the practicum documentation and will be placed in the teacher candidate's departmental practicum folder. The teacher candidate will submit to the university supervisor a printed copy of the typed lesson plan that has been signed/approved by the mentor teacher as part of the practicum documentation. The printed

copy of the lesson plan will be returned to the teacher candidate. The teacher candidate will also submit the lesson plan to the appropriate LiveText Dashboard.

5. **Peer Observation: CAPS Early Field Experience** form (CO 2, 3, 4, 5): Teacher candidates will have a peer practicum student, who is assigned to the same school, formally observe one (1) formal full lesson and complete the *CAPS Early Field Experience* form, giving ratings and evidence for each indicator. The university supervisor will provide the *CAPS Early Field Experience* form to the teacher candidate. The teacher candidate will submit the *CAPS Early Field Experience* form completed by the peer as part of the practicum documentation; it will be placed in the teacher candidate's departmental practicum folder. The teacher candidate will submit to the university supervisor a printed copy of the typed lesson plan that has been signed/approved by the mentor teacher as part of the practicum documentation. The printed copy of the lesson plan will be returned to the teacher candidate.
6. **Self-Assessment of Instruction: CAPS Early Field Experience** form (CO 2, 3, 4, 5): Teacher candidates will video one (1) formal full lesson and will complete the *Candidate Assessment on Performance Standards (CAPS) Early Field Experience* form giving ratings and evidence for each indicator. The university supervisor will provide the *CAPS Early Field Experience* form to the teacher candidate. The teacher candidate will submit the *CAPS Early Field Experience* form as part of the practicum documentation; it will be placed in the teacher candidate's departmental practicum folder. The teacher candidate will submit to the university supervisor a printed copy of the typed lesson plan that has been signed/approved by the mentor teacher as part of the practicum documentation. The printed copy of the lesson plan will be returned to the teacher candidate.
7. **Mentor Teacher Observation: CAPS Early Field Experience** form (CO 2, 3, 4, 5): Teacher candidates will be required to demonstrate professional abilities and skills in the performance of teaching. Examples of the teacher candidate's professional abilities and skills include attendance and punctuality, preparation of lessons and instructional activities, the use of Standard English both in oral and written communication, and classroom management during the course of instruction. The teacher candidate's mentor teacher will conduct one (1) formal full lesson observation and complete the *CAPS Early Field Experience* form for the lesson observed giving ratings and evidence for each indicator. The form will be used as a reference for post-conferencing between the teacher candidate and the mentor. The university supervisor will provide the *CAPS Early Field Experience* form to the teacher candidate to give to the mentor teacher. Teacher candidates will submit the *CAPS Early Field Experience* form completed by the mentor teacher as part of the practicum documentation; the form will be placed in the teacher candidate's departmental practicum folder. The teacher candidate will submit to the university supervisor a printed copy of the typed lesson plan signed/approved by the mentor teacher as part of the practicum documentation. The printed copy of the lesson plan will be returned to the teacher candidate.
8. **Final Evaluation of the Teacher Candidate by the Mentor Teacher** (CO 1, 2, 3, 4, 5, 6): The mentor teacher will complete this form (see *Practicum Handbook*) and will give it to the teacher candidate to submit to the university supervisor. The final evaluation form will be placed in the teacher candidate's departmental practicum folder.
9. **Lesson Analysis and Reflection EDL_{2a}**: (CO 1, 2, 4): As assigned by the university supervisor, the teacher candidate will complete a lesson reflection activity in LiveText. The purpose of this activity is to engage in ongoing analysis and reflection to improve future planning and teaching practice. The areas of analysis and reflection should include, but not be limited to, an analysis of the lesson, evidence of student learning, and implications of future lessons. For this assignment, the teacher

candidate is required to complete the Lesson Reflection template in the Lesson Analysis and Reflection EDL_{2a} Dashboard in LiveText. The university supervisor will then complete the EDL_{2a} Lesson Analysis and Reflection Rubric in LiveText. Complete directions and template are located in LiveText.

(This is a required Proficiency Level Assessment and should not be modified or removed from this course without the approval of the program faculty.)

10. **Letter of Appreciation** (CO 4, 5): The teacher candidate will type a letter of appreciation (using business letter format) to the mentor teacher. The letter will include at least three positive experiences of the practicum. Suggested topics follow: innovative management or teaching strategies, parent/school relationship development, collaborative planning with colleagues, child advocacy, and/or professional development. The university supervisor must check the letter prior to giving it to the mentor teacher. The letter will be given to the mentor teacher at the end of the practicum in the school.

11. **Practicum Documentation** (CO 1, 2, 4, 5): The teacher candidates are required to submit all required documents (as assigned) to the university supervisor on the designated date. A checklist of requirements for the documentation is included in the *Practicum Handbook* (on the last page). The noted requirements will be placed in the teacher candidate’s departmental practicum folder.

12. **Dispositions and Participation** (CO 5, 7): Teacher candidates are to participate actively in all seminars and have the necessary resources and materials required for each seminar.

- a. The mentor teacher will complete a *Mentor Teacher Evaluation of Teacher Candidate’s Dispositions* form and will give it to the teacher candidate. Teacher candidates will submit the form as part of the practicum documentation; it will be placed in the teacher candidate’s departmental practicum folder.
- b. Teacher candidates will complete a *Teacher Candidate Self-Evaluation of Dispositions* form in LiveText, including the descriptions of the examples that support the numerical ratings, print the completed form, and submit it as part of the practicum documentation; the form will be placed in the teacher candidate’s departmental practicum folder.
- c. Requirement for instructors and supervisors: The course instructors in the professional semester, including the teacher candidate’s university supervisor, will complete a joint *University Instructor Evaluation of Teacher Candidate Dispositions* form. It will be placed in the teacher candidate’s departmental practicum folder and submitted on LiveText. A copy will be provided to the teacher candidate.

13. **LiveText Requirements** (CO 2, 3, 4, 5): Teacher candidates will complete all LiveText requirements by the designated due date.

*Professional Semester 2 Required Lessons to be Taught from Co-requisite Courses	
ECSE 3020 (ECE/ECSE)	Lesson Plans: Plan, implement, and manage three sequential lessons in the practicum classroom.
ECSE 3210 (ECE/ECSE)	None required
LITR 3130	Lesson Plan: Plan and implement a writing lesson in the practicum classroom.

(ECE/ECSE)	
ECED 4500 (ECE)	None required
ECSE 3220 (ECSE)	None required
*Note: The lessons will be formally observed by the university supervisor, mentor teacher, and peer. One lesson will be used for self-assessment of instruction.	

Professional Semester 2 Other Required Assignments from Co-requisite Courses	
ECSE 3020 (ECE/ECSE)	a. Diverse Learner Reflective Analysis b. Reflection on Alternative Teaching
ECSE 3210 (ECE/ECSE)	a. Classroom Environment Photo Story b. Data Collection Assignment
LITR 3130 (ECE/ECSE)	None required
ECED 4500 (ECE)	None required
ECSE 3220 (ECSE)	None required

COURSE EVALUATION

Satisfactory completion of **all** assigned activities will be required in order to receive a grade of Satisfactory (S). Failure to fulfill days in the practicum classroom or participation requirements in a satisfactory manner will result in an Unsatisfactory (U) grade. Unprofessionalism and/or not adhering to the *Georgia Code of Ethics for Educators* may also result in a grade of Unsatisfactory (U).

Field Experience Formative Feedback FL_{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.

Lesson Analysis and Reflection 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.

Important Notes:

- **The minimum GPA of 2.75 must be maintained to continue in professional education coursework.**
- **Any teacher candidate who is requested by school personnel to be removed from a school will not successfully complete practicum.**
- **Teacher candidates are not to contact or independently meet with a school administrator without prior consent of her or his university supervisor, practicum instructor, department head, or Dewar COEHS Interim Dean, or other VSU personnel. Any teacher candidate who does so will not successfully complete practicum.**
- **Teacher candidates are not to contact (by email, phone, or visit) the Dewar COEHS Office of Clinical Experiences and Certification unless requested by the Office of Clinical Experiences and Certification, her or his university supervisor, practicum supervisor, department head, or the Dewar COEHS Interim Dean, or other VSU personnel. A**

Professional Improvement Plan (PIP) will be developed for any teacher candidate who does not adhere to this requirement.

ATTENDANCE POLICY

Field Experience

Teacher candidates are expected to report to their practicum school on their scheduled day including the full week of practicum and must be in the school each day for the hours scheduled. **Any days missed must be made up.** Days to be made up must be prearranged with the mentor teacher and university supervisor. Teacher candidates who arrive late, leave early, or are absent without prior notification are subject to removal from the school setting. Teacher candidates will document their days and time by signing in and out at the school's office each day. They will also document attendance on a time sheet (*Practicum Handbook*) in the mentor's classroom that will be verified and signed by the mentor teacher and submitted to the university supervisor at the conclusion of the field experience. If absences are necessary due to emergencies or illness, the school mentor must be notified at the earliest possible time via the telephone. An e-mail or text message should not be used for this purpose, unless specifically requested to do so by the mentor teacher. If you cannot reach your mentor teacher via telephone, call your school's main office as early as possible in the morning. For example, if you are ill in the evening, you should call the mentor then, so that he/she will be prepared for your absence. Make sure that you have recorded your mentor teacher's home telephone number and the school's telephone number and have these with you at all times. **You must also notify your VSU supervisor and practicum instructor if you have to be absent from school; it is acceptable to use e-mail for this purpose.** Teacher candidates are to schedule appointments or other business so as not to interfere with regularly scheduled practicum hours.

Practicum Seminars

The practicum seminars will follow the accepted VSU policy for attendance. "The University expects that all students shall attend all regularly scheduled class meetings held for instruction or examination....A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course." (Valdosta State University Undergraduate Catalog)

PROFESSIONALISM

As a teacher candidate, you are expected to conduct yourself in the professional educator role as defined by the Georgia Professional Standards Commission Code of Ethics for Educators. You will be provided with a copy of the Code of Ethics for Educators, which can be found on the following URL <http://www.gapsc.com/Ethics/NEthics.asp>. Failure to follow the Code of Ethics will result in disciplinary actions through the College of Education and Human Services Professional Improvement Plan process.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

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

Practicum Remediation/Intervention

Teacher candidates who need some type of remediation or intervention during their practicum experience will possibly need to be placed on a Professional Improvement Plan (PIP.) The PIP process initially begins with an Instructional Advisement form which facilitates discussion and provides documentation of issues that may occur during time spent in the field. If a teacher candidate is placed on

a Professional Improvement Plan and does not satisfactorily complete the PIP, the teacher candidate may fail the associated course or be removed from the program.

The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study. The PIP targets field and clinical experiences. This process is not intended for issues that are addressed in academic course syllabi or any other university policies (e.g., [Academic Honesty Policies and Procedures](#) or [Student Code of Conduct](#)). The Instructional Advisement form may be used as a tool to facilitate discussion of and document any classroom or field experience issues. Please refer to the following website link for a further description of the PIP process.

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

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 teacher candidate 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.

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

TITLE IX STATEMENT

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all teacher candidates will be expected to complete an online Teacher candidate Opinion of Instruction survey (SOI) that will be available on BANNER. Teacher candidates 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 teacher candidates have or have not completed their SOIs, and teacher candidate 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>.

SUPPORT

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

Practicum Seminar Topics		
Professional Semester 1	Professional Semester 2	Professional Semester 3
Syllabus and Practicum Handbook / LiveText / Practicum Application Process – First Seminar	Syllabus and Practicum Handbook LiveText	Syllabus and Practicum Handbook
Odum Library Orientation		
Group Advising	Group Advising / Graduation Application	Group Advising
Ethics	Ethics/Reference Forms/Case Studies	Teaching Certification
CAPS (first 5 standards)	CAPS Review	CAPS Instruction for all Ten Standards
Dispositions	Collaboration in the School Setting	Career Launch/Induction
Reflection Requirements	Parent Conference and Communication	Beginning Teacher - “Getting Off to a Good Start” / Classroom Management
edTPA Alignment and Academic Language	edTPA alignment	edTPA Alignment
Children in Poverty	Poverty (focus on migrant and homeless)	Working with Poverty/Diverse Culture
GACE	GACE	GACE
Practicum Application Process – Final Seminar	Practicum Application Process – Final Seminar	Career Services / Resume Writing

ECED 3690/ECSE 3490: Field Experience Formative Feedback

Field Experience Formative Feedback FL_{2a} is a required Proficiency Level Assessment and should not be modified or removed from this course without the approval of the program faculty.

The teacher candidate will receive feedback on the identified key areas from the university supervisor at the midterm point in the semester. This feedback will serve as a formative assessment and should provide the candidate with useable feedback that can be applied by the candidate in preparation for the assessment that is completed in the field via the *Candidate Assessment on Performance Standards (CAPS) Early Field Experience* form. To meet the expectations for this experience, a paper copy of the Field Experience Formative Feedback rubric should be completed by the university supervisor at the midterm point in the semester. Following completion of this rubric, the university supervisor should schedule a meeting with the teacher candidate to provide descriptive feedback and to document reflection on the part of the candidate. The teacher candidate is required to scan and attach the completed Field Experience Formative Feedback form to the Field Experience Formative Feedback FL_{2a} Dashboard in LiveText. The university supervisor will then complete the FL2a Field Experience Formative Feedback rubric in LiveText.

	Exceeds 100	Proficient 80	Developing 60	Ineffective 0
<i>Management of Learning Environment</i> 50%	The teacher candidate consistently uses all resources available to promote learner engagement and maximize instructional time.	The teacher candidate consistently manages the learning environment to promote learner engagement.	The teacher candidate inconsistently manages the learning environment to promote learner engagement.	The teacher candidate inadequately manages the learning environment to promote learner engagement.
<i>Supervisor Evidence:</i>				
<i>Teacher Candidate Response to Evidence:</i>				
	Exceeds 100	Proficient 80	Developing 60	Ineffective 0
<i>Support of Classroom Instruction</i> 50%	The teacher candidate supports and enhances the delivery of instruction of the classroom teacher through instructional planning and implementation.	The teacher candidate consistently supports the delivery of instruction of the classroom teacher.	The teacher candidate inconsistently supports the delivery of instruction of the classroom teacher.	The teacher candidate inadequately supports the delivery of instruction of the classroom teacher.
<i>Supervisor Evidence:</i>				
<i>Teacher Candidate Response to Evidence:</i>				

University Supervisor Signature / Date

Teacher Candidate Signature / Date

ECED 3690 / ECSE 3490 Lesson Analysis and Reflection Rubric

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

As assigned by the university supervisor, the teacher candidate will complete a lesson reflection activity in LiveText. The purpose of this activity is to engage in ongoing analysis and reflection to improve future planning and teaching practice. For this assignment, the teacher candidate is required to complete the Lesson Reflection template in the Lesson Analysis and Reflection EDL_{2a} Dashboard in LiveText. The university supervisor will then complete the EDL2a Lesson Analysis and Reflection Rubric in LiveText. Complete directions and template are located in LiveText.

Criteria	Does Not Meet 0	Developing 60	Meets 80	Exceeds 100
Analysis of Lesson 30%	Does not demonstrate self-awareness or an honest self-evaluation of lesson(s) planning and teaching Lacks evidence for claims about his/her teaching and learning.	Attempts to analyze aspects of the lesson(s) but lacks depth and descriptive evaluation of the lesson and teaching Provides some evidence to support claims about teaching and learning but does not justify reflection.	Analyzes many aspects of the lesson(s) and provided evidence to support claims and reflections. Demonstrates a professional demeanor of reflection in order to improve his/her practice.	Analyzes many aspects of the lesson(s) and provides evidence to support claims and reflections. Special consideration is given to feedback from colleagues [peers, mentors, and supervisors]. Clearly demonstrates a professional demeanor of reflection in order to improve his/her practice.
Evidence of Student Learning 30%	Does not reflect on student learning during the teaching of the lesson(s), and does not consider aspects of the learning process (i.e., progress, motivation, engagement, growth towards mastery, adjustment in teaching). Does not identify nor reflect on the learning process of any students for the lesson(s).	Attempts to reflect on student learning during the teaching of the lesson(s), and considers limited aspects of the learning process (i.e., progress, motivation, engagement, growth towards mastery, adjustment in teaching). Identifies and reflects on the learning process of only 1 student for the lesson(s).	Reflects on student learning during the teaching of the lesson(s), and considers <i>multiple</i> aspects of the learning process (i.e., progress, motivation, engagement, growth towards mastery, adjustment in teaching). Identifies and reflects on the learning process of at least 2 students for the lesson(s).	Thoroughly reflects on student learning during the teaching of the lesson(s), and considers <i>multiple</i> aspects of the learning process (i.e., progress, motivation, engagement, growth towards mastery, adjustment in teaching). Identifies and thoroughly reflects on the learning process of 2 or more students for the lesson(s).
Implications for Future Lessons 40%	Does not reflect on lesson(s) with focus towards improvement in future lessons and teaching. Does not identify areas for improvement and provides no plan to improve his/her teaching.	Attempts to reflect on lesson(s) with focus towards improvement in future lessons and teaching, but lacks specific areas for improvement. Vaguely identifies areas for improvement with little evidence of plan to improve his/her teaching.	Adequately reflects on lesson(s) with focus towards continuous improvement in future lessons and teaching. Identifies areas for improvement and evidence of plan to improve his/her teaching with reference to professional, community, and technological resources that would support instruction.	Thoroughly reflects on lesson(s) with focus towards continuous improvement in future lessons and teaching. Identifies areas for improvement and evidence of plan to improve his/her teaching.