**Department of Early Childhood**

**and Special Education**

**Valdosta State University**

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**Practicum Handbook**

**ECED 3190: Early Childhood Practicum & Seminar**

**Grades Pre-K - K**

**Fall 2017**

**VALDOSTA STATE UNIVERSITY**

DEPARTMENT OF EARLY CHILDHOOD AND SPECIAL EDUCATION

MAIL 1500 North Patterson Street · Valdosta, Georgia 31698-0092

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**To: Mentor Teachers and Administrators**

**Practica in Early Childhood Education**

We would like to take this opportunity to thank you for volunteering to work with practicum students (teacher candidates) at Valdosta State University. Your partnership is essential in providing practicum students with opportunities to apply what they are learning in classroom situations. We hope that the enclosed information will assist the practicum student, practicum instructor, university supervisor, and mentor teacher in completing the requirements for the practicum experience.

Practicum students will attend classes on campus and participate in a field experience in a public school setting designed to help them apply early childhood theory into practice. During the field experience, practicum students will be required to participate and to observe in a classroom under the supervision of a mentor teacher, who will work closely with the university supervisor responsible for observing and providing feedback to the students.

To receive credit for field experience, practicum students are expected to participate in their assigned practicum classrooms one day per week and attend one (1) week of full-time practicum (every day for one full week) during the weeks scheduled for practicum.

In addition to completing the necessary hours, practicum students must successfully accomplish assignments given by their university instructors and university supervisor. Failure to fulfill hours or participation requirements will result in an unsatisfactory (“U”) grade for the practicum.

It is expected that practicum students will be successful in completing all hours and assignments. If problems arise for either the mentor teacher or the practicum student, it is expected that the university supervisor will be contacted immediately. The Department of Early Childhood & Special Education office telephone number is 229-333-5929.

We would again like to express our appreciation to the administrators, teachers, and support staff who allow our practicum students to come into their schools and classrooms. Please speak with your university supervisor or the practicum instructor if you have any additional questions regarding the practicum.

Thank you!  


Lynn C. Minor, Ed.D.  
Interim Dean  
College of Education and Human Services  
Valdosta State University  
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***Confirmation of Practicum Responsibilities for Practicum Student and Mentor Teacher – PS 1***

***Department of Early Childhood and Special Education. Valdosta State University***

**Semester/Year** \_\_\_\_\_\_\_\_\_\_\_\_\_\_ **School** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Grade level** \_\_\_\_\_\_\_\_

**Practicum Student**

I understand and accept the following responsibilities. As the practicum student, I will:

* complete the *Contact Information for Practicum* form as a Word document and give a printed copy of it to the practicum instructor, university supervisor, and mentor teacher;
* adhere to the agreed upon schedule for arrival, departure, duties, and meetings, as determined by the practicum instructor and mentor teacher; inform university supervisor of changes to the schedule;
* maintain a professional role with the university supervisor, practicum instructor, mentor teacher, school personnel, and children;
* adhere to the professional educator role as defined by the Georgia Professional Standards Commission: *The Code of Ethics for Educators*;
* give a copy of this *Practicum Handbook* to the mentor teacher;
* refer to this *Practicum Handbook* and syllabus for tasks to be completed;
* complete and submit on time all assigned tasks;
* report to the practicum school on the scheduled days including the full week of practicum;
* be in the school each day for the hours scheduled;
* plan to attend all required days in the field;
* keep an accurate time sheet in the classroom and sign daily; have the mentor teacher initial the time sheet daily;
* plan to make up any days missed by making prearrangements with the mentor teacher and university supervisor;
* have all lesson plans approved and signed by the mentor teacher at least 2 days prior to their implementation, and solicit and accept feedback from the mentor teacher;
* solicit and accept feedback from the university supervisor regarding lesson plans and teaching;
* schedule one (1) formal full lesson observation to be completed by the university supervisorusing *Candidate Assessment on Performance Standards (CAPS) Early Field Experience* form;
* video one (1) formal full lesson for self-assessment after obtaining the Permission Form for Videotaping for each student from parents/guardians and complete *CAPS Early Field Experience* form (this should be the same lesson the university supervisor observes);
* schedule one (1) formal full lesson observation to be completed by the mentor teacher using the *Field Experience Observation Summary* form; obtain the form from university supervisor and provide the form to the mentor teacher;
* reflect regularly on professional performance and discuss these reflections with university supervisor; complete reflective journal as assigned by university supervisor;
* complete *Teacher Candidate Self-Evaluation of Dispositions* in LiveText; print a copy from LiveText to submit with documentation;
* complete the *Early Teacher’s Sense of Efficacy Scale* in LiveText as instructed by practicum instructor;
* complete all LiveText requirements assigned by the department; and
* complete all ECE program field experience requirements and submit required documentation.

***Practicum Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

**Mentor Teacher**

I understand and accept the following responsibilities. As the mentor teacher, I will:

* receive a copy of this *Practicum Handbook* from the practicum student to use as a resource;
* give mentor teacher information for the *Contact Information for Practicum* form to the practicum student;
* sign the practicum student’s time sheet daily;
* provide the practicum student with curriculum materials and information on children as needed;
* consult with the practicum student to plan for active participation in the classroom and to complete *Weekly Classroom Plan Overview* (as required by university supervisor);
* establish expectations regarding teaching schedule, classroom management, and lesson plans;
* approve, sign, and date all lesson plans at least **2 days prior** to their implementation (practicum students may not teach VSU required lessons without lesson plans and approval of the mentor teacher);
* observe one (1) formal lesson taught by the practicum student using the *Field Experience Observation Summary* and give written feedback about the observation;
* provide written and verbal feedback on the progress of the practicum student to the student and VSU supervisors/instructors;
* document and sign the practicum student’s hours on the time sheet provided;
* complete the form, *Program Dispositions Evaluation by Mentor Teacher of Teacher Candidate*, and give it to the practicum student to submit; and
* complete, share with, and give to the practicum student the *Final Evaluation of Practicum Student.*

***Mentor Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Practicum Responsibilities for Practicum Instructor – PS 1  
Department of Early Childhood and Special Education  
Valdosta State University***

**VSU Practicum Instructor**

*Before the first practicum seminar, the practicum instructor will:*

* complete the instructor information on the syllabus;
* make copies of the syllabus for practicum students (after adding instructor information);
* obtain copies of the *Practicum Handbook*, two for each practicum student (one for the practicum student and one for the mentor teacher);
* schedule practicum seminars and plan to meet at a scheduled time for the first practicum seminar; and
* email practicum students time and location of first practicum seminar meeting.

*During the* ***first practicum seminar****, the practicum instructor will:*

* distribute and discuss copies of the syllabus and *Practicum Handbook*;
* plan and distribute to the practicum students the schedule for practicum assignments, field placements, and seminar meetings;
* have teacher candidates complete the *Dewar COEHS Application for Field Experience Placement* for the current professional semester;
* make available to practicum students copies of the *Field Experience Observation Summary*, *Candidate Assessment on Performance Standards (CAPS) Early Field Experience* form for PS 1 and PS 2, and the *Candidate Assessment on Performance Standards (CAPS)Performance Standards User Guide*; and
* Provide directions and due date for teacher candidates to complete the *Early Teacher Sense of Efficacy Scale* in LiveText.

*During the semester, the practicum instructor will:*

* give information for the *Contact Information for Practicum* form to the practicum students; and
* assist the university supervisors and/or practicum students with challenges/problems that arise.

*After the completion of the field experience, the practicum instructor will:*

* during the last practicum seminar have teacher candidates complete the *Dewar COEHS Application for Field Experience Placement* for the next professional semester;
* within one week after the last day of field experiences, collect all required documentation (as indicated on the *Evaluation for Practicum* checklist) from the university supervisor to place in the practicum students’ practicum folders;
* during the last week of classes, arrange a meeting with all university instructors and university supervisors to complete the *University Instructor Evaluation of Teacher Candidate Dispositions* (blue form) together; have the practicum students sign the disposition form; make a copy for each practicum student; and file the original in the practicum folder. In addition, complete the form on LiveText;
* during the last week of classes, evaluate the practicum seminar performance of the practicum student; record the grade on the *Evaluation for Practicum* (last page of the *Practicum Handbook*); and
* record the final grade on the *Evaluation for Practicum (*last page of the *Practicum Handbook.*)

*By the final examination day, the practicum instructor will:*

* enter the final grade for the practicum student in Banner;
* complete the field experience record that is stapled to the inside front of the practicum folder (gold sheet); and
* return the completed practicum folders to the departmental filing cabinet.

***Practicum Responsibilities for University Supervisor – PS 1*  
*Department of Early Childhood and Special Education*  
*Valdosta State University***

**VSU University Supervisor**

*Before practicum students report to their assigned schools, the VSU university supervisor will:*

* give university supervisor information for the *Contact Information for Practicum* form to the practicum students;
* meet with the appropriate school administrator or designee to give him/her a copy of the *Practicum Handbook* and discuss practicum requirements;
* give personal contact information to the school administrator or designee;
* with the school administrator or designee, determine the date of the practicum orientation for the practicum students at the assigned school; and
* meet with mentors and administrators (as appropriate) and provide a brief orientation for practicum expectations.

*During the field experience, the VSU university supervisor will:*

* approve the letter of introduction written by each practicum student before being given to mentor and being sent to parents;
* schedule at least one (1) observation for each assigned practicum student using the appropriate *Candidate Assessment on Performance Standards (CAPS)* form (*Candidate Assessment on Performance Standards (CAPS) Early Field Experience* form for PS 1 and PS 2 and *Candidate Assessment on Performance Standards (CAPS)Performance Standards AND dispositions* for PS 3);
* conference with the practicum student following all observations;
* conference with the mentor teacher following observations, as appropriate;
* document areas for improvement and/or determine unsatisfactory performances;
* to address areas of concern, contact practicum instructor and collect the practicum student’s video and corresponding materials;
* complete appropriate *Candidate Assessment on Performance Standards (CAPS)* formon LiveText for each practicum student observed;
* assign and provide feedback for reflective journal entries; and
* approve the letter of appreciation prior to practicum student giving it to the mentor teacher.

*After the completion of the field experience and during the last week of classes, the VSU university supervisor will:*

* at the completion of the field experience, collect all required documentation (as indicated on the *Evaluation for Practicum* checklist) from the practicum student; submit all required documentation to the practicum instructor to place in the practicum student’s practicum folder; and
* complete with other instructors the *University Instructor Evaluation of Teacher Candidate Dispositions* (blue form).

***Practicum Dos and Don’ts***

|  |  |
| --- | --- |
| **Practicum Dos** | **Practicum Don’ts** |
| Complete and type your required form *Contact Information for Practicum* and distribute it to your mentor, VSU practicum instructor, and VSU supervisor. | Fail to complete and type your required form *Contact Information for Practicum* and distribute it to your mentor, VSU practicum instructor, and VSU supervisor. |
| Follow professional protocol. Address issues through the appropriate chain of command:  a. Mentor teacher  b. University supervisor/Practicum Instructor  c. Department Head  d. Dean, College of Education and Human  Services | Fail to obtain consent/approval of appropriate VSU personnel before contacting or independently meeting with a school administrator. Any teacher candidate who does so will not successfully complete practicum. |
| Turn off your cell phone when in the school, classroom, or during meetings. | Talk on your cell phone or answer the phone when in the school, classroom, or during meetings. |
| Show initiative: Offer to help and get to know the students early in the semester. | Text message or read text messages when in the school or classroom, or during meetings and fail to assist the mentor or get to know the students. |
| Have a professional appearance at all times. (This may be a potential job opportunity.) | Wear inappropriate clothing, display inappropriate body piercings, or reveal tattoos. |
| Prepare well and in advance for all lessons and activities. Your mentor must approve lesson plans before you teach them. | Fail to plan well in advance or not have formal, written plans. Mentors may not allow you to teach if you have no pre-approved, written lesson plans. |
| Schedule all lessons and activities with your mentor in advance. | Wait until the day before you need to teach a lesson or do an activity before you ask your mentor about scheduling it. |
| Communicate appropriately and often with your mentor. Schedule regular meeting times. | Do other course work, write lesson plans, or anything else not related to the practicum classroom during practicum. |
| Communicate appropriately and positively with your students. | Sit in the back of the room and wait to be told what to do. |
| Communicate appropriately and often with your VSU practicum instructor and/or university supervisor. | Wait until you have a crisis to discuss issues with your VSU practicum instructor and/or university supervisor. |
| Read your VSU email daily. | Forget to read your VSU email daily. Delete VSU email when you do not recognize the name before you read it. |
| Contact the school / mentor in advance of your absence. Make sure your mentor is informed. | Fail to notify your mentor in advance of your absence. |
| Call or email your VSU practicum instructor and university supervisor if you must be absent (according to their preferences). | Fail to notify your VSU practicum instructor and university supervisor if you are going to be absent. |
| Complete all LiveText requirements and practicum requirements in a timely manner. | Wait until the last minute to complete all LiveText requirements and practicum requirements. Do not be late! |
| Remember your role in the classroom and school: You are not a certified teacher but are continuing to learn. | Fail to ask your mentor teacher for suggestions. (However, it is your responsibility to give it your best effort to find your own ideas.) |
| Keep a positive attitude about your practicum placement, mentor, and students. | Criticize and/or complain about your placement, mentor, and/or students. (Address all issues related to your practicum to your VSU practicum instructor and/or university supervisor in the appropriate setting.) |
| Keep any information about students confidential. | Discuss the students in your classroom with other practicum students and/or in public places. |
| Maintain a minimum GPA of 2.75 to continue in professional coursework. | Allow GPA to fall below 2.75. |

***Department of Early Childhood and Special Education   
Valdosta State University***Modified from: *Student Teaching Guidelines.* (Spring 2008). Unpublished handbook, Valdosta State University, GA.

***Dress Code and Discipline*  
*Department of Early Childhood and Special Education*  
*Valdosta State University***

Appropriate Dress for Practicum

The Department of Early Childhood and Special Education has adopted the following criteria:

1. In all situations, teacher candidates are *not* to wear jeans/denim slacks, flip flops/casual thong sandals, jumpsuits, overalls, sweats, shorts, tank tops, halter tops or tops with spaghetti straps, tee shirts, inflammatory or provocative dress, or gang-related attire. The only exceptions are those specific situations that would require jeans/denim slacks, such as a field trip to a farm or an activity that requires the teacher candidate to be on the floor involved with potentially messy materials. The university supervisor’s approval for these exceptions and other possible exceptions is required.
2. Teacher candidates (female) may wear earrings, necklaces, wrist bracelets, and finger rings. All other such accessories will not be allowed, including nose rings/studs, lip rings/studs, tongue studs, eyebrow rings/studs, and similar jewelry.
3. Teacher candidates (male) may wear necklaces, wrist bracelets, and finger rings. All other such accessories will not be allowed, including nose rings/studs, lip rings/studs, tongue studs, eyebrow rings/studs, earrings, and similar jewelry.
4. When possible, tattoos must be covered. In some instances, people have tattoos on their hands and fingers, and these cannot be conveniently hidden.
5. Teacher candidates (female) should avoid wearing very short skirts/dresses (usually, one or two inches above the knee is acceptable), low-cut blouses/shirts/dresses, or clothing that is transparent or tight fitting.
6. Teacher candidates (male) are encouraged to wear collared shirts with ties and appropriate dress pants. Khaki pants are permissible. It is recommended that men wear an undershirt beneath their collared shirts.

**Important Notes:**

* + **In addition to the ECSE Department requirements, the dress of the teacher candidate is expected to meet the requirements provided in the participating school's dress code.**
  + **If inappropriate dress comes to the attention of VSU, a Professional Improvement Plan (PIP) will be initiated.**

Appropriate Handling of Discipline

The teacher candidate is expected to handle discipline as outlined by school policy and the mentor teacher. It is the policy of the Department of Early Childhood and Special Education that teacher candidates are *not* allowed to take part in any form of corporal or physical punishment, humiliation, or abuse of any sort on any student.

**Directions for LiveText**

**Steps to Submit a Program Disposition Candidate Self-Evaluation in LiveText:**

1. Login into your LiveText account.
2. Click on the "LiveText Docs" tab.
3. Click on the "+New" button located to the left and under the words ‘My Work.’
4. On the left you will see a list of document templates. Click on "COEHS-Early Childhood Education Template" if you are majoring in Early Childhood Education or "COEHS-Early Childhood Special Education Template" if you are majoring in Special Education.
5. Additional choices will then appear below this selection. Click on either "ECE Disposition Evaluation" if you are majoring in Early Childhood Education or "ECSE Disposition Evaluation" if you are majoring in Special Education.
6. A second column will appear with information about the selected template. To the far right, click the green button titled “Create Document.”
7. A dialog box will appear prompting you to title your document. The default title is appropriate so no changes are needed. Click on the green “OK” button.
8. Once the document appears, click on “Send this document for review” located just below the document title. Type your LiveText username in the text box that appears and click on your name. Click the red "Submit for review" button.
9. Now, click on the "Reviews" tab located to the right of the "LiveText Docs" tab you clicked earlier.
10. Find the ECE Program Disposition Evaluation or ECSE Program Disposition Evaluation document and click on the title.
11. Click on the "Assess Document" button.
12. Click the radio button in front of the assessment "ECE Program Disposition Candidate Self-

Evaluation" or "ECSE Program Disposition Candidate Self-Evaluation" (you should only see one

assessment and it should match your major). Note: If you do not see either of these assessments

available, please contact your course professor.

1. Click on the “+Select Document” button located above the assessment you just selected.
2. Complete the self-assessment. To access each section of the assessment, click on the name of the

rubric. Depending on your browser, you may need to undock the assessment. The “Undock” button is the blue button that shows a box with an arrow pointing down can be found at the top right of the assessment window and to the left of the “Minimize” and “Close” button. Under the “Other Comments” section at the very bottom of the assessment, be sure to select the correct course for which you are completing this assessment for the selection “Milestone.” The reporting type selected should be “Official.”

1. Click the “Save & Submit Assessment” button. If you do not see the “Save & Submit Assessment” button, undock the assessment.
2. Find the ECE Program Disposition Evaluation or ECSE Program Disposition Evaluation document you just assessed and click on the title.
3. Click the green “View Assessment” button located able the document.
4. Undock the assessment and click the word “All” located next to the word “Show” just above the assessment. You should now be able to see all sections of the rubric(s).
5. Right-click anywhere on the page and, depending on your browser, you should have a choice to “Save As…,” “Save Page As…,” “Print…,” or “Convert to PDF.” If you are able to print the webpage by selecting “Adobe PDF” as the printer that would be the best option; however, if this is not an option, save the webpage as a webpage or PDF on your computer.
6. Go back to your LiveText Dashboard and find the assignment titled “Disposition Self-Evaluation” for your practicum course.
7. Submit the assignment with the completed assessment PDF or saved webpage as an attachment for the submission.

**Directions for LiveText, contd.**

**Steps to Submit an Assignment in LiveText:**

1. Log into your LiveText account.
2. Locate the assignment on your Dashboard.
3. Click on the corresponding “Begin Assignment” or “Continue Assignment” button.
4. Review the assignment details.
5. Click on the “Attach” button to open the Attach Resources to Assignment window.
6. Select the checkbox next to the title of any LiveText documents which are to be attached to the assignment or click the “File Manager” radio button to view files from the File Manager. Select the checkbox next to the file names of any files which are to be attached.
7. Click the “Upload” button to begin uploading files from your device. Click the button which is located beneath the text “Browse your computer to upload.” Note: This button may appear as a “Choose File” button or as a “Browse” button depending on the web browser which is being used. In the pop up window that appears, double click the icon of a file from your device’s local storage.
8. Click the “Attach” button to attach all selected items to the assignment.
9. If you would like to remove an item you have selected, click the X beside the file or LiveText document that you no longer want to submit for this assignment.
10. In the Comment box, enter an optional comment which the instructor of the course can view after the assignment has been submitted.
11. Click the “Submit Assignment” button to submit the assignment.

**Steps to Submit a Form 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 located to the right of the form to be completed.
3. The form will open. Complete each question.
4. After completing the form, there are two options below the final form question:
   * 1. Save Form: Click this button to routinely save form responses or to save and complete later. Responses will not be submitted to the owner.
     2. Submit Form: Click this button to save and submit form responses to the owner. All required questions must be completed before submitting the form.

*(Courtesy of* ***the COEHS Center for Program Assessment, Analytics, and Evaluation)***

**FORMS**

Contact Information for Practicum

Practicum Time Sheet (p. 1 and p. 2)

Weekly Classroom Plan Overview

Professional Semester 1: Practicum Experiences [TOV]  
  
Professional Semester 2 and Professional Semester 3: Practicum Experiences [TOV]

Permission Forms for Videotaping – English and Spanish

Teacher Candidate Self-Evaluation of Dispositions

Program Dispositions Evaluation by Mentor Teacher of Teacher Candidate

University Instructor Evaluation of Teacher Candidate Dispositions

Final Evaluation of Practicum Student by the Mentor Teacher – PS 1

Evaluation for Practicum – PS 1

Forms available on the ECSE Department website:   
<http://www.valdosta.edu/colleges/education/early-childhood-and-special-education/resources.php>)

***Contact Information for Practicum*Department of Early Childhood and Special EducationValdosta State University**

**Directions: *The practicum student is responsible for gathering and typing the information below, printing 4 copies, and distributing a copy to the practicum instructor, university supervisor, mentor teacher, and self.***

|  |  |
| --- | --- |
| **PRACTICUM STUDENT**: | |
| Cell phone: | Best time to call: |
| Home phone: | Best time to call: |
| Email address: | Other info: |
|  | |
| **PRACTICUM INSTRUCTOR**: | |
| VSU phone: | Best time to call: |
| Home/Cell phone: | Best time to call: |
| Email address: | Other info: |
|  | |
| **UNIVERSITY SUPERVISOR**: | |
| VSU phone: | Best time to call: |
| Home/Cell phone: | Best time to call: |
| Email address: | Other info: |
|  | |
| **MENTOR TEACHER**: SCHOOL: | |
| School phone: | Best time to call: |
| Home/Cell phone: | Best time to call: |
| Email address: | Other info: |
|  | |

***Practicum Time Sheet, p. 1***

***Department of Early Childhood and Special Education***

***Valdosta State University***

***(The completed form will be placed in the practicum folder by the practicum instructor.)***

To be completed by practicum student:

Practicum Student Semester Course

Practicum Instructor University Supervisor

School Grade level Mentor Teacher

Scheduled Days and Hours

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Date** | **Time in** | **Time out** | **Hours** | **Explanation of Deviations of**  **Days and Hours** | **Mentor’s**  **Initials** |
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|  | **Total Time, p. 1 =** | |  | (Must complete required days in the field for practicum experience for “S.”) |  |

**Mentor Teacher Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***Practicum Time Sheet, p. 2***

***Department of Early Childhood and Special Education***

***Valdosta State University***

***(The completed form will be placed in the practicum folder by the practicum instructor.)***

To be completed by practicum student:

Practicum Student Semester Course

Practicum Instructor University Supervisor

School Grade level Mentor Teacher

Scheduled Days and Hours

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Date** | **Time in** | **Time out** | **Hours** | **Explanation of Deviations**  **of Days and Hours** | **Initials** |
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|  | **Total Time, p. 2 =** | |  |  |  |
|  | **Total Time, p. 1 =** | |  |  |  |
|  | **Grand Total of Time =** | |  | (Must complete required days in the field for practicum experience for “S.”) |  |

**Mentor Teacher Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Comments of the Mentor Teacher:** Please attach additional comments on a separate sheet.

**Weekly Classroom Plan Overview**

**Prepared by Practicum Student with Mentor Teacher   
(*Optional Use by University Supervisor*)**

*(To be submitted by practicum student/teacher candidate to VSU supervisor the week prior to scheduled day of onsite visits)*

|  |  |
| --- | --- |
| Practicum student: | Dates for Week: Week # |
| School: | Grade: Room # |
| Mentor Teacher: | University Supervisor: |

**Directions:** *Practicum Student:* In collaboration with your mentor, complete this weekly plan beginning at the end of your first week of placement. Continue the procedure, and submit document to your university supervisor throughout the semester.

|  |  |  |  |
| --- | --- | --- | --- |
| Beginning and ending times of activities | **1st weekday of practicum:**  (List content area and/or activity.) | **1st Weekday of Classroom Practicum:**  (Describe practicum students’ participation. TOV list below can be used.) | **If you have a Professional Improvement Plan (PIP), what actions are you taking to meet PIP objectives?** |
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| --- | --- | --- | --- |
| **Special Event for This Week?** | | **Special Event for This Week?** | |
| **Date:** | **Time:** | **Date:** | **Time:** |
| **Event:** | | **Event:** | |

***Professional Semester 1: Practicum Experiences [TOV]***

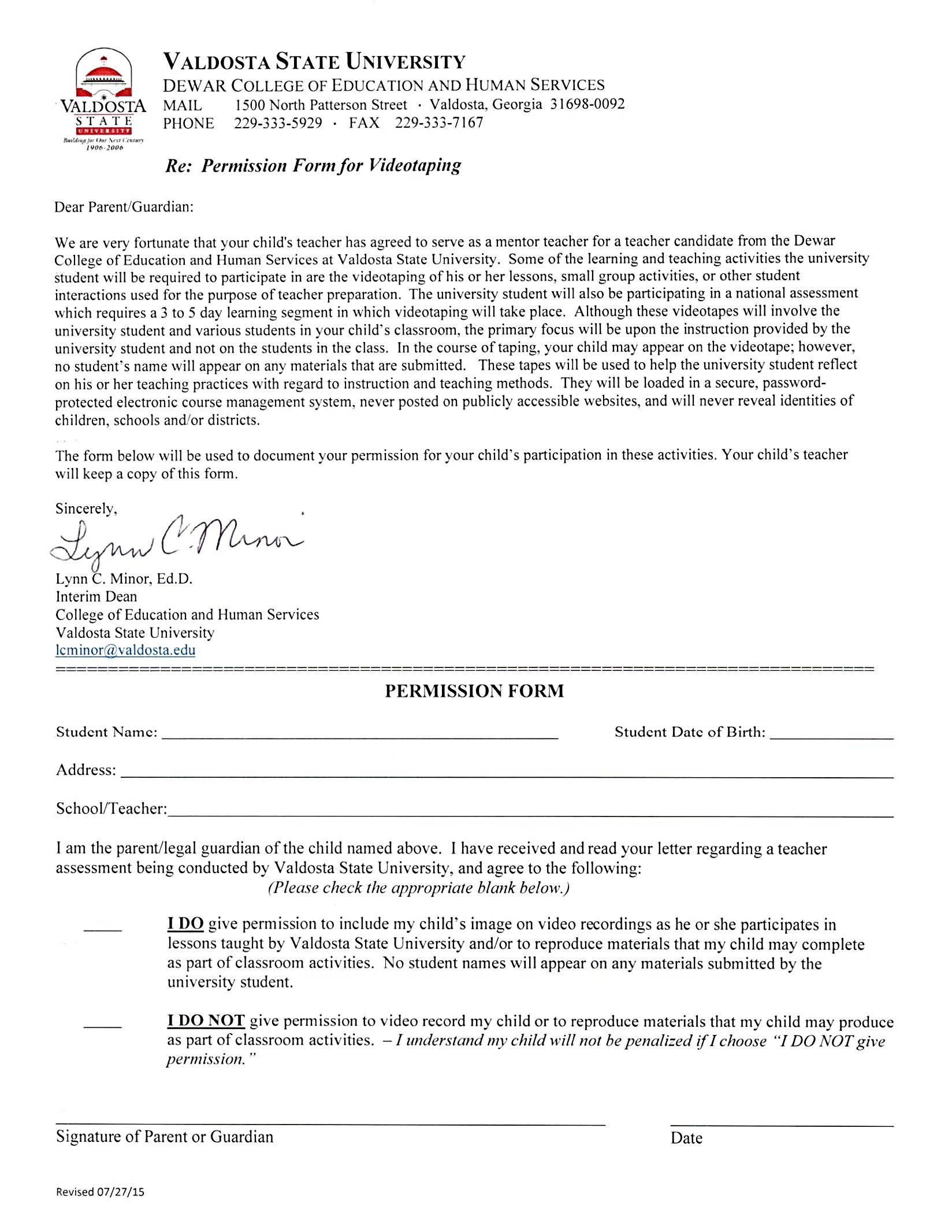
|  |  |  |
| --- | --- | --- |
| ***Tasks [T]*** | ***Observations [O]*** | ***Videotaping [V]*** |
| * Demonstrate professional dispositions * Writes/Speaks standard formal English * Uses academic language of the content areas * Uses appropriate resources to support student learning * Transition students from one activity to another * Implement an interactive read aloud with small group * Implement an interactive read aloud with whole group * Demonstrate positive reinforcement * Greet/supervise students upon arrival * Follow the designated school/classroom management plan * Implement a DAP writing activity * Informal interactions with students (lunch, recess, etc.) * Collect data * Monitor student activity * Work with/tutor individual students * Actively support students * Work with students at a center * Complete an interest inventory * Administer an assessment * Score/grade an assessment * Integrate technology * Teach a portion of lesson(s) planned by the mentor teacher * Implement an interactive learning center/board * Conduct classroom procedures (attendance, lunch count, line up students, etc.) * Assist mentor teacher with assigned arrival/dismissal procedures * Assist mentor teacher with preparing instructional materials * Correctly follow emergency procedures * Attend professional meetings if permitted * Attend planning meetings if permitted * Attend a parent/teacher conference if permitted * Interview support faculty/staff * Additional tasks not identified | * Teacher providing positive reinforcement (ST) * Teacher providing specific positive reinforcement * Observes teacher transitioning children from one activity to another * Observe teacher greeting and dismissing students * Observe teacher in informal interaction with students   + Lunch   + Recess * Observe teacher reading to students * Observe teacher conference with students * Observe appropriate resources used by teacher * Observe professional meetings if permitted * Observe planning meetings if permitted * Observe a parent/teacher conference if permitted * Observe teacher performing required school duties (could include):   + Morning duty   + Bus duty * Observe school/classroom management plan * Observe teacher’s with-it-ness to prevent student misbehavior * Observe teacher’s methods getting students’ attention * Observe/discuss with teacher a systematical examination of results related to P–12 learning. * Additional tasks not identified | * Teacher candidate providing positive reinforcement (ST) * Teacher candidate providing specific positive reinforcement * Teacher candidate transitions students * Teacher candidate collecting data * Teacher candidate reading aloud to students * Teacher candidate selected video clips to document teaching skills and knowledge for Professional Semester 1 * Additional tasks not identified |

**Directions: Complete as many of the *Professional Semester 1: Practicum Experiences* Tasks, Observations, and Videotaping [TOV] as possible during Professional Semester 1.**

***Professional Semester 2 and Professional Semester 3: Practicum Experiences [TOV]***

|  |  |  |
| --- | --- | --- |
| ***Tasks*** | ***Observations*** | ***Videotaping*** |
| In addition to Professional Semester 1 tasks…   * Teach collaboratively planned lessons with mentor teacher * Implement independently-designed DAP reading lessons * Implement independently-designed DAP writing lessons * Implement independently-designed DAP math lessons * Integrate children’s literature to support content area development * Facilitate student use of instructional resources * Shadow a teacher during grading and reporting * Integrate technology for hands-on student learning * Collect data specific to a striving/struggling learner for intervention * Manage teaching formats (whole group, small group, pair, individual, centers and stations) * Differentiate instruction in response to the needs of the students * Demonstrate an awareness of student behavior at all times * Collect and analyze data on student learning, reflect on students’ work, and develop strategies for improving learning * Additional tasks not identified | In addition to Professional Semester 1 observations   * Observe DAP reading lessons * Observe DAP writing lessons * Observe DAP math lessons * Observe students’ learning levels for possible future intervention * Observe teaching formats (whole group, small group, pair, individual, centers and stations) * Observe differentiated instruction in response to the needs of the students * Attend and observe teacher’s participation in a meeting of a(n) RTI / IEP or Eligibility team of a student in the classroom – if permission can be received * Observe service provision for English language learners and students with disabilities * Observe teacher collecting data specific to a striving/struggling learner for intervention * Observe mentor teacher implementing behavior management plan * Additional tasks not identified | In addition to Professional Semester 1 videotaping   * Teacher candidate selected video clips to document teaching skills and knowledge for Professional Semester 2 /3 including math problem-based lesson, literacy lessons, and other lessons developed and taught * Additional tasks not identified |

**Directions: Complete as many of the *Professional Semester 2 and Professional Semester 3: Practicum Experiences* Tasks, Observations, and Videotaping *[TOV]* as possible during the respective professional semester; also, complete as many of the *Professional Semester 1: Practicum Experiences* Tasks, Observations, and Videotaping [TOV] as possible in Professional Semester 2 and Professional Semester 3.**





***Teacher Candidate Self-Evaluation of Dispositions  
Department of Early Childhood and Special Education, Valdosta State University***

**Directions: Teacher candidate will complete a copy of this form in LiveText, print a copy from LiveText, and submit the printed copy to the university supervisor. The printed copy will be placed in the practicum folder.**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Course:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

The following standards for dispositions are expected of students involved in education programs at Valdosta State University. Included with each disposition are examples of behavioral indicators. Each indicator is offered as a suggested behavior, and not as a conclusive determining factor. Rate yourself in each of the following listed behaviors as follows: **(1) Not Demonstrated, (2) Partially Demonstrated, (3) Adequately Demonstrated, (4) Effectively Demonstrated, or (0) Not Able to Rate.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Responsibility.** Examples of behavioral indicators include, but are not limited to: | | | | | |
| Is present and punctual for school/work. | 1 | 2 | 3 | 4 | 0 |
| Completes assigned work on time. | 1 | 2 | 3 | 4 | 0 |
| Complies with procedures and rules. | 1 | 2 | 3 | 4 | 0 |
| Communicates with instructor and/or mentor prior to absences, tardies, or late assignments. | 1 | 2 | 3 | 4 | 0 |
| Respects the ideas and work of others by “giving credit where credit is due.” | 1 | 2 | 3 | 4 | 0 |
| Performs work that reflects high personal standards and best effort. | 1 | 2 | 3 | 4 | 0 |
| **Collaboration**. Examples of behavioral indicators include, but are not limited to: | | | | | |
| Willingly and actively participates in group assignments, projects, or activities. | 1 | 2 | 3 | 4 | 0 |
| Contributes positively and equitably to projects with others. | 1 | 2 | 3 | 4 | 0 |
| Demonstrates effective interpersonal skills. | 1 | 2 | 3 | 4 | 0 |
| **Diversity**. Examples of behavioral indicators include, but are not limited to: | | | | | |
| Values the varying needs, abilities, and dispositions of others. | 1 | 2 | 3 | 4 | 0 |
| Solicits and gives thoughtful consideration to alternative and contradictory opinions. | 1 | 2 | 3 | 4 | 0 |
| Communicates effectively with others by demonstrating respect for gender, sexual orientation, and ethnic differences. | 1 | 2 | 3 | 4 | 0 |
| Shows respect for others by not using profanity and/or making derogatory statements. | 1 | 2 | 3 | 4 | 0 |
| **Professional Behavior**. Examples of behavioral indicators include, but are not limited to: | | | | | |
| Demonstrates a positive, enthusiastic attitude toward excellent work. | 1 | 2 | 3 | 4 | 0 |
| Discusses work issues and personal concerns at appropriate times and places. | 1 | 2 | 3 | 4 | 0 |
| Speaks with clarity, fluency, and few grammatical errors. | 1 | 2 | 3 | 4 | 0 |
| Writes with clarity, fluency, and few grammatical errors. | 1 | 2 | 3 | 4 | 0 |
| Exhibits care for quality in the preparation and implementation of work responsibilities. | 1 | 2 | 3 | 4 | 0 |
| Models appropriate dress and personal hygiene. | 1 | 2 | 3 | 4 | 0 |
| **Personal Well-Being**. Examples of behavioral indicators include, but are not limited to: | | | | | |
| Surmounts obstacles in positive and constructive ways. | 1 | 2 | 3 | 4 | 0 |
| Demonstrates self-control. Displays predictable and stable emotions in a variety of situations. | 1 | 2 | 3 | 4 | 0 |
| Analyzes and takes responsibility for personal actions. | 1 | 2 | 3 | 4 | 0 |
| Accepts constructive feedback and responds positively. | 1 | 2 | 3 | 4 | 0 |
| Demonstrates ability to learn from both successes and failures. | 1 | 2 | 3 | 4 | 0 |
| Maintains composure in stressful or awkward situations. | 1 | 2 | 3 | 4 | 0 |
| Expresses concerns or dissatisfaction in positive and constructive ways. | 1 | 2 | 3 | 4 | 0 |

Practicum Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Give at least one personal example that supports how you rated yourself in the area of Responsibility.

Give at least one personal example that supports how you rated yourself in the area of Collaboration.

Give at least one personal example that supports how you rated yourself in the area of Diversity.

Give at least one personal example that supports how you rated yourself in the area of Professional Behavior.

Give at least one personal example that supports how you rated yourself in the area of Personal Well-Being.

Additional Comments:

I understand that completed copies of my self-evaluation and the university instructor’s and mentor teacher’s evaluations will be placed in my file in the Department of Early Childhood and Special Education. I further understand that I may request to see my file. Areas of concern are expected to be improved, and I may schedule a meeting with departmental faculty to discuss my progress and the development of an action plan.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

Teacher Candidate Signature Date

***Program Dispositions Evaluation by Mentor Teacher of Teacher Candidate***

***Department of Early Childhood and Special Education, Valdosta State University***

**Directions: Mentor teacher, please complete and sign this form and give it to the practicum student. The practicum student will give it to the university supervisor. The completed/signed form will be placed in the practicum folder.**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Course:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

The following standards for dispositions are expected of students involved in education programs at Valdosta State University. Included with each disposition are examples of behavioral indicators. Each indicator is offered as a suggested behavior and not as a conclusive determining factor. Rate your practicum student in each of the following listed behaviors as follows: **(1) Not Demonstrated, (2) Partially Demonstrated, (3) Adequately Demonstrated, (4) Effectively Demonstrated, or (0) Not Able to Rate.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Responsibility.** Examples of behavioral indicators include, but are not limited to: | | | | | |
| Is present and punctual for school/work. | 1 | 2 | 3 | 4 | 0 |
| Completes assigned work on time. | 1 | 2 | 3 | 4 | 0 |
| Complies with procedures and rules. | 1 | 2 | 3 | 4 | 0 |
| Communicates with mentor prior to absences, tardies, or late assignments. | 1 | 2 | 3 | 4 | 0 |
| Respects the ideas and work of others by “giving credit where credit is due.” | 1 | 2 | 3 | 4 | 0 |
| Performs work that reflects high personal standards and best effort. | 1 | 2 | 3 | 4 | 0 |
| **Collaboration**. Examples of behavioral indicators include, but are not limited to: | | | | | |
| Willingly and actively participates in group assignments, projects, or activities. | 1 | 2 | 3 | 4 | 0 |
| Contributes positively and equitably to projects with others. | 1 | 2 | 3 | 4 | 0 |
| Demonstrates effective interpersonal skills. | 1 | 2 | 3 | 4 | 0 |
| **Diversity**. Examples of behavioral indicators include, but are not limited to: | | | | | |
| Values the varying needs, abilities, and dispositions of others. | 1 | 2 | 3 | 4 | 0 |
| Solicits and gives thoughtful consideration to alternative and contradictory opinions. | 1 | 2 | 3 | 4 | 0 |
| Communicates effectively with others by demonstrating respect for gender, sexual orientation, and ethnic differences. | 1 | 2 | 3 | 4 | 0 |
| Shows respect for others by not using profanity and/or making derogatory statements. | 1 | 2 | 3 | 4 | 0 |
| **Professional Behavior**. Examples of behavioral indicators include, but are not limited to: | | | | | |
| Demonstrates a positive, enthusiastic attitude toward excellent work. | 1 | 2 | 3 | 4 | 0 |
| Discusses work issues and personal concerns at appropriate times and places. | 1 | 2 | 3 | 4 | 0 |
| Speaks with clarity, fluency, and few grammatical errors. | 1 | 2 | 3 | 4 | 0 |
| Writes with clarity, fluency, and few grammatical errors. | 1 | 2 | 3 | 4 | 0 |
| Exhibits care for quality in the preparation and implementation of work responsibilities. | 1 | 2 | 3 | 4 | 0 |
| Models appropriate dress and personal hygiene. | 1 | 2 | 3 | 4 | 0 |
| **Personal Well-Being**. Examples of behavioral indicators include, but are not limited to: | | | | | |
| Surmounts obstacles in positive and constructive ways. | 1 | 2 | 3 | 4 | 0 |
| Demonstrates self-control. Displays predictable and stable emotions in a variety of situations. | 1 | 2 | 3 | 4 | 0 |
| Analyzes and takes responsibility for personal actions. | 1 | 2 | 3 | 4 | 0 |
| Accepts constructive feedback and responds positively. | 1 | 2 | 3 | 4 | 0 |
| Demonstrates ability to learn from both successes and failures. | 1 | 2 | 3 | 4 | 0 |
| Maintains composure in stressful or awkward situations. | 1 | 2 | 3 | 4 | 0 |
| Expresses concerns or dissatisfaction in positive and constructive ways. | 1 | 2 | 3 | 4 | 0 |

Practicum Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Additional Comments:

I verify that I shared this evaluation with the teacher candidate.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

Mentor Teacher Signature Date

I verify that my mentor teacher shared this evaluation with me. I understand that completed copies of my self-evaluation and the university instructor’s and mentor teacher’s evaluations will be placed in my file in the Department of Early Childhood and Special Education. I further understand that I may request to see my file. Areas of concern are expected to be improved, and a meeting with departmental faculty may be scheduled to discuss my progress and the development of an action plan.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

Teacher Candidate Signature Date

*****University Instructor Evaluation of Teacher Candidate Dispositions  
Department of Early Childhood and Special Education, Valdosta State University***

**Directions: Practicum instructor will arrange a meeting with all professional semester instructors and university supervisor to complete a copy of this form (blue form) together, have practicum students sign the form, make a copy for each practicum student, and complete the form in LiveText. The original completed form will be placed in the practicum folder. *Note: Copy this form on blue paper.***

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Course:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

The following standards for dispositions are expected of students involved in education programs at Valdosta State University. Included with each disposition are examples of behavioral indicators. Each indicator is offered as a suggested behavior, and not as a conclusive determining factor. Place this evaluation in the practicum folder when completed and signed by all. Rate the practicum student in each of the following listed behaviors as follows: **(1) Not Demonstrated, (2) Partially Demonstrated, (3) Adequately Demonstrated, (4) Effectively Demonstrated, or (0) Not Able to Rate**.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Responsibility.** Examples of behavioral indicators include, but are not limited to: | | | | | |
| Is present and punctual for school/work. | 1 | 2 | 3 | 4 | 0 |
| Completes assigned work on time. | 1 | 2 | 3 | 4 | 0 |
| Complies with procedures and rules. | 1 | 2 | 3 | 4 | 0 |
| Communicates with instructor prior to absences, tarries, or late assignments. | 1 | 2 | 3 | 4 | 0 |
| Respects the ideas and work of others by “giving credit where credit is due.” | 1 | 2 | 3 | 4 | 0 |
| Performs work that reflects high personal standards and best effort. | 1 | 2 | 3 | 4 | 0 |
| **Collaboration**. Examples of behavioral indicators include, but are not limited to: | | | | | |
| Willingly and actively participates in group assignments, projects, or activities. | 1 | 2 | 3 | 4 | 0 |
| Contributes positively and equitably to projects with others. | 1 | 2 | 3 | 4 | 0 |
| Demonstrates effective interpersonal skills. | 1 | 2 | 3 | 4 | 0 |
| **Diversity**. Examples of behavioral indicators include, but are not limited to: | | | | | |
| Values the varying needs, abilities, and dispositions of others. | 1 | 2 | 3 | 4 | 0 |
| Solicits and gives thoughtful consideration to alternative and contradictory opinions. | 1 | 2 | 3 | 4 | 0 |
| Communicates effectively with others by demonstrating respect for gender, sexual orientation, and ethnic differences. | 1 | 2 | 3 | 4 | 0 |
| Shows respect for others by not using profanity and/or making derogatory statements. | 1 | 2 | 3 | 4 | 0 |
| **Professional Behavior**. Examples of behavioral indicators include, but are not limited to: | | | | | |
| Demonstrates a positive, enthusiastic attitude toward excellent work. | 1 | 2 | 3 | 4 | 0 |
| Discusses work issues and personal concerns at appropriate times and places. | 1 | 2 | 3 | 4 | 0 |
| Speaks with clarity, fluency, and few grammatical errors. | 1 | 2 | 3 | 4 | 0 |
| Writes with clarity, fluency, and few grammatical errors. | 1 | 2 | 3 | 4 | 0 |
| Exhibits care for quality in the preparation and implementation of work responsibilities. | 1 | 2 | 3 | 4 | 0 |
| Models appropriate dress and personal hygiene. | 1 | 2 | 3 | 4 | 0 |
| **Personal Well-Being**. Examples of behavioral indicators include, but are not limited to: | | | | | |
| Surmounts obstacles in positive and constructive ways. | 1 | 2 | 3 | 4 | 0 |
| Demonstrates self-control. Displays predictable and stable emotions in a variety of situations. | 1 | 2 | 3 | 4 | 0 |
| Analyzes and takes responsibility for personal actions. | 1 | 2 | 3 | 4 | 0 |
| Accepts constructive feedback and responds positively. | 1 | 2 | 3 | 4 | 0 |
| Demonstrates ability to learn from both successes and failures. | 1 | 2 | 3 | 4 | 0 |
| Maintains composure in stressful or awkward situations. | 1 | 2 | 3 | 4 | 0 |
| Expresses concerns or dissatisfaction in positive and constructive ways. | 1 | 2 | 3 | 4 | 0 |

Practicum Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Additional Comments:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

University Instructor Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

University Instructor Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

University Instructor Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

University Instructor Signature Date

I verify that my university instructor(s) shared this evaluation with me. I understand that completed copies of my self-evaluation and the university instructor’s and mentor teacher’s evaluations will be placed in my file in the Department of Early Childhood and Special Education. I further understand that I may request to see my file. Areas of concern are expected to be improved, and a meeting with departmental faculty may be scheduled to discuss my progress and the development of an action plan.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

Teacher Candidate Signature Date

***Final Evaluation of Practicum Student by the Mentor Teacher – PS 1***

***Department of Early Childhood and Special Education***

***Valdosta State University***

**Directions to the Mentor Teacher:** Please complete this evaluation of the practicum student near the end of the practicum. Then review your evaluation with the practicum student by the last visit. Give the evaluation to the practicum student for inclusion in his or her practicum folder. Your commitment and interest in mentoring our students at VSU are appreciated.

**Practicum Student** **Mentor Teacher**

**School Grade Level**

***Directions for Ratings: Descriptions are used to clarify each of the descriptors. A four-point rating scale is used to indicate the performance of each descriptor.***

**Level 1 = Indicator Not Demonstrated**

**Level 2 = Indicator Partially Demonstrated**

**Level 3 = Indicator Adequately Demonstrated**

**Level 4 = Indicator Effectively Demonstrated**

\_\_\_\_\_ 1. Knowledge of content

\_\_\_\_\_ 2. Ability to help students make connections to prior knowledge, everyday lives, and other subjects

\_\_\_\_\_ 3. Responsive to students’ intellectual, social, physical, and personal developmental needs

\_\_\_\_\_ 4. Professional rapport with students

\_\_\_\_\_ 5. Positive role model for students

\_\_\_\_\_ 6. Classroom management during instruction

\_\_\_\_\_ 7. Verbal communication skills

\_\_\_\_\_ 8. Written communication skills

\_\_\_\_\_ 9. Creativity in lesson design and implementation

\_\_\_\_\_ 10. Ability to design lessons based on Georgia Early Learning and Development Standards   
 (GELDS) or Georgia Standards of Excellence

\_\_\_\_\_ 11. Ability to use a variety of appropriate materials, resources, and technology

\_\_\_\_\_ 12. Overall performance

\_\_\_\_\_\_13. Ability to work with children (individual students, group of students, and/or the whole

class)

NARRATIVE COMMENTS: Include overall areas of strength, areas for improvement, and impressive performances that are not on the list on the back or on another sheet of paper.

Mentor Teacher’s Signature and Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Practicum Student’s Signature and Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Evaluation for Practicum – PS 1  
Department of Early Childhood and Special Education – Valdosta State University*(to be placed in the departmental practicum folder upon completion of evaluation)**

**Teacher Candidate** **Semester** **Course**

**Practicum Instructor** **University Supervisor**

**School** **Grade Level** **Mentor Teacher**

**Directions: *Teacher Candidate, complete the above information and present this form along with the following documentation (Informal Tasks and Practicum Folder Documentation) to your University Supervisor, as requested.  
Informal Tasks***

*The* ***university supervisor*** *is to check on the following throughout the practicum experience as appropriate:*

\_\_\_\_\_ **Evaluation for Practicum:** Begin your documentation with this page.

\_\_\_\_\_ **Confirmation of Responsibilities Sheet:** Include this sheet after the practicum student and the mentor teacher sign it.

\_\_\_\_\_ **Letter of Introduction:** Submit a typed formal letter of introduction to the parents/guardians. The letter must be checked by your university supervisor and approved by your mentor teacher prior to being sent home.

\_\_\_\_\_ **Reflective Journal**: Submit as assigned.

\_\_\_\_\_**Video of Lesson**: Submit the video to the university supervisor, as directed.

\_\_\_\_\_ **Letter of Appreciation:** Submit a typed formal letter of appreciation reflecting three positive experiences of the practicum. The letter must be checked by your university supervisor prior to giving it to the mentor teacher at the end of the practicum experience.

***Practicum Folder Documentation***

*The* ***university supervisor*** *will collect the following documents to give to* ***practicum instructor*** *to place in the practicum folder*:

\_\_\_\_\_ **Time Sheet:** Include a time sheet, *signed by the mentor teacher*, recording dates and times in the classroom and total time at the bottom. Requirement: Attend assigned days and record these, with evidence of consistent attendance and punctuality.

\_\_\_\_\_ **University Supervisor Observation: *CAPS Early Field Experience*:** Submit one (1) *CAPS Early Field Experience* form, completed by your university supervisor. Submit the corresponding lesson plan (prepared in a co-requisite course) which was signed/approved/dated by the mentor teacher (lesson plan will be returned to the practicum student).

\_\_\_\_\_ **Self-Assessment of Instruction: *CAPS Early Field Experience*:** Submit one (1) *CAPS Early Field Experience* form, completed by the teacher candidate after reviewing the videoed lesson (university supervisor observed lesson). Note: The university supervisor observed lesson will be simultaneously videoed for review and assessment by the teacher candidate (self). Submit the corresponding lesson plan (prepared in a co-requisite course) which was signed/approved/dated by the mentor teacher (lesson plan will be returned to the practicum student).

\_\_\_\_\_ **Mentor Teacher Observation: *Field Experience Observation Summary*:** Submit the original copy of the *Field Experience Observation Summary* form completed, signed, and dated by the mentor teacher after the mentor observation is performed using the lesson plan prepared in a co-requisite course, in either a whole class or small group setting. Submit the corresponding lesson plan which was signed/approved/dated by the mentor teacher (lesson plan will be returned to the practicum student).

\_\_\_\_\_ **Final Evaluation of the Teacher Candidate by the Mentor Teacher:** Have the mentor teacher complete the *Final Evaluation of the Teacher Candidate by the Mentor Teacher* form and give it to the teacher candidate following a discussion. *Check to make sure that signatures are included!*

\_\_\_\_\_ **Mentor Teacher Evaluation of Teacher Candidate Dispositions:** Have the mentor teacher complete and sign the form *Program Dispositions Evaluation by Mentor Teacher of Teacher Candidate,* to be submitted with final documentation.

\_\_\_\_\_ **Teacher Candidate Self-Evaluation of Dispositions:** Complete the *Self Evaluation of Dispositions* form and submit in LiveText. A printout of the LiveText submission of the *Self-Evaluation* *of Dispositions* must be submitted.

***During the last week of classes:***

\_\_\_\_\_ University Supervisor Responsibility: **All** **LiveText Requirements Completed:** Lesson Plan Observed by University Supervisor;

Self-Evaluations of Dispositions*;* and Early Teacher’s Sense of Efficacy Scale *\_\_*\_\_\_\_ (University Supervisor initials)

\_\_\_\_\_Practicum Instructor Responsibility: **University Instructor Evaluation of Teacher Candidate Dispositions:** The practicum instructor will complete the form (in collaboration with PS 1 instructors), *University Instructor Evaluation of Teacher Candidate Dispositions (*blue form) and provide a copy to the teacher candidate. The original will be placed in the teacher candidate’s departmental practicum folder.

|  |  |  |
| --- | --- | --- |
| **Practicum Component** | **Grade** | **Signature** |
| Practicum Folder Documentation |  | (Practicum Instructor) |
| LiveText Requirements |  | (Practicum Instructor) |
| Practicum Seminars |  | (Practicum Instructor) |

**Final Grade for ECED 3190 \_\_\_\_\_\_\_\_\_** (You must receive a grade of “S” for all required components above to receive a final grade of “S” for this practicum.)