**HANDBOOK FOR**

**STUDENT TEACHING & INTERNSHIP**

**ECED 4790**

**ECSE 4490**

**DEPARTMENT OF EARLY CHILDHOOD AND SPECIAL EDUCATION**





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*Student Teaching Handbook*

*Fall Semester 2017*

*Copy available: ECSE Department of Early Childhood and Special Education Website*

**HANDBOOK FOR STUDENT TEACHING**

**DEPARTMENT OF EARLY CHILDHOOD AND SPECIAL EDUCATION VALDOSTA STATE UNIVERSITY**

**INTRODUCTION**

ECED 4790/ ECSE 4490 Student Teaching in Early Childhood / Student Teaching in Early Childhood and Special Education is the culminating experience for the Department of ECSE. It is in this experience that the teacher candidate will demonstrate the skills, knowledge, and dispositions acquired during his or her enrollment in the B.S. Ed. in Early Childhood Education Program or the Special Education / General Curriculum: Early Childhood Program at Valdosta State University.

The teacher candidate in the Department of Early Childhood and Special Education is expected to follow the guidelines established by this handbook, the College of Education and Human Services, Valdosta State University, and those set forth by the school in which he or she is practicing.

Student teaching is a critical step required of teacher candidates seeking to become professional educators. Student teaching is an experience that requires a collaborative team to ensure it is completed successfully. This team consists of the teacher candidate, the mentor teacher, and the university supervisor. This handbook is to be a resource for the student teaching team, providing guidelines for each team member and the materials necessary for the teacher candidate to complete the course.

**DESCRIPTION OF THE TEACHER EDUCATION PROGRAM OF THE DEPARTMENT OF EARLY CHILDHOOD AND SPECIAL EDUCATION**

The Department of ECSE provides a professional four-semester, sequenced program of study and experiences for teacher candidates who wish to be professional educators of children from pre-kindergarten through the fifth grade. Throughout the first three semesters, a teacher candidate engages in learning content in the areas of reading, mathematics, sciences, social

sciences, language arts, health and physical education, and educational theory and pedagogy. It is in these first three semesters that the teacher candidate begins to practice some of the skills learned in methods classes for these same content areas in diverse public school classroom environments. These field experiences, or practica, ensure that the teacher candidate will not

only have the opportunity to practice his/her knowledge and teaching skills learned in the university classroom, but also that he/she will work with students who are in various developmental age groups. By the time the teacher candidate has finished his/her third semester, he/she will have had experiences with teaching in all content areas and with students at the pre- kindergarten or kindergarten level, the 1st grade, 2nd, or 3rd grade level, and the 4th grade or

5th grade level. The teacher candidate brings all of these experiences to the mentor teacher’s classroom to provide meaningful learning experiences for the students and gain further practice as a professional educator.

**Eligibility for Student Teaching**

The following requirements must be met to be eligible to student teach:

1. successful completion of all course work, except ECED 4790/ECSE 4490 and ECSE 4220

2. cumulative GPA of 2.75 or higher;

3. completion of all courses in Professional Semesters 1, 2, 3 with grades of “C” or better;

4. successful completion of Practicum 1, Practicum 2, & Practicum 3 with grades of “S”

**PRIOR TO STUDENT TEACHING Placement of Teacher Candidates**

* Placements for teacher candidate are coordinated through the Office of Clinical Experiences and Certification and are made cooperatively with the school principal, the mentor teacher, and the Department Head for Early Childhood and Special Education. Teacher candidates are placed only with mentor teachers who have at least three (3) years of P-12 teaching experience as a certified teacher who hold Georgia teaching certification in the field in which he/she teaches in grades pre-kindergarten through five and who are willing to accept the responsibility that comes with having a teacher candidate in their classrooms. (See Criteria for Mentor Selection: <https://www.valdosta.edu/colleges/education/student-teaching-and-field-experiences/criteria-for-mentor-selection.php>)

**Early Communication Between Teacher Candidates and Mentor Teachers**

The teacher candidate should make all possible efforts to contact his or her mentor teacher prior to the official beginning of student teaching. It is preferable for the teacher candidate to arrange to meet in person with the mentor teacher prior to beginning student teaching. This is the responsibility of the teacher candidate. Aside from being a professional courtesy, there is much that can be shared between the teacher candidate and the mentor teacher prior to the teacher candidate's beginning experience. Topics for discussion may include:

1. planning for experiences;

2. availability and sharing of instructional materials;

3. information regarding the students in the classroom;

4. curriculum objectives, Georgia Standards of Excellence (GSE), Georgia Performance

Standards (GPS), and Georgia Early Learning and Development Standards (GELDS);

5. classroom rules and management procedures;

6. school policies;

7. exchange of relevant personal information; and

8. emergency contact information for students, for the teacher candidate, and for the mentor teacher.

**Planning for the Arrival of the Teacher Candidate**

The teacher candidate will be undertaking all the responsibilities normally accorded to the mentor teacher, including all instructional tasks, clerical responsibilities, and participation in regularly scheduled school events. It is thus imperative that the teacher candidate be regarded as a beginning professional by the school community and be given the necessary support for performing his or her responsibilities, as is expected by fully certified teachers. The mentor teacher can begin to provide this support for the teacher candidate by assembling materials and equipment, which might include:

1. instructional materials, such as textbooks, teacher’s manuals, and/or curriculum guides;

2. a desk or table for the teacher candidate's personal use;

3. copy of the faculty handbook, student handbook, school policies, planning book, district and state policies, and other useful resources;

4. pertinent information regarding students with special needs and students' educational backgrounds;

5. supplies, including markers, paper, ruler, scissors, glue, pens and pencils; and/or

6. posting the name of the teacher candidate on the classroom door (if applicable) and/or classroom board with that of the mentor teacher.

**EXPECTATIONS FOR THE TEACHER CANDIDATE**

"An effective teacher is one who performs each of the tasks of teaching at a level judged to be at least satisfactory" (Acheson, K., & Gall, M. D. (1992). *Techniques in the Clinical Supervision of Teachers*, 3rd ed., p. 43). The tasks include:

1. providing instruction in academic knowledge and skills;

2. providing a supportive instructional climate that encourages students to develop positive attitudes towards school and self;

3. adjusting instruction in response to students' ability, ethnic identification, home background, and gender;

4. managing the classroom context so that students are engaged in learning;

5. making sound decisions and plans; and

6. implementing curriculum change.

During student teaching is the time for the teacher candidate to combine and practice his or her scholarship, talents, skills, and abilities as a professional educator.

As a teacher candidate your **mentor teacher** expects you to demonstrate:

1. knowledge in early childhood, reading, and/or special education;

2. the ability to implement technology into meaningful instruction;

3. the ability to work with students and families from diverse backgrounds, including those with special needs;

4. enthusiasm for work;

5. a cooperative attitude and the ability to accept constructive feedback regarding performance of tasks;

6. regular and punctual attendance: Teacher candidates are to be in the school for the hours expected of school faculty for all the school days specified on the school system calendar. The only exceptions are:

1. Extreme personal or family illness: In such a case the teacher candidate must notify the mentor teacher before the mentor teacher reaches the school. After contacting the mentor teacher, the teacher candidate must then contact the university supervisor.

b. Any other situation: Any situation requiring the teacher candidate's absence from the school other than those covered above must be cleared with the university supervisor in advance. The university supervisor will determine if days in which the teacher candidate is absent must be made up.   
**IMPORTANT NOTE**: Absences (even those meeting the above criteria) totaling three days or more require review of the teacher candidate's placement, may require the development of a Professional Improvement Plan, and may result in extension or cancellation of the student teaching experience.

7. attention to all administrative, clerical, and instructional responsibilities;

8. confidentiality in dealing with student information;

9. continuing improvement in work performance; and

10. professional behavior: The teacher candidate is expected to adhere to the professional educator’s role as defined by the Georgia Professional Standards Commission: *The Code of Ethics for Educators.* The teacher candidate is a guest in the public schools where he/she is practicing. It is thus imperative that he/she conduct himself/herself in a professional manner. This includes dress, attitude, the issue of confidentiality when dealing with or talking about students and faculty, and following the appropriate

chain of authority when pursuing problems.

The chain of authority is as follows:

a. Mentor teacher;

b. University supervisor;

c. Department Head;

d. Dean, College of Education and Human Services.

**IMPORTANT NOTES:**

* **Any teacher candidate who is requested by school personnel to be removed from a school will not successfully complete clinical practice.**
* **The following is directly quoted from the *Valdosta State University Clinical Practice Handbook*:  
  “Any teacher candidate who independently meets with a school administrator without prior consent of his/her supervisor, department head, or Dewar COEHS Interim Dean will not successfully complete clinical practice.” (p.2)**
* **Early Childhood and Early Childhood Special Education teacher candidates are not allowed to participate in overnight school sponsored field trips.**

11. professional attire: The Department of ECSE 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 (usually, one or two inches above the knee is acceptable), low-cut blouses, or blouses and dresses that are 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.

Note: 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.

12. Appropriate classroom management: 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 ECSE 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.

As a teacher candidate your **University Supervisor** expects you to demonstrate:

1. timely completion of all requirements for student teaching;
2. a cooperative attitude and the ability to accept constructive feedback regarding performance of tasks;
3. professional and timely communication of any problems or concerns;
4. on-going reflection on practice and experiences;
5. professional self-evaluations, including an initial, a mid-term, and a final observation (early childhood teacher candidates) and professional self-evaluations, including two (2) initial and two (2) final observations (early childhood special education teacher candidates) using the *Candidate Assessment on Performance Standards (CAPS) Performance Standards AND dispositions* form;
6. professional behavior at all times;
7. initiative;
8. support for all school policies;
9. respect for all students.

**EXPECTATIONS FOR THE MENTOR TEACHER**

Being selected as a mentor teacher is an endorsement of the mentor teacher's skills as a professional educator and in human relations. The teacher candidate will look to the mentor teacher to be a colleague, guide, counselor, and a professional role model.

The **teacher candidate** expects:

1. a positive role model in the performance of teaching;
2. assistance in planning and implementing instruction;
3. consistent and constructive feedback regarding performance as a teacher candidate;
4. recognition of achievement and progress;
5. a gradual induction into the full-day responsibilities of a certified teacher;
6. awareness that the teacher candidate is yet a student who is practicing the profession of teaching and should be evaluated and supported in a manner consistent with this awareness;
7. a willingness to be a colleague.

The **university supervisor** expects:

1. a positive attitude in working for the benefit of the teacher candidate;
2. a commitment to follow university and departmental guidelines in providing for the teacher candidate's experience;
3. consistent and constructive reporting on the teacher candidate's progress, including an initial, a mid-term, and a final formal evaluation (early childhood teacher candidates) and an initial and final formal evaluation in the early childhood placement and an initial and final formal evaluation in the special education placement (early childhood special education teacher candidates);
4. early communication with the university supervisor and/or the department head regarding problems/concerns of any nature;
5. mutual confidence and open communication regarding the teacher candidate's progress;
6. support for ensuring the timely completion of the teacher candidate's responsibilities.

The initial days of the student teaching experience are crucial to the success of the teacher candidate. The mentor teacher should ensure that the teacher candidate feels welcome in his or her classroom and in the school. If applicable, it is highly recommended that the mentor teacher provide an orientation for the teacher candidate that includes:

1. introduction to school support staff, grade-level faculty, and other relevant personnel;
2. a tour of the building facilities essential for school's successful operation;
3. operational procedures for emergency situations, including essential contact information for relevant agencies and personnel.

**EXPECTATIONS FOR THE UNIVERSITY SUPERVISOR**

As a professional educator, the university supervisor is responsible for coordinating the efforts and the responsibilities of the teacher candidate and the mentor teacher, ensuring that these efforts reflect the student teaching policies of the department, the university, and the school. The role of the university supervisor requires that he or she be able to work effectively with people from diverse backgrounds and have a sound knowledge of effective pedagogy and classroom management strategies. The university supervisor must be able to provide early identification of

problems commonly associated with student teaching and use professional discretion at all times. He or she must also be a reliable resource for instructional and personal needs required by the teacher candidate and the mentor teacher. It is the responsibility of the university supervisor to maintain a file on the teacher candidate's experience, in which copies of all observations and evaluations, and any other significant information pertinent to the student teaching experience

are kept. This becomes the official Student Teaching File on the teacher candidate while he or she is student teaching.

The **teacher candidate** expects:

1. an orientation to the program and its requirements;
2. timely and periodic observation, feedback, and suggestions for improvement;
3. scheduled seminars to review requirements for clinical practice;
4. early identification of skills or abilities that require improvement in sufficient time as to allow the teacher candidate to make those improvements during the semester;
5. for **ECE** teacher candidates a minimum of three (3) formal observations on teaching, including an initial, a mid-term, and a final evaluation (also including a summative evaluation) with written feedback regarding strengths and areas needing improvement; professional and personal support of efforts and concerns; for **ECSE** teacher candidates a minimum of four (4) formal observations on teaching (2 during each half of the student teaching experience and also including a summative evaluation) with written feedback regarding strengths and areas needing improvement; professional and personal support of efforts and concerns.
6. assistance and feedback for the implementation of the Impact on Student Learning requirement
7. recognition of success;
8. a mid-term and a final evaluation of progress and achievement in addition to formal observations on teaching;
9. availability for consultation regarding matters associated with student teaching.

The **mentor teacher** expects:

1. an orientation to the Department of Early Childhood and Special Education's student teaching policies, as well as those relevant policies of the College of Education and Human Services and Valdosta State University within the first two weeks;
2. timely response to professional problems, including inadequate performance and inappropriate behavior by the teacher candidate;
3. assistance with implementation of the Impact on Student Learning requirement
4. professional feedback regarding personal performance as a mentor teacher;
5. professional courtesy as colleague;
6. recognition and support of his/her efforts.

The university supervisor from the Department of Early Childhood and Special Education shall provide an orientation for each ***teacher candidate*** from the department who is assigned to him or her prior to the beginning of the student teaching experience. This is to include:

1. an overview of departmental policies;
2. an overview of the contents of this handbook and the *Valdosta State University Clinical Practice Handbook* and requirements for the teacher candidate, the mentor teacher, and the university supervisor;
3. a description of the university supervisor's expectations for lesson plans, soloing, and requirements for formal observations, in addition to other program-specific requirements.

The university supervisor from the Department of Early Childhood and Special Education shall provide an orientation for each ***mentor teacher*** prior to the beginning or during the second week of the student teaching experience. This is to include:

1. an overview of department policies regarding student teaching;
2. an overview of the contents of this handbook and the *Valdosta State University Clinical Practice Handbook* and requirements for the teacher candidate, the mentor teacher, and the university supervisor;
3. the scheduling of formal meetings, observations, and evaluative conferences;
4. a description of the university supervisor's expectations for teacher candidate lesson planning; a discussion on the gradual takeover of responsibilities from the mentor teacher by the teacher candidate, full-time student teaching, and the gradual return of responsibilities to the mentor teacher from the teacher candidate;

The university supervisor is expected to monitor the progress of each assigned ***teacher candidate***

in the following ways:

1. observe and document progress through a minimum of three (3) observations and a mid-term evaluation conference with the teacher candidate and the mentor teacher (early childhood teacher candidates) and a minimum of two (2) observations and a mid-term evaluation conference with the teacher candidate and the mentor teacher (early childhood and special education teacher candidates). Should the teacher candidate experience problems, increased contact with the teacher candidate and the mentor teacher is expected;
2. following each observation, the teacher candidate is provided a conference by the university supervisor to analyze the observed performance and targeted areas, with suggestions for improvement and reinforcement of strengths;
3. provide necessary steps and suggestions for teacher candidate improvement early enough in the teacher candidate's experience (prior to mid-term if possible) to allow him or her to make those improvements;
4. inform the teacher candidate of progress throughout the student teaching experience and of less than satisfactory teaching performance not later than the mid-term evaluation. Under such conditions, the university supervisor, the mentor teacher, and the teacher candidate will work as a team to develop a plan of action to improve those areas that must be addressed in order to receive a satisfactory teacher candidate final evaluation;
5. review the evaluations of the teacher candidate from the mentor teacher to identify areas of strength and areas needing improvement and/or potential weaknesses of the teacher candidate.

**COMPONENTS OF THE STUDENT TEACHING PROGRAM**

I. Observation

A. Planned observations enable a teacher candidate to grow professionally through demonstration of effective practices by more experienced teachers and subsequent modeling of those practices by the teacher candidate. The teacher candidate should be provided the opportunity to observe:

1. the mentor teacher prior to beginning his or her own teaching;
2. other grade-level and non-grade-level teachers;
3. students of varying ability, in different grade levels, and in classrooms identified for special needs.

Observations should be conducted sometime during the last two weeks of the student teaching experience. The mentor teacher should assist the teacher candidate in arranging these observations. The university supervisor needs to be made aware of these observations.

B. Specific observations to be made by the teacher candidate during the first week of the student teaching experience:

1. classroom management techniques used by the mentor teacher;
2. instructional techniques used by the mentor teacher;
3. motivational and attention-getting techniques used by the mentor teacher;
4. physical conditions of the architectural facility; environmental arrangement of the classroom; daily routine of the mentor teacher's class;
5. transitions and transitional techniques used by the mentor teacher;
6. student needs and concerns;
7. routines established for the students when outside of the classroom;
8. school-wide rules for behavior.

II. Participation

1. The teacher candidate will be performing many, if not all, of the tasks that are regularly assigned to the mentor teacher during the course of a school day. Participation should begin on the first day. In addition to teacher candidate’s observations of the mentor teaching, experiences are:

Instructional-brief, teaching-related activities (These are meant to be of assistance to the mentor teacher as he or she instructs, and are not yet to be planned and carried out by the teacher candidate.);

1. routine classroom and school-wide activities;
2. supplementary - non-teaching activities;
3. bulletin board or learning center.
4. Suggested participatory activities:

* help with individual and small group instruction;
* materials provisioning and arrangement;
* classroom clerical responsibilities.

III. Planning and Assessment

1. Planning is essential in the preparation of quality instruction. Planning helps teacher candidates build confidence and appear more competent while instructing. Teacher candidates are required to plan lessons based on state standards for each content area.
2. General guidelines for lesson planning:
3. The teacher candidate will plan all lessons to be taught by the teacher candidate. **All lesson plans must be approved by the mentor teacher before they can be taught.**
4. The mentor teacher is expected to provide any necessary information and resources to help the teacher candidate adequately prepare lessons (for example, essential question(s), learning objective(s)/outcome(s), standards, textbooks, and/or units). The amount of support in preparing lessons should decrease as the student teacher becomes more skilled.
5. Prior to teaching any lesson, the teacher candidate's lesson plan(s) for the following week must be submitted to the mentor teacher no later than Thursday morning prior to teaching the lesson(s) to allow for review, editing, revision, and approval.
6. In the first week of assuming responsibility for a new content area, lesson plans are to be detailed and follow the lesson plan format provided on the Department of Early Childhood and Special Education website. Once the university supervisor and the mentor teacher have determined that the teacher candidate is capable of effectively planning for instruction, the teacher candidate may use the Abbreviated Lesson Plan format (Handbook).
7. The teacher candidate is expected to demonstrate initiative and creativity in his or her plans; what works for the mentor teacher will not necessarily be effective for the teacher candidate.
8. Lesson plan format: edTPA lesson plan designed by the ECSE department (see ECSE website resources).
9. Abbreviated lesson plan: see examples of abbreviated lesson plan formats included in this handbook.

IV. Conferring and Reflection

The daily growth of a teacher candidate is reliant upon solid feedback, support, and collegiality with the mentor teacher. This growth is furthered through conferring with the university supervisor. Teacher candidates should be involved in two types of conferences: informal and formal.

1. Informal conferences
2. Daily informal conferences take place between the mentor teacher and the teacher candidate and provide the teacher candidate with the opportunity to know and to understand what is working and what areas need improvement.
3. Weekly informal conferences take place at the end of the week between the mentor teacher and the teacher candidate. These conferences allow both to reflect upon the week to determine strengths and areas for improvement for the teacher candidate, to decide instructional and/or management strategies that address student needs, and to reflect upon incidents that have occurred during the week. Both of these informal conferences provide the teacher candidate with immediate feedback and contribute to his or her professional growth.
4. Formal Conferences

On at least three occasions, the university supervisor meets with the mentor teacher and the teacher candidate. These are:

1. Beginning of student teaching experience - The university supervisor outlines the expectations for the teacher candidate and the mentor teacher, reviews the student teaching handbook to discuss lesson planning, responsibility, possible visitation dates for observation, grooming and dress, punctuality, and other areas that are deemed important for the mentor teacher, the teacher candidate, and the university supervisor in ensuring the teacher candidate has the opportunity for a successful internship. This is the meeting in which the mentor teacher (and other invited school personnel, i.e., the principal) are formally introduced to the requirements and expectations of the Department of ECSE student teaching program. The university supervisor is responsible for contacting the school's principal and the mentor teacher to arrange this meeting. It must take place **within the first two weeks** of the student teaching experience.
2. Midterm - This meeting occurs **prior to midterm** and is conducted by the university supervisor for the student teaching team. It is at this time that the mentor teacher reports officially to the university supervisor and to the teacher candidate on the teacher candidate's progress, highlighting strengths, areas for improvement, needs, and goals for the remainder of the semester. The university supervisor reports to the mentor teacher and to the teacher candidate on the teacher candidate's progress. The teacher candidate reports on his or her own progress to both the mentor teacher and the university supervisor.
3. Final conference - This meeting takes place **within the final two weeks** of the teacher candidate's experience and is conducted by the university supervisor for the student teaching team. Final evaluations are submitted by the mentor teacher and the university supervisor regarding the teacher candidate's performance during the internship, providing either a satisfactory (S) or unsatisfactory (U) grade. The university supervisor will be responsible for assigning this grade and notifying the student’s ECED 4790/ ECSE 4490 instructor, if applicable. Should a teacher candidate receive an unsatisfactory grade, evidence must be available demonstrating that the teacher candidate was provided the opportunity to know about and to correct areas that needed attention. This evidence will be in the form of written observations, evaluations, and other communications regarding the teacher candidate's performance.
4. Problems, which are sufficiently serious that the continuation of the teacher candidate’s experience in the present classroom is in jeopardy, are to be addressed immediately by all members of the student teaching team. Any time a mentor teacher feels that the removal of a teacher candidate from his or her classroom is necessary for ***any reason,*** the university supervisor is to be contacted and immediate action will be taken. Should this occur, the university supervisor will meet with the Department Head to assess the situation, and a determination will then be made as to the future continuation or termination of the teacher candidate in the department's teacher candidate program, based upon reports, observations, evaluations, and other previous information regarding the teacher candidate.
5. Reflection
6. The teacher candidate will video at least three lessons during the semester. After viewing the video, the self-evaluation will be completed on the *Candidate Assessment on Performance Standards (CAPS) Performance Standards AND dispositions* form, and the first (Initial Formative) and second (Mid Formative) evaluations will be entered in LiveText by Early Childhood teacher candidates. Early Childhood Special Education teacher candidates will enter Initial Formative and Final Formative evaluations in LiveText. (http://www.college.livetext.com)

V. Teaching

1. All teacher candidates will complete four weeks of solo teaching in which they have the full responsibility of the classroom. A gradual plan of induction into full-time teaching responsibilities by the teacher candidate is expected. This gradual plan is prepared by both the mentor teacher and the teacher candidate, and reflects the curriculum requirements of the state, district, school, and mentor teacher. Gradual induction into full-time teaching responsibility is necessary because:
2. it provides time for specific observations by the teacher candidate on the instructional and management techniques of the mentor teacher;
3. it provides time for the teacher candidate to become oriented to the schedule of the daily routine of the class and the school;
4. it provides the teacher candidate the time to meet other faculty and staff essential to the operation of the school;
5. it allows the teacher candidate to get to know the students, their strengths and needs, and backgrounds;
6. it allows students the opportunity to get to know the teacher candidate as a teacher and not a visitor, especially as the teacher candidate begins working with individual and small groups as planned by the mentor teacher and the teacher candidate;
7. it allows time for careful planning of initial teaching experiences between the teacher candidate and the mentor teacher;
8. it allows the mentor teacher to be confident of the teacher candidate's demonstrated readiness to begin initial teaching.
9. Demonstrated readiness is perhaps the most important factor of all of the above reasons for gradual induction into full-time teaching responsibilities by the teacher candidate. Should the teacher candidate be given too much too soon, unsatisfactory situations are likely to occur as he or she struggles with lesson plans, organization of instruction, and management skills. When the mentor teacher has confidence in the teacher candidate's abilities, the gradual turning over of specific content areas can begin. (See the sample Long Term Plan for Instruction in the section entitled, FORMS).
10. Teacher candidates in the Department of ECSE at Valdosta State University are required to complete a minimum of four (4) weeks of full-time teaching. It is recommended that the first week of full-time teaching be conducted with the mentor teacher's partial presence in the classroom. The second and third weeks are then to be conducted, if possible, without the mentor teacher's presence in the classroom.
11. The fourth week of full-time responsibilities provides the mentor teacher the opportunity to gauge the growth of the teacher candidate as a beginning teacher and to begin allowing students the opportunity to re-orient themselves to him or her as the classroom teacher, and thus the mentor teacher begins to spend partial time in the classroom.
12. If during the teacher candidate's scheduled four weeks of full-time responsibility, it becomes apparent that he or she is not fully prepared to take on the responsibility, a decision may be made by the student teaching team to postpone full-time student teaching responsibilities until the teacher candidate has demonstrated the necessary abilities and skills.
13. Following the four-week period of full-time student teaching responsibility, the teacher candidate begins a weekly return of content area responsibilities to the mentor teacher, such that a gradual shift in the teaching responsibilities takes place. This provides the students with the opportunity to re-orient themselves to role of the mentor teacher and his or her unique instructional and management techniques.

VI. Evaluation

1. Evaluation of the teacher candidate is based upon formal and informal conferences, formal observations, the teacher candidate’s ability to self-reflect, Impact on Student Learning, and any additional assignments in the syllabus.
2. The mentor teacher and the university supervisor are both responsible for completing an initial (Initial Formative) evaluation form, using the *COEHS CAPS Observation Instrument*, on the teacher candidate before the third week of the student teaching experience. These are reviewed with the teacher candidate at a conference. The teacher candidate is also to complete an initial self-evaluation using this form. The original forms are to be retained by the university supervisor and placed into the teacher candidate's Student Teaching File, and copies are to be retained by the teacher candidate.
3. The mentor teacher and the university supervisor are both responsible for completing the mid- experience evaluation form (Mid Formative), using the *COEHS CAPS Observation Instrument*, on the teacher candidate before midterm. These are reviewed with the teacher candidate at the mid-experience conference. The teacher candidate is to also complete a self-evaluation using this form. The original forms are to be retained by the university supervisor and placed into the teacher candidate's Student Teaching File, and copies are to be retained by the teacher candidate.
4. The mentor teacher and the university supervisor are responsible for completing the final evaluation form (Final Formative) using the *COEHS CAPS Observation Instrument* on the teacher candidate. The teacher candidate is to also complete a self-evaluation using this form. The originals are to be retained by the university supervisor and placed into the teacher candidate's Student Teaching File, and copies are to be retained by the teacher candidate.
5. The university supervisor(s), in collaboration with the mentor teacher(s) and student teacher is responsible for completing a Summative Evaluation.
6. The Student Teaching File for each teacher candidate is to be turned into the ECSE Department at the completion of the student teaching experience. It should contain:  
   For ECE candidates:
7. the initial evaluation (*COEHS CAPS Observation Instrument*) of the teacher candidate by the university supervisor;
8. the initial evaluation (*COEHS CAPS Observation Instrument*) of the teacher candidate by the mentor teacher;
9. the initial self-evaluation (*COEHS CAPS Observation Instrument*) by the teacher candidate;
10. the midterm evaluation (*COEHS CAPS Observation Instrument*) of the teacher candidate by the university supervisor;
11. the midterm evaluation (*COEHS CAPS Observation Instrument*) of the teacher candidate by the mentor teacher;
12. the midterm self-evaluation (*COEHS CAPS Observation Instrument*) by the teacher candidate;
13. the final evaluation (*COEHS CAPS Observation Instrument*) of the teacher candidate by the university supervisor;
14. the final evaluation (*COEHS CAPS Observation Instrument*) of the teacher candidate by the mentor teacher;
15. the final self-evaluation (*COEHS CAPS Observation Instrument*) of the teacher candidate;
16. the Summative Evaluation (*COEHS CAPS Observation Instrument)*;
17. University Supervisor Evaluation of Teacher Candidate Dispositions;
18. Teacher Candidate Self-Evaluation of Dispositions;
19. Mentor Teacher Evaluation of Teacher Candidate Dispositions.

For ECSE candidates:

1. the initial evaluation (Initial Formative) (*COEHS CAPS Observation Instrument*) of the teacher candidate by the university supervisor for the Early Childhood placement of student teaching experience;
2. the final evaluation (Final Formative) (*COEHS CAPS Observation Instrument*) of the teacher candidate by the university supervisor for the Early Childhood placement of student teaching experience;
3. the initial evaluation (Initial Formative) (*COEHS CAPS Observation Instrument*) of the teacher candidate by the mentor teacher for Special Education placement of student teaching experience;
4. the self-evaluation (*COEHS CAPS Observation Instrument*) by the teacher candidate;
5. the initial evaluation (*COEHS CAPS Observation Instrument*) of the teacher candidate by the university supervisor for second half of the student teaching experience;
6. the final evaluation (*COEHS CAPS Observation Instrument*) of the teacher candidate by the university supervisor for second half of the student teaching experience;
7. the evaluation (*COEHS CAPS Observation Instrument*) of the teacher candidate by the mentor teacher for second half of student teaching experience;
8. the self-evaluation (*COEHS CAPS Observation Instrument*) by the teacher candidate for the second half of the student teaching experience;
9. the Summative Evaluation by the university supervisor (*COEHS CAPS Observation Instrument)*;
10. University Supervisor Evaluation of Teacher Candidate Dispositions (both supervisors);
11. Teacher Candidate Self-Evaluation of Dispositions (special education placement);
12. Mentor Teacher Evaluation of Teacher Candidate Dispositions (both mentors).

This handbook is intended to provide teacher candidates, mentor teachers, and university supervisors with a guide to ensure that the teacher candidate will have a successful student teaching experience. The responsibility for success, however, ultimately lies with the teacher candidate. He or she has demonstrated the initiative, knowledge, skills, and ability to make it to this stage of the department's teacher preparation program. With continued and diligent effort, he or she will be successful in this experience.

**GLOSSARY**

**Department Head** - The department head coordinates the student teaching program for the Department of Early Childhood and Special Education and works closely with the Director of Field Experience and Clinical Practice. He or she is responsible for ensuring that the teacher candidates in the department have university supervision and generally oversees the department's student teaching program.

**Mentor Teacher** - The mentor teacher is a professional educator employed by the State of Georgia who works in a public elementary school, teaching any class from pre-kindergarten through fifth grade, and with whom a teacher candidate has been assigned to participate in a student teaching experience. The role of the mentor teacher is to provide the teacher candidate with the opportunity to practice all of the responsibilities associated with professional teaching in a public school environment and to lend support to the teacher candidate's efforts through observation, constructive feedback, and performance evaluation.

**Office of Clinical Experiences and Certification** - The Office of Clinical Experiences and Certification is located in the Dean’s Office of the Dewar College of Education and Human Services, Education Center. The Director is responsible for finalizing all student teaching placements.

**Student Teaching File** - The Student Teaching File is the file maintained by the university supervisor on the progress of the teacher candidate. It contains the evaluations and the observations conducted by the mentor teacher, the university supervisor, and the teacher candidate, along with any other pertinent information that relates to the student teaching experience.

**Teacher Candidate** - The teacher candidate is a student from the Department of Early Childhood and Special Education at Valdosta State University who has met all the requirements of the College of Education's core curriculum and the Department of Early Childhood and Special Education's Teacher Education Program, and is enrolled in ECED 4790/ ECSE 4490

Student Teaching in Early Childhood or Early Childhood Special Education or ECED 4890 Internship in Early Childhood Education.

**University Supervisor** - The university supervisor represents the Department of Early Childhood and Special Education and is the faculty member directly responsible for supervision and evaluation of the teacher candidate's performance. The university supervisor's tasks include clinical observation of the teacher candidate, evaluation of the teacher candidate, and provision of expertise and assistance to both the teacher candidate and the mentor teacher.

**FORMS**

Long Term Plan of Responsibilities: Plan of Experiences and Content

Outline for Abbreviated Lessons Department Lesson Plan Format   
EATS Lesson Plan Outline  
Requirement Checklist

Weekly Schedule Format - Option One and Option Two

Teacher Candidate Self-Evaluation of Dispositions

Mentor Teacher and University Supervisor Evaluation of Teacher Candidate Dispositions

Permission Form for Videotaping – English and Spanish

Permission Form for Review of IEP – English and Spanish

Contact Information

**Long Term Plan of Responsibilities: Plan of Experiences and Content**

**ECED 4790 Student Teaching in Early Childhood**

**ECSE 4490 Student Teaching in Early Childhood and Special Education**

**Department of Early Childhood and Special Education**

**Valdosta State University**

**Teacher Candidate Semester**

**Grade level \_\_\_\_\_\_\_\_\_ School**

**Mentor Teacher   
  
University Supervisor**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Due Dates and Teaching Responsibilities: Teacher Candidate** | **Due Dates and Responsibilities: Mentor Teacher** | **Due Dates and Responsibilities: University Supervisor** |
| **Week 1: Due end of week** | Teacher candidate and mentor are to plan the teacher candidate’s teaching responsibilities so the teacher candidate gradually assumes total responsibility prior to solo-teaching.  Complete *Contact Information* form and return 2 completed copies to your university supervisor.  Complete LiveText data forms/assessments.  Write letter of introduction to students’ families and have it approved by the university supervisor prior to sending to families. | Teacher candidate and mentor are to plan the teacher candidate’s teaching responsibilities so the teacher candidate gradually assumes total responsibility prior to solo- teaching.  Mutually develop teacher candidate’s plan for Week 2.  Complete *Contact Information* form and return to your student teacher.  Arrange for the teacher candidate to visit the music, physical education, and/or art classes. | Complete *Contact Information* form and give copies to student teacher and mentor teacher. |
| **Week 2:** | Copy of Weekly Class Schedule | Mutually develop teacher candidate’s plan for week 3. | Meet with the principal. Meet with all of the teacher candidates and mentor teachers. |
| **Week 3:** | Copy of Weekly Class Schedule  Initial (First) self-evaluation of 1st videotaped lesson (COEHS CAPS Observation Instrument): Complete a copy of this form on LiveText, print a copy, and submit the copy to the university supervisor. | Approve detailed lesson plans. Initial evaluation of Teacher  Candidate (COEHS CAPS Observation  Instrument): Complete a copy of this form online, <http://asp.valdosta.edu/sta>  Print a copy and submit the copy to the student teacher who will give it to the university supervisor. | Initial evaluation of Teacher Candidate (COEHS CAPS Observation Instrument): Complete a copy of this  form on LiveText, print a copy, and place the copy in the practicum file with the mentor’s initial evaluation and the teacher candidate’s initial evaluation. |

Note: edTPA – see ECSE 4420 syllabus for schedule

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Due Dates and Teaching**  **Responsibilities: Teacher Candidate** | **Due Dates and**  **Responsibilities: Mentor Teacher** | **Due Dates and**  **Responsibilities: University Supervisor** |
| **Week 4:** | Copy of Weekly Class Schedule | Approve detailed lesson plans. |  |
| **Week 5:** | Copy of Weekly Class Schedule | Approve detailed lesson plans. |  |
| **Week 6:** | Copy of Weekly Class Schedule | Approve detailed lesson plans. |  |
| **Week 7 (midterm):** | Copy of Weekly Class Schedule  **Mid-term self-evaluation of 2nd videotaped lesson (COEHS CAPS Observation Instrument):** Complete a paper copy  of this form and submit the copy to the university supervisor. | Approve detailed lesson plans.  **Midterm evaluation of teacher candidate (COEHS CAPS Observation Instrument):** Complete a copy of this  form online,  <http://asp.valdosta.edu/sta>  Print a copy and submit the copy to the student teacher who will give it to the university supervisor. | **Midterm evaluation of teacher candidate (COEHS CAPS Observation Instrument):** Complete a paper copy of this  form and place the copy in the practicum file  with mentor’s mid-term evaluation and the teacher candidate’s  mid-term evaluation. |
| **Week 8:** | Copy of Weekly Class Schedule  **\*Possible week to begin solo teaching and Impact on Student Learning** | Approve lesson plans. |  |
| **Week 9:** | Copy of Weekly Class Schedule | Approve lesson plans. |  |
| **Week 10** | Copy of Weekly Class Schedule | Approve lesson plans. |  |
| **Week 11** | Copy of Weekly Class Schedule   \***Last possible day to begin solo- teaching** | Approve lesson plans. |  |
| **Week 12:** | Copy of Weekly Class Schedule | Approve lesson plans. |  |
| **Week 13:** | Copy of Weekly Class Schedule | Approve lesson plans. |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Due Dates and Teaching**  **Responsibilities: Teacher Candidate** | **Due Dates and**  **Responsibilities: Mentor Teacher** | **Due Dates and**  **Responsibilities: University Supervisor** |
| **Week 14:** | Copy of Weekly Class Schedule  **Final self-evaluation of 3rd videotaped lesson (COEHS CAPS Observation Instrument):** Complete this form on LiveText, print a copy, and submit the copy to the university supervisor.  **Dispositions Self-Evaluation by Teacher Candidate:** Complete this form on LiveText, print a copy, and submit the copy to the university supervisor | Approve lesson plans  **Final evaluation of teacher candidate (COEHS CAPS Observation Instrument):** Complete a copy of this form online ([http://asp.valdosta.edu/sta),](http://asp.valdosta.edu/sta)) print a copy, and submit the copy to the student teacher who will give it to the university supervisor.  **Dispositions Evaluation by Mentor of Teacher Candidate:** Complete a paper copy of this form and give it to the student teacher who will submit it to the university supervisor. | **Final evaluation of teacher candidate (COEHS CAPS Observation Instrument):** Complete a copy of this form on LiveText, print a copy, and place the copy in  the practicum file with the mentor’s final evaluation and the teacher candidate’s final evaluation. .  **Dispositions Evaluation by University Supervisor of Teacher Candidate:** Complete this form on LiveText, print a copy, and place the copy in  the practicum file with the teacher candidate’s disposition and the mentor’s disposition. |
| **Week 15 :** | Copy of weekly schedule | Approve lesson plans  Arrange for teacher candidate to visit other grade levels and  /or departments within the school. |  |
| **Week 16:** |  |  | Return teacher candidate file to Early Childhood and Special Education Dept. with forms as listed in this handbook, pp. 14-15. |

**Name School Grade Date to be taught Mentor approved**

**OUTLINE FOR ABBREVIATED LESSONS**

**ESSENTIAL QUESTION (EQ)** and/or  **PRIMARY LEARNING OUTCOME** (PLO)

**GEORGIA PERFORMANCE STANDARDS**

**TEACHER EDITION PAGE(s)**

**STUDENT EDITION PAGE(s)**

**INTRODUCTION TO THE LESSON**

Spark The Interest- (Poem, Riddle, Quote,etc.)

State the EQ or PLO and its importance. Link to Prior Knowledge-

Link to Everyday Lives- Link to Other Subjects

**TEACHING THE EQ/PLO** (Include enough information that a substitute could teach the lesson)

**ASSESSMENT** (Every lesson must have an assessment so you will know if they have mastered the EQ/PLO

and how much reviewing/reteaching is necessary for the following day).

Name

Date to be taught

School

Mentor approved:

Grade

|  |
| --- |
| **EATS LESSON PLAN OUTLINE**  **Title**  **GPS:** |
| **Essential Question**: |
| **Activating Strategy**: Spark interest-  - state the EQ and its importance  - link to everyday lives,  -link to prior knowledge,  -link to other subjects. |
| **Teacher teaches & models strategy and students work individually**:  **SUMMARIZING/SHARING WORK:**  **ASSESSMENT**: |

**Requirement Checklist**

**ECED 4790 Student Teaching in Early Childhood Education**

**Name School Grade**

**Observations by University Supervisor**

(Minimum of 3 formal observations; 2 must be completed before midterm. Record dates.)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Lesson** | **Content Area** | **Date** | **How to Submit** | **Conference**  **Completed** |
| Initial |  |  | LiveText |  |
| Mid-term |  |  | LiveText |  |
| Final |  |  | Paper Copy |  |
| **\*Summative Evaluation- University Supervisor Submits to LiveText** | | | | |

**\*The University Supervisor, Mentor, and Teacher Candidate will conference after the final observations to collaboratively complete a summative assessment which will be submitted to LiveText by the University Supervisor.**

**Videotaped Self-Assessments**

|  |  |  |  |
| --- | --- | --- | --- |
| **Lesson** | **Content Area** | **Date** | **How to Submit** |
| Initial |  |  | LiveText |
| Mid-term |  |  | LiveText |
| Final |  |  | Paper Copy |

**Formal Observations by Mentor Teacher**

|  |  |  |  |
| --- | --- | --- | --- |
| **Lesson** | **Content Area** | **Date** | **How to Submit** |
| Initial |  |  | LiveText |
| Mid-term |  |  | LiveText |
| Final |  |  | Paper Copy |

**Solo Teaching**

\_4 weeks of total full-day planning & teaching, 20 consecutive days: Dates

\_2 weeks (of these 4 weeks) total full-day planning & solo-teaching, 10 consecutive days.

**Other Requirements**

Letter of Introduction

Instructional Schedule (submitted on time per university supervisor instructions)

Lesson Plans (submitted on time to LiveText and emailed to university supervisor)

\_\_\_\_\_\_\_ Impact on Student Learning

\_\_\_\_\_\_\_ Dispositions Forms (self, mentor, and university supervisor)

\_ Adherence to The Code of Ethics (Georgia Professional Standards Commission)

Refer to ECSE 4420 course requirements in relation to the ***edTPA Portfolio.***

OPTION ONE

WEEKLY SCHEDULE FORMAT DATE - Ex. Sept. 4-11) (Student Teacher)

(Mentor Teacher) (Grade) (School)

7:30a.m. – 8:00 a.m. Planning

8:00 a.m. – 8:30 a.m. Subject

8:30 a.m. - 9:30 a.m. Subject

9:30 a.m. - 10:15 a.m. Subject

Fill in for the entire day, including physical education, music, art and lunch. List testing by any subject you are testing.

At the bottom, list special events for the week, guest speaker, field trip, pictures, assemblies etc.

**Option Two**

**Weekly Schedule Format**

Teacher candidate Week of

School

Grade

Mentor Teacher Classroom

Fill out the form for a typical week in the mentor teacher's classroom. Then make 14 copies. Each week, the teacher candidate will highlight the content areas that she or he will be adding to her or his responsibility with a yellow highlighter. On those weeks when special events occur, such as field trips, simply fill in the space at the bottom of the schedule marked, "Special Events." The schedule will then be turned into the University Supervisor.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

Special Events for this Week: Day(s):

Time(s): Event(s):

***Teacher Candidate – Self-Evaluation of Dispositions ECED 4790 / ECSE 4490***

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

**Teacher candidate will complete a paper copy of this form and scan and upload to LiveText.**

Teacher Candidate Name:

Mentor 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) Indicator Not Demonstrated, (2) Indicator Partially Demonstrated, (3) Indicator Adequately Demonstrated, (4) Indicator Effectively Demonstrated, (0) Not Applicable.***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 excellence in your 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 |

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

***Mentor Teacher and University Supervisor Evaluation of Teacher Candidate Dispositions***

***ECED 4790 / ECSE 4490 Dept. of Early Childhood and Special Education, Valdosta State University***

**University supervisor** will complete this form on LiveText, print a copy, and place the copy in the Student Teaching File.

**Mentor teacher** will complete this form and give it to the student teacher who will submit it to the university supervisor.

Teacher Candidate Name:

Mentor 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) Indicator Not Demonstrated, (2) Indicator Partially Demonstrated, (3) Indicator Adequately Demonstrated, (4) Indicator***

***Effectively Demonstrated, or (0) Not Applicable.***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 excellence in your 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 |

Teacher Candidate 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 Reading 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

DEPARTMENT OF EARLY CHILDHOOD AND SPECIAL EDUCATION MAIL 1500 North Patterson Street · Valdosta, Georgia 31698-0092

PHONE 229-333-5929 · FAX 229-219-1225 or 229-333-7167

***Re: Permission Form for Videotaping***

Dear Parent/Guardian:

Your child's teacher has agreed to serve as a mentor for a student teacher of the Department of Early Childhood

and Special Education, Valdosta State University. One of the required activities for this student teacher will be the videotaping of three lessons, small group activity, or other student interaction in the classroom. These videotapes will be viewed by the student teacher and the university supervisor. The primary focus of the tapes will be the VSU student teacher, not your child or other students in your child's class. No student names will appear in any written material about the videotapes. The tapes will be used to help the student teacher identify strengths and weaknesses and see improvements in instruction and teaching methods.

The form below will be used to document your knowledge of this activity and to grant or deny your permission for your child to appear on the videotape. The principal will receive a copy of this form; the university student teacher will keep a copy.



================================================================================

**PERMISSION FORM**

Student Name

Address

School/Teacher

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

*(Please check the appropriate blank below.)*

**I DO** give permission for my child to appear on videotapes for a student teaching requirement of a Valdosta

State University student. No children’s names will appear in any material written about the videotapes.

**I DO NOT** give permission for my child to appear on the videotapes.

Signature of Parent or Guardian Date

DEPARTMENT OF EARLY CHILDHOOD AND SPECIAL EDUCATION

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

PHONE 229-333-5929 · FAX 229-219-1225

***Re: Permission Form for Videotaping***

PREMISO PARA FIRMAR CON CAMERA VIDEO Estimados Padres:

La Universidad Valdosta State pide su permiso para poder firmar con cámara video su hijo o hija durante las lecciones que nuestros alumnos están presentando en su práctica. Les aseguramos que los videos son solamente para el uso académico en la universidad, y se usan solamente en la evaluación del estudiante en su práctica. Presentando lecciones en las escuelas públicas es un requisito del Programa de Educación de Valdosta State. Toda información personal de los que participan de las escuelas (inclusive, los nombres, la edad, la dirección de casa, etcétera) es confidencial.

Les agradecemos su atención.

Dra. Lynn C Minor, Directora de la Departamento

Early Childhood and Special Education

Valdosta State University

=====================================================================

Nombre de su hijo/a

Nombre del Colegio

Nombre Maestra/o de su hija/hijo\_ \_

**Sí, doy mi permiso** firmar con cámara video mi hijo hija.

**No doy mi permiso** firmar con cámara video a mi hijo hija.

Firma de Padre o Madre

DEPARTMENT OF EARLY CHILDHOOD AND SPECIAL EDUCATION MAIL 1500 North Patterson Street · Valdosta, Georgia 31698-0092

PHONE 229-333-5929 · FAX 229-219-1225

***Re: Permission Form for Review of IEP***

Date

Dear

(Parent or Guardian)

is a student in Teacher Education at Valdosta State University who is completing a field-based instructional requirement in my classroom. Part of this practice teaching experience

requires

to develop instructional activities based on objectives from students’ individual

education programs (IEPs). I would like to request your permission to allow this student from VSU to review

’s IEP to develop instructional activities. (Child’s name)

Should you wish to discuss this requirement you may contact your child’s teacher or contact Dr. Lynn C. Minor at the Department of Early Childhood and Special Education at VSU (333-5929.) If you give your consent for this student to review your child’s IEP, please indicate by checking the space marked “yes” below and returning this form after signing it. If your do not wish for this student to share access of the IEP, please indicate by checking the box marked “no” and returning this form after you have signed it.

Thank you in advance for your consideration.

(Mentor teacher’s signature)

[ ] Yes, my child’s IEP may be reviewed to develop instructional activities.

[ ] No, my child’s IEP may not be reviewed to develop instructional activities.

Signature of Parent or Guardian Date



***Re: Permission Form for Review of IEP***

Fecha

DEPARTMENT OF EARLY CHILDHOOD AND SPECIAL EDUCATION MAIL 1500 North Patterson Street · Valdosta, Georgia 31698-0092

PHONE 229-333-5929 · FAX 229-219-1225

Estimados

(Nombre de los Padres)

es estudiante de maestría en el Programa de Educación de Maestría en la Universidad Valdosta State. El/Ella está en proceso de cumplir con los requisitos curriculares del Programa de Maestría. Parte de los requisitos incluye el diseño de actividades e asignaciones a base de los objetivos del Plan Educativo Individual (Individual Educación Plan o IEP) que son desarrollados para nuestros estudiantes.

Les pidimos su permiso que este o esta estudiante de maestría tengan la oportunidad de revisar el Plan Educativo

Individual (IEP) de su hijo o hija

(Nombre del alumno)

para poder desarrollar lecciones que beneficiaran su aprendizaje de las materias escolares.

Si tienen preguntas sobre este documento, favor de llamar a la Directora del Progama Early Childhood and Special

Education, Dra. Lynn Minor en la Universidad Valdosta State (teléfono 229 333 5929).

Gracias por su atención,

(La Maestra)

Favor de indicar su preferencia con su firme y fecha debajo:

[ ] Sí, doy permiso que el estudiante de maestría del Programa de Educación en la Universidad Valdosta State pueda revisar el Plan Educativo Individual (IEP) de mi hijo/hija

[ ] No doy permiso que el estudiante de maestría del Programa de Educación en la Universidad Valdosta State pueda revisar el Plan Educativo Individual (IEP) de mi hijo/hija

(Firma de padre o guardián) (Fecha)

**ECED 4790 / ECSE 4490**

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

**When completed, student teacher is responsible for having 4 copies made and distributed to the university supervisor, mentor teacher, the Department of Early Childhood & Special Education, and self.**

**Teacher Candidate Name:**

**Mentor Teacher Name:**

**University Supervisor Name:**

**Teacher Candidate: School:**

Street Address

City, State, Zip

Home / local Phone ( ) Permanent Phone ( )

VSU E-mail address

VSU Advisor VSU ID #

Other information:

**University Supervisor:**

VSU Phone ( ) Best time to call:

Home Phone ( ) Best time to call:

E-mail address

Other information:

**Mentor Teacher: School:**

School Phone ( ) Best time to call:

Home Phone ( ) Best time to call:

E-mail address

Other information