

## **VSU Supervisor Guidelines Information, Schedule, and Evaluations**

Thank you so much for your willingness to supervise our teacher candidates this semester. Your expertise as a teacher and your willingness to support our teacher candidates through collaboration, inquiry and reflection is of vital importance in the success of our teacher candidates. Many thanks from the Dewar College of Education and Human Services for your work this semester!

Our university supervisors are either tenured faculty, tenure-track faculty or adjunct faculty who are chosen to serve in this capacity based on the below criteria. The goal of the university supervisors is to provide support to all teacher candidates and mentor teachers in the clinical setting through extensive visits and observations.

### **Criteria for Selection of University Supervisors**

- Minimum of 3 years of teaching experience in P-12 schools as a certified teacher in the area in which they will supervise
- Demonstrated effective teaching performance during their career
- Recommendations from the University faculty and current/previous employers
- A willingness to commit the extra time and effort required of a university supervisor
- Record of success with prior teacher candidates
- Knowledge of the P-12 curriculum and appropriate state standards in the field and grade levels assigned to supervise
- Demonstrated leadership skills during their teaching career
- Must be able to serve as a positive role model for the teacher candidate by providing opportunities for continual feedback
- Demonstrates current trends and continuous learning in their supervision

### **Professionalism (for our teacher candidates)**

“The Code of Ethics for Educators defines the professional behavior of educators in Georgia and serves as a guide to ethical conduct. The Georgia Professional Standards Commission has adopted standards that represent the conduct generally accepted by the education profession. The code defines unethical conduct justifying disciplinary sanction and provides guidance for protecting the health, safety and general welfare of students and educators, and assuring the citizens of Georgia a degree of accountability within the education profession.” (*The Code of Ethics for Educators*, June 15, 2015). All supervisors should report any violation by a teacher candidate to the department head of the program in which the teacher candidate is enrolled.

**Standard 9: Professional Conduct** – “An educator shall demonstrate conduct that follows generally recognized professional standards and preserves the dignity and integrity of the education profession. Unethical conduct includes but is not limited to any conduct that impairs and/or diminishes the certificate holder’s ability to function professionally in his or her employment position, or behavior or conduct that is detrimental to the health, welfare, discipline, or morals of students.” (*The Code of Ethics for Educators*, October 15, 2019).

This code must be followed. **Any violation of state or federal law and violation of this code of ethics must be reported to the Georgia Professional Standards Commission and will lead to the removal of a student teacher or intern from the clinical practice placement.**

The professionalism of our teacher candidates is critical as evidenced by the fact that most unsatisfactory clinical practice experiences are the result of unprofessional behaviors.

Additionally, please remember that our teacher candidates are guests in the schools and are representatives of Valdosta State University, the Dewar College of Education and Human Services, and their respective departments. Our expectation is that the teacher candidates will represent the true ideals and integrity of the teaching profession.

### **Observations and Conferences**

A survey given to all mentor teachers indicated that the number one priority for improving the clinical practice experience was “**an increase in the interactions**” between the VSU supervisor and the mentor teacher. Every visit to your teacher candidate’s classroom should include a dialogue with the mentor teacher on the progress and needs of his/her teacher candidate. Each teacher candidate should be visited a minimum of five times during the semester (the first and last visits may be completed electronically by phone or video-conference technology); each teacher candidate’s actual teaching performance should be evaluated a minimum of three times. It is understood that some teacher candidates may require more visits and/or more evaluations. The teacher candidate is usually evaluated during the “middle” three visits. Typically, onsite visits occur within the 60-mile radius of VSU. After consulting with the mentor teacher and teacher candidate, you will complete and submit a summative evaluation at the end of the semester.

### **Orientation Conference**

The first conference (orientation) is critical in order to ensure that all three participants in the clinical practice experience are in agreement regarding the expectations for each of them. Important topics for this session include--a review of responsibilities for each participant, beginning activities for the teacher candidate, lesson planning format, schedule for submitting lesson plans, GSE/GPS/QCC standards or other information that must be in the plans, and whether your observations will be scheduled or unannounced, etc. This meeting provides you with the opportunity to confirm the importance of the mentor teacher in the day-to-day supervision of the teacher candidate and to solicit input on how you can support his/her role. *The supervision process should be a collaborative effort between you and the mentor teacher.*

### **Typical Observation Activities**

Discuss a typical observation/visit--what materials you will expect from the teacher candidate, what kinds of information you want from the mentor teacher regarding the teacher candidate’s progress, what information would the teacher candidate and mentor teacher like during a typical visit, will conferences be two-way or three-way? Solicit feedback regularly from the mentor teacher regarding his/her needs as well as the teacher candidate’s progress during a typical visit. You are expected to make five visits, so discuss scheduling these and other items such as announced and/or unannounced observations. In order to communicate more effectively, you may find it very useful to get the teacher candidate’s and mentor teacher’s e-mail addresses.

### **Teacher Candidate Evaluations**

Although the format or process may differ, feedback to the teacher candidate and mentor teacher should be provided for each visit. Two formative evaluations and one summative evaluation of the teacher candidate are required to be submitted online during the semester (For Communication Disorders please refer to your department handbook for specifics).

## **Communication**

While we expect all of our teacher candidates to be successful and have a great semester, sometimes this is not the case. If a situation occurs in which the teacher candidate is having difficulty, it is the supervisor who should make the first contact with the mentor teacher and/or the administration. In most situations, communication is the problem. Most supervisors can take care of the situation before it escalates. If the situation continues, please notify the department head immediately.

**All student evaluations should be completed at <https://teach.valdosta.edu>. Resources, such as directions and user guides on how to determine the differences between ratings for each CAPS standard or dispositional statement, are available at the following webpage: <http://www.valdosta.edu/coe/teached/formativesummative-evaluation-information.php>. Please review the user guide prior to assessing your teacher candidate.**

The VSU supervisor is expected to make a minimum of five visits to each teacher candidate during the clinical practice experience (the first and last visits may be completed electronically through phone or videoconference technology); teaching will be evaluated and submitted online by the VSU supervisor a minimum of three times. See below for specifics regarding the two (2) formative evaluations and the one (1) summative evaluation. Teacher candidates have been informed that they will need to send the lesson plan for the time period prior to your observation. If you conduct unannounced observation visits, teacher candidates have been told to send the lesson plan for the lesson observed by the end of that day.

When completing the Candidate Assessment on Performance Standards (CAPS)/Intern Keys Assessment, it is critical that you include comments for each rating (the comments you include should support the rating you assign). You are encouraged to use the training manual/user guide you received during your training to assist you in determining the appropriate ratings; you will most likely find the sample comments included in the manual helpful. Teacher candidates may not receive a rating of an Level IV on any **formative** evaluation, but a rating of Level IV may be obtained by the teacher candidate on the summative evaluation.

**Submit all evaluations in <https://teach.valdosta.edu> by the due date listed on the schedule.**

***Initial Formative Evaluation*** -- This should occur as early in the semester as possible (a week or two) after the teacher candidate has started any teaching responsibilities. High expectations should be established during this first evaluation to identify strengths as well as areas needing improvement. In fact, the scoring on this evaluation should be relatively low since the teacher candidate is just beginning. Please schedule a time to discuss your evaluation of the teacher candidate with him/her and the mentor teacher; be sure to include in your discussion ways in which the teacher candidate can improve his/her performance.

***Mid Formative Evaluations*** -- A mid formative evaluation should be completed around the mid-term point. Two evaluations are submitted at this time: the Candidate Assessment on Performance Standards (CAPS)/Intern Keys assessment and the Professional Behaviors and Dispositions (PBDA) assessment. The results of these evaluations can be compared to the initial one to determine growth and to identify areas for additional growth. Again, the emphasis is on promoting growth, not determining a grade. Discuss your evaluation results with the teacher candidate and mentor teacher; again, please suggest ways for the teacher candidate to improve his/her performance. Solicit feedback from the mentor teacher regarding his/her evaluations of the teacher candidate.

***Final Formative Evaluation*** -- The final evaluation will be done near the end of the semester as the teacher candidate completes his/her teaching responsibilities. This evaluation is completed by the

mentor teacher and teacher candidate and available to view online. This final evaluation should provide the focus for a discussion with the teacher candidate and mentor teacher regarding the overall clinical practice experience, the summative evaluation, and the assignment of a final grade. These data are important in helping VSU identify overall program strengths and weaknesses.

**The final formative evaluation is NOT submitted online by the supervisor.**

**Summative Evaluations**— The summative evaluations should be completed around the last week of clinical practice. Two evaluations are submitted at this time: the Candidate Assessment on Performance Standards (CAPS)/Intern Keys assessment and the Professional Behaviors and Dispositions (PBDA) assessment. The summative evaluation is the totality of evidence using all formative evaluations from the semester to determine the overall growth and performance. After consulting with the teacher candidate and the mentor, you will complete and submit the summative evaluation online. The summative evaluation should not be completed until the final formative evaluations have been completed by the teacher candidate and mentor teacher.

Questions about the evaluation process should be directed to Natalie Kuhlmann (nmkuhlmann@valdosta.edu) or 229-253-2863.

Overall Grade -- The clinical practice experience is graded as “satisfactory” or “unsatisfactory.” You should solicit the input of the mentor teacher regarding the teacher candidate’s overall performance; however, the final grade for the teacher candidate is the ultimate responsibility of the VSU supervisor. Please share this performance grade with your student prior to the end of the experience.

### **Evaluation of the VSU Supervisor and Clinical Practice**

Both the teacher candidate and the mentor teacher are asked to assess the effectiveness of the supervision provided by the VSU supervisor during the clinical practice experience. These data will be collected and provided to your department head and will become available for you to view in <https://teach.valdosta.edu> a couple weeks after the end of the semester.

### **Substitute Teaching**

Teacher candidates are **NOT** allowed to serve as substitute teachers during the semester they are participating in clinical practice.

### **Grievances**

The College of Education and Human Services and the partner school agree that any situation in which the teacher candidate has a concern that he or she would like to formally pursue, the candidate should follow the following protocol: (1) Mentor Teacher, (2) University Supervisor, (3) Department Head, (4) Dean.

### **Questions**

If you have questions regarding this information or during the clinical practice experience, please contact Mrs. Renee Whitmer, Office of Professional Education Services, at 229-249-2786 or email to [brwhitmer@valdosta.edu](mailto:brwhitmer@valdosta.edu).

### **GACE Content Assessment Requirement/Ethics Test 360 Assessment**

A requirement for clinical practice is that every teacher candidate must attempt (resulting in an official score) the appropriate GACE Content Assessment tests for his/her major, as well as the Ethics (test 360) Assessment. There are specific testing windows for candidates to complete the GACE Content Assessment and these “windows” should be discussed with the teacher candidate at the beginning of clinical practice. **EXCEPTION:** Praxis II is still the accepted test for Communication Disorders majors.

**Students who do not meet this requirement will receive an Incomplete (I) in clinical practice for the semester and will not graduate.**

**NOTE: Students do NOT have to pass the GACE Content Assessment (or Praxis II for Communication Disorders majors) in order to complete clinical practice successfully and graduate, but they do have to attempt it. They need to pass it to obtain certification.**

## VSU Supervisor Clinical Practice Guidelines

### **During the orientation with the mentor and teacher candidate, I:**

- \_\_\_ Reviewed roles and responsibilities for each of the three participants in the clinical practice experience.
- \_\_\_ Discussed with the mentor teacher any lesson planning requirements (format, due dates, GPS/CCGPS/QCC standards/documentation, etc.) for the teacher candidate.
- \_\_\_ Confirmed that the teacher candidate must submit lesson plans for the mentor's review and if late or inadequate then he/she will not be permitted to teach.
- \_\_\_ Encouraged teacher candidate to seek opportunities to be involved with the students.
- \_\_\_ Discussed my school visitations (announced, unannounced) and plans for sharing/collecting feedback from the other two participants.
- \_\_\_ Solicited suggestions, questions, comments from mentor and teacher candidate.

### **During the observations and conferences of the clinical practice experience, I:**

- \_\_\_ Completed the initial formative evaluation (CAPS/Intern Keys) online, solicited progress feedback from mentor, and discussed observed lesson with both teacher candidate and mentor.
- \_\_\_ Completed the mid formative evaluations (CAPS/Intern Keys and PBDA) online, solicited progress reports from mentor, and discussed results with both teacher candidate and mentor.
- \_\_\_ Collaborated with mentor and teacher candidate regarding activities for student teacher after solo teaching.
- \_\_\_ Completed the summative evaluations (CAPS/Intern Keys and PBDA) online after consulting with the teacher candidate and the mentor.
- \_\_\_ Held final conference with teacher candidate and mentor, discussed the student's grade, solicited student's and mentor's reflections regarding the overall experience.