Department of Initial Teacher Preparation Services
Valdosta State University

Elementary Education Practicum Syllabus and Handbook for PS1 Teacher Candidates

ELED 3190: Elementary Practicum & Seminar

Grades Pre-K-K

Spring 2020
WELCOME TO PRACTICUM SEMESTER 1 (PS1)

We are excited to have you in our program, on your journey to becoming an elementary educator (or deaf educator or ASL interpreter). Let’s work together to start your program on an organized and professional path.

This semester will provide you with a great deal of information necessary to build a strong foundation for your future teaching. Please be an engaged, reflective student in your academic classes, and a solid representative of our profession, department, and Valdosta State University in the classroom, on campus, and in your practicum schools and classrooms.

Course information: ELED 3190: Practicum in Elementary Education: Pre-K-K

Guiding Principles (DEPOSITS) (Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

**Dispositions** Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

**Equity** Principle: All learners deserve high expectations and support.

**Process** Principle: Learning is a lifelong process of development and growth.

**Ownership** Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

**Support** Principle: Successful engagement in the process of learning requires collaboration among multiple partners.


**Technology** Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

**Standards** Principle: Evidence-based standards systematically guide professional preparation and development.

InTASC Model Core Teacher Standards* (To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)

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

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

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

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

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

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

Standard #7: Planning for Instruction. The teacher plans instruction that supports every teacher candidate in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for teacher candidate learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.


INSTRUCTORS

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SEMINAR DATES AND PRACTICUM DATES TO BE DISTRIBUTED IN CLASS

COURSE DESCRIPTION

Prerequisites: Appropriate 2999 course, minimum GPA of 2.75, and grade of "S" in ELED 3190. Graded “Satisfactory” or “Unsatisfactory.” Grade 4-5 classroom experiences supervised by mentor teachers and university supervisors; debriefing seminars on the implementation of developmentally appropriate content, appropriate classroom management techniques, appropriate teaching formats and strategies, and professional behavior; and observation of teaching strategies.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS. N/A

Requirements listed below

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

Teacher candidates will:

1. Observe and reflectively analyze the instruction of elementary education teachers and the behavior of elementary students in assigned fourth and fifth grade classrooms. (InTASC Standards 1, 2, 3, 7, 9; FL1.1)

2. Demonstrate skill in implementing plans. (InTASC Standards 1, 2, 3, 4, 5, 6, 7, 8; FL2.1)

3. Demonstrate teaching competence with various student compositions – individual, small groups, and whole class. (InTASC Standards 1, 2, 3, 4, 5, 6, 7, 8; FL3.1; CPL3.1)

4. Use formal Standard English and express themselves clearly, logically, and precisely in writing and in speaking, and will demonstrate competence in reading and listening. (InTASC Standards 4, 5, 8, 9)

5. Demonstrate the professional ethics and dispositions required of teachers. (InTASC Standards 9, 10; EDL2)

6. Identify differences regarding diverse cultures and communities to ensure knowledge of developing inclusive learning environments. (InTASC Standard 2, 3; DL2.3)

7. Actively participate and engage in professional seminars.
COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. Field Experience Observation and Participation (CO 1, 2, 3): Teacher candidates will report to their assigned school practicum placement during the weeks scheduled by the department. Teacher candidates are required to attend one (1) full day (8:00-3:00) each week on the day assigned. Teacher candidates will attend ONE (1) week of full-time practicum (8:00-3:00 every day for 1 full week) during the assigned time. In addition, teacher candidates will keep a reflective journal as required by the university supervisor (notebook or BlazeView, as per instructor – See Instructions following).

2. Letter of Introduction (CO 4, 5) Teacher candidates will type a formal letter of introduction (using business letter format) to the parents/guardians/families introducing yourself in a professional format. Submit to your instructor via BlazeView. Save a copy of this letter for your practicum folder. Print when approved by practicum instructor to bring to your mentor teacher.

3. University Supervisor Observation: Early Field Experience Intern Keys/Candidate Assessment on Performance Standards (CAPS) Rating Sheet (CO 2, 3, 4, 5): Teacher candidates will be required to teach full lessons that are assigned by university instructors of co-requisite courses and are consistent with the curriculum requirements of the mentor teacher. Your university supervisor will conduct one (1) formal full lesson observation and complete the Early Field Experience Intern Keys/Candidate Assessment on Performance Standards (CAPS) Rating Sheet, giving evidence and ratings for the indicators. The teacher candidate will submit to the university supervisor a printed copy of the typed lesson plan that has been signed/approved and dated by the mentor teacher as part of the practicum documentation. Please carefully review the section in this Handbook that explains and gives examples for CAPS ratings. The form is located at the end of this Handbook.

Retain the original form to be submitted as part of the practicum documentation in the teacher candidate’s departmental practicum folder. The printed copy of the lesson plan will be returned to the teacher candidate.

4. Self-Assessment of Instruction: Early Field Experience Intern Keys/Candidate Assessment on Performance Standards (CAPS) Rating Sheet and Video of Teaching (CO 2, 3, 4, 5): Teacher candidates will video teaching one (1) formal full lesson observed by the University Supervisor. Following the lesson, teacher candidate will review the video and self-rate using the CAPS form giving ratings and evidence for each indicator. When complete, submit the (CAPS) Rating Sheet and the signed lesson plan to the University Supervisor, as part of the practicum documentation; it will be placed in the teacher candidate’s departmental practicum folder.

5. Mentor Teacher Observation: Early Field Experience Intern Keys/Candidate Assessment on Performance Standards (CAPS) Rating Sheets (CO 2, 3, 4, 5): Schedule with your mentor teacher to conduct ONE (1) formal full lesson observation and complete the (CAPS) Rating Sheet for the lessons observed giving ratings and evidence for each indicator he/she observed during your teaching. The form will be used as a reference for post-conferencing between the teacher candidate and the mentor. Teacher candidates will submit the Early Field Experience Intern Keys/Candidate Assessment on Performance Standards (CAPS) Rating Sheets completed by the mentor teacher as part of the practicum documentation; the forms will be placed in the teacher candidate’s departmental practicum folder. The printed copy of the lesson plans will be returned to the teacher candidate.

6. Final Evaluation of the Teacher Candidate by the Mentor Teacher (CO 1, 2, 3, 4, 5, 6): The mentor teacher will complete this form (see Practicum Handbook Forms). The teacher candidate will place it in his/her teacher candidate departmental practicum folder.

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

8. Practicum Documentation (CO 1, 2, 4, 5): The teacher candidates are required to submit all required documents (as assigned) to the university supervisor on the designated date. A checklist of requirements is the last page of this Practicum Syllabus/Handbook. The noted requirements will be placed in the teacher candidate’s departmental practicum folder.
9. **Dispositions and Participation** (CO 5, 7): Teacher candidates are to participate actively in all seminars and have the necessary resources and materials required for each seminar.
   a. The mentor teacher will complete a Mentor Teacher Evaluation of Teacher Candidate’s Dispositions form and give it to the teacher candidate as part of the practicum documentation in the teacher candidate’s departmental practicum folder.
   b. Teacher candidates will complete a Teacher Candidate Self-Evaluation of Dispositions form

*Both forms are in this Syllabus Handbook.*

### PRACTICUM REQUIREMENTS FROM PS 1 CO-REQUISITE COURSES

<table>
<thead>
<tr>
<th>Professional Semester 1 Required Lessons to be Taught from Co-requisite Courses</th>
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<tbody>
<tr>
<td>ELES 3010</td>
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<tr>
<td>LITR 3120</td>
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</tbody>
</table>

Note: Two formal lessons must be taught. These lessons will be formally observed by the university supervisor and mentor teacher and must be different lesson plans. The lesson observed by the university supervisor will be videoed by the practicum student and used for teacher candidate’s self-assessment CAPS. All formal lesson plans taught in the practicum classroom must be approved by the mentor teacher before being taught.

<table>
<thead>
<tr>
<th>Professional Semester 1 Other Required Assignments from Co-requisite Courses</th>
</tr>
</thead>
</table>
| ELES 3010 | a. Understanding Learners: How Knowledge of Students Informs Practice (Context for Learning)  
            b. Assessment Inventory |
| LITR 3110 | 3 Read Alouds & Activity Mini-Lessons |
| LITR 3120 | a. Literacy Field Assignments Menu (choose 2)  
            b. Complete the "Teach Like a Champion" techniques chart by adding examples observed in practicum. |

**COURSE EVALUATION:** Satisfactory completion of all assigned activities will be required in order to receive a grade of Satisfactory (S). Failure to fulfill days in the practicum classroom or participation requirements in a satisfactory manner will result in an Unsatisfactory (U) grade. Unprofessionalism and/or not adhering to the *Georgia Code of Ethics for Educators* may also result in a grade of Unsatisfactory (U). Points designated to earn a Satisfactory are outlined on the last page of this document (*Evaluation for Practicum – PS 1*).

**POINT VALUES on FINAL PAGE OF THIS Handbook**

**PROFESSIONALISM BEHAVIOR AND DRESS CODE**

**Professional Behavior:** As a teacher candidate, you are a guest in the public schools. You are representing Valdosta State University, the Dewar College of Education, the Department of Initial Teaching and Preparation Services, the Elementary Education Program, and yourself. It is imperative that professionalism be exhibited at all times.

**Electronic Devices:** Cell phone use should be limited to planning, lunch, or before or after school. Cell phones should never be used during class time. Other personal electronic devices should not be used while on the public school campus.

**Confidentiality:** It is possible that you will have access to confidential information about students. It is unethical to share any confidential information concerning student academic and disciplinary records, personal confidences, health and medical information, family status and/or income, and assessment/testing results.
Appropriate Dress for Teacher Candidates: You are a role model for students, so how you dress will be important. In most cases, if you are dressed professionally, you will be though of professionally.

- Clothing: All clothing should be clean, pressed, well-fitting and in good condition. On any casual day (Friday/special event/field trip) appropriate casual clothing may be worn, but no jeans are allowed.
- Jewelry: No nose rings, lip rings, tongue studs, eyebrow rings or facial piercings are allowed. No earrings are allowed for male students.
- Nametags: The VSU professional nametag should be worn at all times.
- Tattoos: All tattoos must be covered, if possible.
- Male: Dress pants and a collared are required. Ties are optional. Dress shoes or casual shoes must be worn. No tennis shoes or flip flops are allowed.
- Female: The entire body must be appropriately covered, so no cleavage, stomach or backside can be showing (check when bending and stooping). Leggings and long shirts are not allowed. Skirt length can be no shorter than three inches above the knee. Dress shoes or casual shoes must be worn. No flip flops are allowed.

Social Media: As a future educator, social networking sites such as Facebook, Twitter, etc. should represent high personal and professional standards. If you have postings on any such sites, you must remember that they are public and may be viewed by school personnel, students, and students’ families and friends. If school personnel or others find your postings unprofessional, they can request your removal from their school. Do NOT post any P-12 student’s picture on your site.

Appropriate Handling of Discipline: Teacher candidates are expected to handle discipline as outlined by school policy and the mentor teacher. Teacher candidates are not allowed to take part in any form of corporal or physical punishment, humiliation, or abuse of any sort for any student.

ATTENDANCE POLICY: The course requirements are mandatory for all teacher candidates to report missed time: Contact the mentor teacher, the school, and the VSU Supervisor, if you must miss a practicum day.

ALL missed Practicum Days must be made up. If your school is NOT in session during any of the practicum days you missed, then you will not be required to make up those days. Any other absences will be handled on an individual basis.

SEMINAR ATTENDENCE IS EXPECTED.
Missing TWO Seminars will result in an UNSATISFACTORY course grade.

STUDENT OPINION OF INSTRUCTION: At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.
TITLE IX STATEMENT: Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, titleix@valosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

ACCESS STATEMENT: Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU’s Access Office or email: access@valdosta.edu.

PROFESSIONALISM: It is recognized that candidates are in a teacher preparation program and thus are learning and growing as professional educators; however, professional behavior and dispositions are expected at all times. Upon the first incident of unprofessional behavior (including but not limited to being tardy, lesson plan not submitted on time, displaying an unprofessional attitude toward students, faculty/staff, parents, or administrators), the Professional Improvement Plan process will be initiated (link included below). If the candidate does not satisfactorily complete the PIP, the candidate may fail the associated course or be removed from the program.


DESCRIPTION OF ACADEMIC DISHONESTY: To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone’s words as their own, there are many types of plagiarism.

- Stealing Verbatim: This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism. Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.
- Use of Professional Resources Without Acknowledgement. Students may not use published professional resources, including lesson plans, learning activities, or PowerPoint presentations, without citing the source.
- Misquoting: If, when composing an assignment, students directly quote a source and cite it, but alter the author’s words to strengthen their argument, they have committed plagiarism.
- Paraphrasing or Summarizing Without Citing: An allowable practice in academia is for students to take an author’s words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author’s words, students must cite that original source. If they do not cite the original source, they have effectively stolen the original author’s idea and have committed plagiarism.
- Duplicating Publication: Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. The instructors in the Master’s Degree Program in Curriculum and Instruction do not allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.
- Duplication of Peer Student Work: Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.

The following are professional expectations for all teacher candidates:
Professionalism – Ethics: Educators are professionals guided by ethical commitments to their students, their families, and to the communities in which they work. Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a teacher candidate’s actions or attitudes are judged to be less than professional appropriate remedial action will be taken. (See: The Code of Ethics for Educators http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf).

Professionalism – Communication: Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

Professionalism - Assignments: All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

Professionalism – Diversity: Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

Professionalism – Technology: As part of our conceptual framework, the College of Education and Human Services is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

SUGGESTED ACTIVITIES FOR TEACHER CANDIDATES IN PRACTICUM PLACEMENT
Directions: Complete as many of the Professional Semester 1 Practicum Experience Tasks, Observations, and Videotaping [TOV] as possible during Professional Semester 1.

<table>
<thead>
<tr>
<th>Tasks [T]</th>
<th>Observations [O]</th>
<th>Videotaping [V]</th>
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</thead>
<tbody>
<tr>
<td>• Demonstrate professional dispositions</td>
<td>• Teacher providing positive reinforcement (ST)</td>
<td>• Teacher candidate providing positive reinforcement (ST)</td>
</tr>
<tr>
<td>• Writes/Speaks standard formal English</td>
<td>• Teacher providing specific positive reinforcement</td>
<td>• Teacher candidate providing specific positive reinforcement</td>
</tr>
<tr>
<td>• Uses academic language of the content areas</td>
<td>• Observes teacher transitioning children from one activity to another</td>
<td>• Teacher candidate transitions students</td>
</tr>
<tr>
<td>• Uses appropriate resources to support student learning</td>
<td>• Observe teacher greeting and dismissing students</td>
<td>• Teacher candidate collecting data</td>
</tr>
<tr>
<td>• Transition students from one activity to another</td>
<td>• Observe teacher in informal interaction with students</td>
<td>• Teacher candidate reading aloud to students</td>
</tr>
<tr>
<td>• Implement an interactive read aloud with small group</td>
<td>• Observe teacher reading to students</td>
<td>• Teacher candidate selected video clips to document teaching skills and knowledge for Professional Semester 1</td>
</tr>
<tr>
<td>• Implement an interactive read aloud with whole group</td>
<td>• Observe teacher conference with students</td>
<td>• Additional tasks not identified</td>
</tr>
<tr>
<td>• Demonstrate positive reinforcement</td>
<td>• Observe appropriate resources used by teacher</td>
<td></td>
</tr>
<tr>
<td>• Greet/supervise students upon arrival</td>
<td>• Observe professional meetings if permitted</td>
<td></td>
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<tr>
<td>• Follow the designated school/classroom management plan</td>
<td>• Observe planning meetings if permitted</td>
<td></td>
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<tr>
<td>• Implement a DAP writing activity</td>
<td>• Observe a parent/teacher conference if permitted</td>
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<tr>
<td>• Informal interactions with students (lunch, recess, etc.)</td>
<td>• Observe teacher performing required school duties (could include):</td>
<td></td>
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<tr>
<td>• Collect data</td>
<td>o Morning duty</td>
<td></td>
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<tr>
<td>• Monitor student activity</td>
<td>o Bus duty</td>
<td></td>
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<tr>
<td>• Work with/tutor individual students</td>
<td>• Observe school/classroom management plan</td>
<td></td>
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<tr>
<td>• Actively support students</td>
<td>• Observe teacher’s with-it-ness to prevent student misbehavior</td>
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<tr>
<td>• Work with students at a center</td>
<td>• Observe teacher’s methods getting students’ attention</td>
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<tr>
<td>• Complete an interest inventory</td>
<td>• Observe/discuss with teacher a systematic examination of results related to P–12 learning.</td>
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<tr>
<td>• Administer an assessment</td>
<td>• Additional tasks not identified</td>
<td></td>
</tr>
<tr>
<td>• Score/grade an assessment</td>
<td><strong>Georgia Intern Keys Effectiveness System Candidate Assessment on Performance Standards (CAPS)</strong></td>
<td></td>
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</tbody>
</table>

During PS1, you will participate in practice teaching (practicum) in a local Pre-K or Kindergarten classroom. You will be expected to complete certain course assignments during your time in the schools. These assignments are determined by your course instructor and should meet deadlines according to the instructor’s calendar.

These experiences will provide the opportunity for one **formative** observation by your University Supervisor at a pre-arranged date and time. Please talk with your Mentor Teacher in advance when your University Supervisor provides you with scheduling information. In most circumstances, this CAPS observation will occur during the FULL TIME PRACTICUM WEEK, but it may be earlier or later, according to teacher candidate needs. Consult with your University Instructor.
CAPS was developed to assess ALL Georgia Teacher Candidates in a similar manner. Please note that as a PS1 student, you cannot earn a Level IV on this observation.

What is the purpose of this assessment? The Intern Keys/Candidate Assessment on Performance Standards (CAPS) is an observation instrument and summative assessment for pre-service teachers adopted by the EPP. The standards align with the Teacher Assessment on Performance Standards (TAPS), which is the observation component of the Georgia Teacher Keys Effectiveness System (TKES) currently being used to evaluate in-service teachers in Georgia’s P-12 schools. The purpose of this observation instrument and summative assessment is to provide feedback to teacher candidates on their progress throughout their initial teacher preparation programs and to familiarize them with the standards that will be used to evaluate their effectiveness as in-service teachers in Georgia’s P-12 schools. Aggregated results from the formative and summative assessments will also be used by the program faculty for program improvement.

Level IV is not intended for formative assessments of teacher candidates and may only be used in the summative assessment.

The University Supervisor, your Mentor Teacher and you, yourself, will utilize this tool to evaluate your teaching. All will provide a rationale for the ratings by listing evidence observed or comments on the form. Overall comments may be given in the space on the last page.

The minimum accepted rating on the summative assessment for successful completion of clinical practice is Level II; however, teacher candidates should aspire to perform at Level III for most standards. A rating of Level I on one or more standards indicates the candidate will not successfully complete clinical practice.

Early Field Experience (Formative) will assess 5 Standards, Assessed across 4 possible levels:

___Ineffective _____Developing _____Proficient _____Exemplary

The COEHS minimum requirements (level II) are mandatory for all initial teacher candidates prepared at Valdosta State University; however, individual programs may choose to set higher minimum requirements for successful completion of clinical practice, and these program requirements must be included in the course syllabus for student teaching/internship for those individual programs.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Descriptors</th>
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<tbody>
<tr>
<td>Level I</td>
<td>Rarely demonstrated and/or demonstrated inadequately</td>
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<tr>
<td>Level II</td>
<td>Inconsistently demonstrated and/or demonstrated with limited success</td>
</tr>
<tr>
<td>Level III</td>
<td>Consistently demonstrated and/or demonstrated adequately</td>
</tr>
<tr>
<td>Level IV</td>
<td>Continually demonstrated and/or demonstrated with success. This level is not intended for formative assessments of teacher candidates and may only be used in the summative assessment with proper documentation of the teacher candidate’s consistent performance at this level.</td>
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</tbody>
</table>

It is the expectation that candidates will strive to achieve a Level III rating across all standards; therefore, the possible evidence provided includes behaviors expected of teacher candidates performing at level III. When determining the rating for a standard, consider the overall frequency and degree of effectiveness observed.

Standards 1, 2, 7, 9, and 10 are observed and assessed during PS1. Each Standard is described below. As Level III is the target to attain, see descriptors and possible evidence and activities to guide teacher candidates.

Performance Standard 1: Professional Knowledge: The teacher candidate demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.
Performance Indicators at Level III for Standard I:

1.1 Addresses appropriate curriculum standards and integrates key content elements.
1.2 Facilitates students’ use of higher-level thinking skills in instruction.
1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.
1.4 Demonstrates accurate, deep, and current knowledge of subject matter.
1.5 Exhibits pedagogical skills relevant to the subject area(s) taught and best practice based on current research.
1.6 Bases instruction on goals that reflect high expectations for all students and a clear understanding of the curriculum.
1.7 Displays an understanding of the intellectual, social, emotional, and physical development of the age group.

Performance Rubrics for Standard 1:
Level IV: The teacher candidate continually demonstrates extensive content and pedagogical knowledge, enriches the curriculum, and guides others in enriching the curriculum. (Teacher candidates rated as Level IV continually seek ways to serve as role models or teacher candidate leaders.)

Level III: The teacher candidate consistently demonstrates an understanding of the curriculum, pedagogical knowledge, and student needs by providing relevant learning experiences.

Level II: The teacher candidate inconsistently demonstrates understanding of curriculum, subject content, pedagogical knowledge, and student needs, or lacks fluidity in using the knowledge in practice.

Level I: The teacher candidate inadequately demonstrates understanding of curriculum, subject content, pedagogical knowledge, and student needs, or does not use the knowledge in practice.

Examples of Evidence/Artifacts to demonstrate performance on Standard 1:

- Uses students’ prior knowledge and interests to guide instruction.
- Connects the assigned content to other content areas.
- Makes the content relevant to the students.
- Selects and uses appropriate materials and resources.
- Plans instruction that demonstrates strong knowledge of the students’ developmental needs or backgrounds.
- Encourages students to use their knowledge and everyday experiences during instruction.
- Incorporates developmentally-appropriate content.
- Reflects an understanding of students’ backgrounds.
- Demonstrates knowledge of content and corrects teacher/student errors.
- Understands the scope and sequence of learning goals and objectives.
- Lesson plans.

Performance Standard 2: Instructional Planning: The teacher candidate plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all the students.

Performance Indicators at Level III for Standard 2:

2.1 Analyzes and uses student learning data to inform planning.
2.2 Develops plans that are clear, logical, sequential, and integrated across the curriculum (e.g., long-term goals, lesson plans, and syllabi).
2.3 Plans instruction effectively for content mastery, pacing, and transitions.
2.4 Plans for instruction to meet the needs of all students.
2.5 Aligns and connects lesson objectives to state and local school district curricula and standards, and student learning needs.
2.6 Develops appropriate course, unit, and daily plans, and is able to adapt plans when needed.

Level IV: The teacher candidate seeks and uses multiple data and real world resources to plan differentiated instruction to meet the individual student needs and interests in order to promote student accountability and engagement.
Level III: The teacher candidate consistently plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.

Level II: The teacher candidate inconsistently uses state and local school district curricula and standards, uses state and local school district curricula and standards, or inconsistently uses effective strategies, resources, or data in planning to meet the needs of all students.

Level I: The teacher candidate does not plan, or plans without adequately using state and local school district curricula and standards, or without using effective strategies, resources, or data to meet the needs of all students.

Examples of Evidence/Artifacts to demonstrate performance on Standard 2:

- Analyzes and uses student learning data to inform planning.
- Develops plans that are clear, logical, and sequential.
- Aligns lesson objectives and assessments to state and local standards.
- Considers pacing and transitions in planning.
- Plans for instruction to meet the needs of all students.
- Integrates other content areas when appropriate.
- Use materials from a wide variety of resources for lesson planning.
- Determine available technology resources and integrate technology into instruction when it is value-added.
- Lesson Plans
- Observation of lesson – feedback from supervisor
- Unit plans with supporting documents – assessments, handouts, rubrics, etc.

Performance Standard 7: Positive Learning Environment: The teacher candidate provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.

Performance Indicators at Level III for Standard 7:

7.1 Responds to disruptions in a timely, appropriate manner.
7.2 Establishes clear expectations for classroom rules, routines, and procedures and enforces them consistently and appropriately.
7.3 Models caring, fairness, respect, and enthusiasm for learning.
7.4 Promotes a climate of trust and teamwork within the classroom.
7.5 Promotes respect for and understanding of students’ diversity, including – but not limited to – race, color, religion, sex, national origin, or disability.
7.6 Actively listens and pays attention to students’ needs and responses.
7.7 Creates a warm, attractive, inviting, and supportive classroom environment.
7.8 Arranges the classroom materials and resources to facilitate group and individual activities.

Level IV: The teacher candidate continually engages students in a collaborative and self-directed learning environment where students are encouraged to take risks and ownership of their own learning behavior.

Level III: The teacher candidate consistently provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.

Level II: The teacher candidate inconsistently provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.

Level I: The teacher candidate inadequately addresses student behavior, displays a negative attitude toward students, ignores safety standards, or does not otherwise provide an orderly environment that is conducive to learning or encourages respect for all.

Examples of Evidence/Artifacts to demonstrate performance on Standard 7:

- Maintains a safe and orderly environment.
• Use space, proximity, or movement around to encourage students and anticipate potential problem.
• Materials readily accessible.
• Evidences respectful communication.
• Is aware of all activities in the room.
• Reinforce and reiterate expectations for positive behavior.
• Give students responsibility.
• Procedural checklist
• Observation notes made by the candidate
• Feedback from supervisor and/or mentor teacher
• Student feedback/survey data
• Parent feedback/survey data
• Classroom map
• Reflections by the candidate
• Uses Response to Intervention (RTI) to adjust teaching and/or behavioral management strategies.
• Engages all students in the learning.
• Promotes a climate of trust and teamwork for all learners.
• Responds with cultural awareness and empathy.
• Technology used to enhance instruction and/or the learning environment.
• Values what students say.
• Use of consistent and proactive discipline.

Performance Standard 9: Professionalism: The teacher candidate exhibits a commitment to professional ethics, participates in professional growth opportunities to support student learning, and engages in reflective practice.

Performance Indicators at Level III for Standard 9:

9.1 Carries out duties in accordance with federal and state laws, Code of Ethics, and established state and local school board policies, regulations, and practices.
9.2 Maintains professional demeanor and behavior (e.g., appearance, punctuality and attendance).
9.3 Respects and maintains confidentiality.
9.4 Evaluates and identifies areas of personal strengths and weaknesses related to professional skills and their impact on student learning and sets goals for improvement.
9.5 Participates in ongoing professional growth activities based on identified areas for improvement (e.g., mentoring, peer coaching, course work, conferences) and incorporates learning into classroom activities.
9.6 Demonstrates flexibility in adapting to school change.
9.7 Engages in activities outside the classroom intended for school and student enhancement
9.8 Maintains appropriate interactions with students, parents, faculty, and staff.
9.9 Engages in self-reflection about the success of the lesson after teaching; seeks feedback from mentor teacher about teaching and impact on student learning

Level IV: The teacher candidate continually engages in a high level of professional growth and application of skills and contributes to the development of others and the well-being of the school and community.

Level III: The teacher candidate consistently exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.

Level II: The teacher candidate inconsistently supports the school's mission or seldom participates in professional growth opportunities.

Level I: The teacher candidate shows a disregard toward professional ethics or the school's mission or rarely takes advantage of professional growth opportunities.

Examples of Evidence/Artifacts to demonstrate performance on Standard 9:
• Meets all deadlines.
• Follows the Georgia Code of Ethics for Educators.
• Maintains professional dress.
• Maintains accurate time sheet.
• Maintains positive interactions with all relevant stakeholders.
• Know areas of personal strength and weaknesses.
• Engage in reflection concerning your own teaching practices.
• Demonstrate professional demeanor and positive interaction with others.
• Feedback from supervisor and/or mentor teacher on meeting professional expectations – on time, meeting dress code, attendance.
• Evidence of membership in professional organization(s)
• Evidence of participation in professional learning opportunities (workshops, conferences, etc.)
• Dispositions evaluation (completed by supervisor and mentor teacher) Self-assessment/reflection of professionalism
• Reflects on teaching and establishes goals to improve practice.
• Participates in school-sponsored extra-curricular activities.
• Participates in all required professional development activities.
• Participates in collaborative student learning meetings (e.g., RTI, IEP, 504, etc.).
• Attendance Log.

Performance Standard 10: Communication: The teacher candidate communicates effectively with students, district and school personnel, and relevant stakeholders in ways that enhance student learning.

Performance Indicators at Level III on Standard 10

10.1 Uses verbal and non-verbal communication techniques to foster positive interactions and promote learning in the classroom and school environment.
10.2 Engages in ongoing communication and shares instructional goals, expectations, and student progress with families in a timely and constructive manner.
10.3 Collaborates and networks with colleagues and community to reach educational decisions that enhance and promote student learning.
10.4 Uses precise language, correct vocabulary and grammar, and appropriate forms of oral and written communication.
10.5 Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner.
10.6 Adheres to school and district policies regarding communication of student information.
10.7 Creates a climate of accessibility for parents and students by demonstrating a collaborative and approachable style.
10.8 Listens and responds with cultural awareness, empathy, and understanding to the voice and opinions of stakeholders (parents, community, students, and colleagues).
10.9 Uses modes of communication that are appropriate for a given situation.
10.10 Engages in appropriate conversations and maintains confidentiality of information related to students, parents, faculty, and staff. Such conversations include text messaging, social media, emails, etc.

Level IV: The teacher candidate continually uses communication techniques in a variety of situations to proactively inform, network, and collaborate with stakeholders to enhance student learning.

Level III: The teacher candidate communicates effectively and consistently with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.

Level II: The teacher candidate inconsistently communicates with students, parents or guardians, district and school personnel, or other stakeholders or communicates in ways that only partially enhance student learning.

Level I: The teacher candidate inadequately communicates with students, parents or guardians, district and school personnel, or other stakeholders by poorly acknowledging concerns, responding to inquiries, or encouraging involvement.

Examples of Evidence/artifacts to demonstrate performance on Standard 10:

• Personal blog sites or websites used to communicate with students and parents.
• Uses verbal and/or non-verbal communication to promote learning.
• Encourage and open, warm, communicative climate in classroom that invites students’ comments, questions, and responses.
• Uses precise language, correct vocabulary/grammar, and appropriate forms of oral and written communication.
• Exhibit active listening.
• Explain rules, expectations, and concepts in a logical, sequential, and age-appropriate manner.
• Parent contact logs
• Feedback from supervisor and mentor teacher.
• Share instructional goals, expectations, and student progress in a timely and constructive manner.
• Evidence of effective use of social media to communicate with students and parents
• Communicates in a logical and developmentally appropriate manner for the P-12 learners.
• Evidence of communication with colleagues (other professionals in the school/district) which demonstrates collaboration to meet student needs
• Provides clear instructions.
• Communicates effectively with all relevant stakeholders.
• Sample email communication with parents
• Parent letters
• Newsletters
• Observation feedback on lesson delivery from supervisor and/or mentor teacher.

FORMS: Needed for PS1. Some pages in this document are skipped to allow for formatting of 2-paged documents.

Confirmation of Practicum Responsibilities for Practicum Student – PS 1 (p.16, Single-sided)

Contact Information for Practicum (p.17, Single)

Valdosta State University Dewar College of Education & Human Services Intern Keys/Candidate Assessment on Performance Standards (CAPS) Rating Sheet (p, 19, 20, 21)

Practicum Time Sheet (p. 25, 26, 2-sided)

Permission Forms for Videotaping - English and Spanish  (p. 27/28 Copy as needed)

IEP Permission Form – English (p. 23. Spanish on web site if needed)

Teacher Candidate Self-Evaluation of Dispositions (part 1 & 2) (P. 29/30 double-sided)

Program Dispositions Evaluation by Mentor Teacher of Teacher Candidate (Part 1 & 2 P. 31/32, Double-sided)

Final Evaluation of Practicum Student by the Mentor Teacher – PS 1 (p. 33 one-sided)
CONFIRMATION OF PRACTICUM RESPONSIBILITIES FOR PRACTICUM STUDENT – PS 1
Department of Initial Teacher Preparation Services, 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;
• give a copy of the Mentor Practicum Handbook to mentor teacher;
• adhere to the agreed upon schedule for arrival, departure, duties, meetings, and full time week, as determined by the practicum instructor and mentor teacher; inform university supervisor of changes to the schedule;
• maintain a professional role as defined by the Georgia Professional Standards Commission: The Code of Ethics for Educators with the university supervisor, practicum instructor, mentor teacher, school personnel, and children;
• refer to this Practicum Syllabus for tasks to be completed; complete and submit on time.
• obtain the Permission Form for Videotaping for each student from parents/guardians;
• keep an accurate time sheet in the classroom and sign daily; have the mentor teacher initial the time sheet daily and sign it at the end of the semester; make up any days missed by prearrangements with the mentor teacher and university supervisor;
• have all lesson plans approved, signed, and dated 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 supervisor using the Intern Keys/Candidate Assessment on Performance Standards (CAPS) Rating Sheet, which you will video and then complete a self-evaluation using the Intern Keys/Candidate Assessment on Performance Standards (CAPS) Rating Sheet;
• schedule one (1) formal full lesson observations to be completed by the mentor teacher using the Intern Keys/Candidate Assessment on Performance Standards (CAPS) Rating Sheet
• provide all necessary forms to the mentor teacher (see sheet);
• reflect regularly on professional performance through required Journal Entries in BlazeView;
• complete Teacher Candidate Self-Evaluation of Dispositions;
• complete all departmental program field experience requirements and submit required documentation by due date;
• attend all scheduled seminars

Practicum Student____________________________________ Date____________________

Please sign and retain in this booklet
CONTACT INFORMATION FOR PRACTICUM  
Department of Initial Teacher Preparation Services  
Valdosta 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.

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<th>PRACTICUM STUDENT:</th>
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<td>Cell phone:</td>
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<td>Home phone:</td>
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<td>Email address:</td>
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<th>PRACTICUM INSTRUCTOR:</th>
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<td>VSU phone:</td>
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<td>Home/Cell phone:</td>
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<td>Email address:</td>
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<tr>
<th>UNIVERSITY SUPERVISOR:</th>
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<td>VSU phone:</td>
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<td>Home/Cell phone:</td>
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<th>MENTOR TEACHER:</th>
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<td>School phone:</td>
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<td>Home/Cell phone:</td>
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Valdosta State University Dewar College of Education & Human Services

Intern Keys/Candidate Assessment on Performance Standards (CAPS) Rating Sheet

Teacher Candidate: _______________________ School: _______________________ Grade/Subject: __________

Date: _______ Department: Initial Teacher Preparation & Services

Assessment Type: Early Field Experience (PS1) FORMATIVE

Observer’s Name_________________________ Teacher Candidate ___ Mentor ___ Supervisor ___

Instructions:

Use the form during observations and documentation reviews to comment on evidence of the teacher candidate meeting the standard. Based on the observation and documentation provided, evaluators should check the applicable rating. Specific comments must be included to substantiate the rating. Follow the directions in the Intern Keys/Candidate Assessment on Performance Standards (CAPS) User Guide for completing the assessment.

***Standard 9: Professionalism is rated post observation during the conference with the teacher candidate. The purpose in evaluating post-observation is to provide the candidate an opportunity to demonstrate reflective practice through conversation with the evaluator.

Assessment Types

Formative Assessment: The formative assessment is used for a formal observation of an implemented lesson in its entirety; all standards are evaluated. Level 4 is not intended for formative assessments of teacher candidates and may only be used in the summative assessment. Provide a rationale for the ratings by listing evidence observed or comments in the right-hand column of the form. Overall comments may be given in the space on the last page.

Summative Assessment: The summative assessment is the culminating evidence that includes walkthroughs, formative assessments, and additional documentation collected during the clinical practice of a program. The summative assessment should be based on the teacher candidate’s overall performance during clinical practice. Use the preponderance of evidence (formative assessments using Intern Keys/CAPS, informal observations, lesson plans, etc.) to determine the teacher candidate’s level of performance at the completion of clinical practice. Provide a rationale for the ratings by listing evidence observed or comments in the right-hand column of the form. Overall comments may be given in the space on the last page.

Walkthrough: A walk-through is a 10-minute minimum observation. It provides a snapshot of practice where a limited number of standards (typically 1-4) are rated. The walkthrough is an announced or unannounced observation that is not required or submitted for clinical practice.
Performance Standard 1: Professional Knowledge: The teacher candidate demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.
Rating: _____Level IV _____Level III _____Level II _____Level I
Specific Comments:

Performance Standard 2: Instructional Planning: The teacher candidate plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all the students.
Rating: _____Level IV _____Level III _____Level II _____Level I
Specific Comments:

Performance Standard 7: Positive Learning Environment: The teacher candidate provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.
Rating: _____Level IV _____Level III _____Level II _____Level I
Specific Comments:
Performance Standard 9: Professionalism: The teacher candidate exhibits a commitment to professional ethics, participates in professional growth opportunities to support student learning, and engages in reflective practice.

Rating: _____Level IV _____Level III _____Level II _____Level I

Specific Comments:

Performance Standard 10: Communication: The teacher candidate communicates effectively with students, district and school personnel, and relevant stakeholders in ways that enhance student learning.

Rating: _____Level IV _____Level III _____Level II _____Level I

Specific Comments:

Overall Comments:

_________________________________  ___________________________________

Observer’s Signature/Date  Candidate’s Signature/Date

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 the Department of Initial Teacher Preparation Services at VSU (229-333-5929). 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 you 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 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.

__________________________  ________________
(Parent signature)  (Date)
PRACTICUM TIME SHEET, P. 1
Department of Initial Teacher Preparation Services
Valdosta State University
(The completed form will be placed in the practicum folder by the practicum instructor.)

To be completed by practicum student:

<table>
<thead>
<tr>
<th>Practicum Student</th>
<th>Semester</th>
<th>Course</th>
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<th>Practicum Instructor</th>
<th>University Supervisor</th>
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<tr>
<th>School</th>
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<th>Mentor Teacher</th>
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Scheduled Days and Hours

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<th>Date</th>
<th>Time in</th>
<th>Time out</th>
<th>Hours</th>
<th>Explanation of Deviations of Days and Hours</th>
<th>Mentor’s Initials</th>
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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 Initial Teacher Preparation Services**  
Valdosta State University

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

To be completed by practicum student:

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<th>Practicum Student</th>
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#### Scheduled Days and Hours

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<th>Explanation of Deviations of Days and Hours</th>
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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.”)

<table>
<thead>
<tr>
<th>Mentor Teacher Signature</th>
<th>Date</th>
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<td>_________________________</td>
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**Comments of the Mentor Teacher:** Please indicate if attached additional comments are on a separate sheet.
Re: Permission Form for Videotaping

Dear Parent/Guardian:

Your child's teacher has agreed to serve as a mentor for a teacher candidate from the Department of Initial Teacher Preparation Services, Valdosta State University. One of the required activities for this teacher candidate will be the videotaping of lessons, small group activities, or other student interactions in the classroom. These videotapes will be viewed by the teacher candidate and the university supervisor. The primary focus of the videotapes will be the VSU teacher candidate, not your child or other students in your child's class. No student names will appear in any written material about the videotapes. The videotapes will be used to help the teacher candidate 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 videotapes. The principal and your child’s teacher will receive a copy of this form; the university teacher candidate will keep a copy.

Should you wish to discuss this requirement you may contact your child’s teacher or the Department of Initial Teacher Preparation Services at VSU (229-333-5929).

Sincerely,

Department of Initial Teacher Preparation Services
Valdosta State University

-----------------------------------------------

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
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.

Department of Initial Teacher Preparation Services
Valdosta State University
229-333-5929

FORMA DE PREMISO

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
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.

<table>
<thead>
<tr>
<th>Responsibility. Examples of behavioral indicators include, but are not limited to:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>0</th>
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<tr>
<td>Is present and punctual for school/work.</td>
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<td>Completes assigned work on time.</td>
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<td>Complies with procedures and rules.</td>
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<td>Communicates with instructor and/or mentor prior to absences, tardies, or late assignments.</td>
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<td>Respects the ideas and work of others by “giving credit where credit is due.”</td>
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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 Initial Teacher Preparation Services. 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
Directions: Mentor teacher, please complete this form and give it to the practicum student. The completed/signed form will be placed in the teacher candidate’s practicum folder.

Name: ____________________________ Course: ELED 3190 Date: __________________

The following standards for dispositions are expected of students involved in education programs at Valdosta State University. 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.

<table>
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<tr>
<th>Responsibility. Examples of behavioral indicators include, but are not limited to:</th>
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<tr>
<td>Is present and punctual for school/work.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Completes assigned work on time.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>Complies with procedures and rules.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>Communicates with mentor prior to absences, tardies, or late assignments.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>Respects the ideas and work of others by “giving credit where credit is due.”</td>
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Program Dispositions Evaluation by MENTOR TEACHER of Teacher Candidate (Part 2)

Practicum Student _________________________________ Date ______________________________

 _____ Total Days Tardy   _____ Total Days Absent   _____ Total Days Made up

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 Initial Teacher Preparation Services. 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**

*C department of Initial Teacher Preparation Services

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.

<table>
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<th>Practicum Student</th>
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**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. Please indicate if you have used the back of this sheet or another sheet of paper.

---

Mentor Teacher’s Signature and Date ______________________________________________________

Practicum Student’s Signature and Date ____________________________________________________
ELED 3190  Spring 2020  PS 1

EVALUATION FOR PRACTICUM – PS 1
Department of Initial Teacher Preparation Services – Valdosta State University
(to be placed in the departmental practicum folder upon completion of evaluation)

<table>
<thead>
<tr>
<th>Teacher Candidate</th>
<th>Semester</th>
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<tbody>
<tr>
<td>Practicum Instructor</td>
<td>University Supervisor</td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>Grade Level</td>
<td>Mentor Teacher</td>
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</table>

Directions: Teacher Candidate, complete the above information and present this form along with the following documentation to your University Supervisor, as requested.

**Practicum Folder Documentation Compiled by Teacher Candidate**

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

- **Evaluation for Practicum Folder: Begin your documentation with this page**
  - **Time Sheet:** Include a time sheet, signed by the mentor teacher, recording dates and times in the classroom and total DAYS at the bottom. Requirement: Attend assigned days and record these, with evidence of consistent attendance and punctuality.
  - **University Supervisor Observation:** CAPS Rating Sheet: Submit one (1) CAPS Rating Sheet completed by your university supervisor.
  - **Self-Assessment of Instruction:** CAPS Rating Sheet: Submit one (1) CAPS Rating Sheet, completed after reviewing your videoed lesson observed by University Supervisor.
  - **Mentor Teacher Observation:** CAPS Rating Sheet: Submit one (1) CAPS Rating Sheet, signed, and dated by the mentor teacher of his/her observations are performed using the lesson plans prepared in a co-requisite course(s), in a whole class setting.
  - **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.
  - **Teacher Candidate Self-Evaluation of Dispositions:** Complete the Self Evaluation of Dispositions form (in Handbook/Syllabus).

- **Documentation or LiveText Compiled, Completed, or Graded by Supervisor**
  - **University Instructors’ 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 practicum folder documentation.
  - **Attendance:** ______# Seminar Absences ______# Practicum Tardies, ______# Practicum Absences, ______# Absences made up
  - **Practicum Journal/Notebook:** Checked by Supervisor during Practicum
  - **Lesson Plans, Letters of Introduction/Appreciation:** Submitted to Supervisor at least 48 hours before sending. Lesson Plans with poor grade should be submitted to Practicum Folder.

<table>
<thead>
<tr>
<th>Practicum Component</th>
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<tbody>
<tr>
<td>Practicum Folder Documentation</td>
<td>23</td>
<td>(Practicum Instructor)</td>
</tr>
<tr>
<td>Practicum Seminars &amp; Field Experience Attendance</td>
<td>48</td>
<td>(Practicum Instructor)</td>
</tr>
<tr>
<td>Journal Entries 5</td>
<td>15</td>
<td>(Practicum Instructor)</td>
</tr>
<tr>
<td>Lesson Plans, Letters of Introduction/Appreciation/ videotaping</td>
<td>14</td>
<td>(Practicum Instructor)</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>/100</td>
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**GRADING FOR THIS COURSE IS “S” FOR SATISFACTORY, OR “U” UNSATISFACTORY.**

**Final Grade for ELED 3190 _______**

(To receive a grade of “S” you must: 1) submit all practicum folder and LiveText submission; 2) have at least 70/100 pts; 3) have fewer than 2 seminar absences and have all school absences have been made-up.)
Be sure to mark these dates on your PS1 Practicum Calendar (Not revised but combined) DLM 1/15/2020

<table>
<thead>
<tr>
<th>DATE</th>
<th>LOCATION AND TOPIC</th>
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</thead>
<tbody>
<tr>
<td>MON. JAN. 13</td>
<td>SEMINAR MEETING EDUCATION CENTER (EC) 2150 MEET &amp; GREET</td>
</tr>
<tr>
<td>MON. JAN. 27</td>
<td>SEMINAR MEETING ODUM LIBRARY ROOM 3270 Amy Chew overview to Education and Children’s Literature Resources at VSU</td>
</tr>
<tr>
<td>MON. FEB. 3</td>
<td>SEMINAR MEETING EDUCATION CENTER (EC) 2150 Syllabus and Handbook Overview; Application Process 1st Semester Letter of Introduction Dispositions Reflective Journal Writing</td>
</tr>
<tr>
<td>WED. FEB. 5</td>
<td>PRACTICUM INDIVIDUAL PRACTICUM PLACEMENT 8:00 – 3:00</td>
</tr>
<tr>
<td>MON. FEB. 10</td>
<td>SEMINAR MEETING EDUCATION CENTER (EC) 2150 ETHICS FOR TEACHERS - PAGE ATTORNEY, Ms. Tina Folsom and Mr. Dale Gillespie</td>
</tr>
<tr>
<td>WED. FEB. 12</td>
<td>PRACTICUM INDIVIDUAL PRACTICUM PLACEMENT 8:00 – 3:00</td>
</tr>
<tr>
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<td>PRACTICUM INDIVIDUAL PRACTICUM PLACEMENT 8:00 – 3:00</td>
</tr>
<tr>
<td>WED. FEB. 26</td>
<td>PRACTICUM INDIVIDUAL PRACTICUM PLACEMENT 8:00 – 3:00</td>
</tr>
<tr>
<td>WED. MAR. 4</td>
<td>PRACTICUM INDIVIDUAL PRACTICUM PLACEMENT 8:00 – 3:00</td>
</tr>
<tr>
<td>MON. MARCH 9 THROUGH FRI. MAR. 13 – PRACTICUM FULL WEEK</td>
<td>INDIVIDUAL PRACTICUM PLACEMENT 8:00 – 3:00 EVERY DAY THIS WEEK</td>
</tr>
<tr>
<td>TUES. MAR. 24</td>
<td>SEMINAR MEETING Group Advising – Ms. Ashleigh Stevens in Dr. Marciano’s class</td>
</tr>
<tr>
<td>WED. MAR. 25</td>
<td>PRACTICUM INDIVIDUAL PRACTICUM PLACEMENT 8:00 – 3:00</td>
</tr>
<tr>
<td>WED. APR. 1</td>
<td>PRACTICUM INDIVIDUAL PRACTICUM PLACEMENT 8:00 – 3:00</td>
</tr>
<tr>
<td>MON. APR. 6</td>
<td>SEMINAR MEETING edTPA Overview – Ms. Sartin</td>
</tr>
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<td>WED. APR. 15</td>
<td>PRACTICUM INDIVIDUAL PRACTICUM PLACEMENT 8:00 – 3:00</td>
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<td>PRACTICUM INDIVIDUAL PRACTICUM PLACEMENT 8:00 – 3:00</td>
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<td>MON. APR. 27</td>
<td>SEMINAR MEETING FINAL SEMINAR – FOLDER SUBMISSION</td>
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Teacher Candidates are expected to be at their practicum school a full day (teacher hours for their location).

School Spring Break is accounted for in the April missing week.

ANY practicum days you miss MUST be made up on another day. Consult your Mentor and University Supervisor in advance of your make-up day.