THE URBAN ACCELERATED CERTIFICATION AND MASTER’S PROGRAM:
AN INTERACTIVE APPROACH

Program Theme: URBAN EDUCATOR AS DECISION MAKER
Unit Theme: CREATING EFFECTIVE CONTEXTS FOR LEARNING

Fall Semester, 2015

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ACKNOWLEDGMENTS

The content of this handbook is a blending of the perspectives and contributions of many students, classroom teachers, and university faculty interested in the preparation of early childhood teachers. Much of this manual must be attributed to them.
Sweeping changes provide a challenge to teacher education programs. Changes in communities, schools, and family patterns combined with the ongoing commitment to provide a developmentally appropriate education for every child and the necessity for high quality education for all children and adults have served to challenge teacher educators. Colleges of education strive for continuing improvement in teacher education programs. School systems continue to display a willingness to participate as partners in preparing teachers and a genuine concern for improving the quality of field experiences.

Providing excellent preparation for entry into the teaching profession requires collaboration between the university student, the classroom teacher, school administrators and the university supervisor. The efforts of all participants combine to provide the teacher candidate with the necessary support to develop into an independent and responsible professional who is ready to meet the challenges of teaching.

Field experience has long been recognized as a major component of any good teacher education program. The Department of Early Childhood Education at Georgia State University has a longstanding commitment to providing quality field experiences. Field experience is a part of all required courses in the teacher preparation program beginning with block courses and ending with extensive teaching experiences. Students and graduates consistently rate these diverse experiences as the most valuable component of their program at Georgia State University.

The purpose of this teaching manual is to provide a guide for the teacher candidate, the mentor classroom teacher, and the university supervisor as they work cooperatively to ensure the best possible experience for the student. Part I of this manual provides a description of the partnership between the participants and the roles of each participant. Part II explains how the teacher candidate will be evaluated. A description of the primary tasks in teacher candidate teaching is in Part III. Schedules and recording sheets make up Part IV. The Appendix in Part V contains copies of observation and feedback forms, evaluation forms for the teacher candidate, and a copy of policies and procedures of the university, the college, and the department.

L.Q.J.
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THE PARTNERSHIP
THE THREE-WAY PARTNERSHIP

The culminating experiences of the undergraduate and alternative preparation programs are teaching semesters. Coursework and field experiences throughout the programs of study have prepared the teacher candidate to carry out the program theme: **Urban Educator as Decision Maker.**

TEACHER CANDIDATE LEARNING OUTCOMES

1. The professional educator is liberally educated.

2. The professional educator is prepared in the content area of the field for which he or she is being trained.

3. The professional educator possesses self-understanding.

4. The professional educator is a critical and independent thinker.

5. The professional educator demonstrates ability in human relation skills.

6. The professional educator has knowledge of instruction/intervention strategies.

7. The professional educator is able to create and manage a learning environment.

The teaching period is the professional opportunity of a lifetime. Never again will so many people (supervisor, mentor classroom teacher, principal, and university professors) focus on the teacher candidate’s career, all striving toward helping the teacher candidate achieve excellence in teaching. The most intricate relationship will be the three-way partnership.

The three-way partnership includes the teacher candidate, the mentor classroom teacher and the university supervisor. The partners join together for the purpose of helping the teacher candidate move as far as possible along the path toward acquiring desirable teaching competencies. Responsibility for teacher candidate’s progress does not rest with any one member alone. Each member has an important independent function but it is the united focus of these functions that ensures teacher candidate progress. The performance level reached by the end of the teacher candidate’s teaching period is, to a large extent, determined by the manner in which the three partners work together and the nature of the interactions among them. It is expected that the teacher candidate will seek feedback on teaching and both mentor classroom teacher and university supervisor will provide continuous input and support. A continual
process of observing, evaluating, and instructing will enable the teacher candidate to alter and improve strategies and capabilities. Each member of the three-way partnership must be willing to do whatever is necessary to encourage the fullest possible development.

It is important to the proper functioning of the partnership that each member read the descriptions of the roles of the other two members. The understanding of one's own role in the three-way partnership will be greatly enhanced by understanding the characteristics and responsibilities of the other two roles.
THE ROLE OF THE MENTOR CLASSROOM TEACHER
THE ROLE OF THE MENTOR CLASSROOM TEACHER

Characteristics of an Effective Mentor Classroom Teacher

As a mentor classroom teacher you can be the most significant person in the teacher candidate’s life both during teacher candidate teaching and beyond it. Research has shown that teacher candidates tend to model the behaviors they observe in their classroom experience and that, once acquired, these behaviors may persist when the teacher candidate has their own classroom.

Our experience indicates that effective classroom teachers exhibit similar characteristics. Among these are:

- **Desirable attitudes**: toward children and educational procedures; toward the presence of a teacher candidate, and a readiness to work with that candidate in fulfilling requirements.

- **Organizational competencies**

- **Ability to demonstrate and explain**

- **A friendly caring personality**

- **Leadership and authoritative abilities**

Responsibilities of the Mentor Classroom Teacher

The Georgia State University teacher candidate program recognizes that your primary responsibilities are the care and education of the children, and that you are always in charge of the classroom. The responsibilities listed here are additional ones related specifically to the teacher candidate program. When you agree to accept a teacher candidate into your classroom, you also accept these responsibilities.

- **Upholding program standards and expectations** for excellence in teacher candidate teaching behaviors is a responsibility that cannot be slighted. As a representative of the school and local system, you expect the teacher candidate to work toward meeting the requirements for teaching excellence. It is essential that the teacher candidate endeavors to maintain standards and expectations in all activities every day. Shoddy preparations or careless execution of responsibilities by the teacher candidate cannot be allowed. In this respect you will assume an authoritative position and insist upon performance at the expected level.
- **Making sure co-teaching models are implemented** throughout student teaching experience. Mentor teacher will assist in monitoring the daily tracker.

- **Modeling and demonstrating** the best teaching attitudes, techniques, and procedures is a prominent portion of your role as the mentor classroom teacher. The teacher candidate is given the opportunity to observe and learn excellent teaching behaviors. Furthermore, an example for reciprocity is established—you have the right to expect similar behaviors from the teacher candidate.

- **Communicating** involves a responsibility to both the teacher candidate and the university supervisor. There is an obligation to provide the teacher candidate with the rationale for classroom practices and to answer questions concerning them; to keep the teacher candidate informed as to the quality of the performance; and to suggest ways of improving methods, techniques, attitudes, and materials. The university supervisor depends upon you for knowledge of teacher candidate’s behaviors and progress during times that the university supervisor cannot personally observe. Written documentation of a teacher candidate’s strengths and needs provides a concrete method of communication that is vital to the teacher candidate’s growth as a teacher. Samples of weekly and daily observation forms and feedback sheets are provided in Appendix B. Using written documentation to draw attention to any problem or potential problem and the steps taken to correct it provides the teacher candidate with clear communication of your expectations. It is your responsibility to immediately alert the university supervisor to the existence of problems or possible problems. In this way concerns can be addressed in a timely manner.

- **Reviewing and approving** plans and materials the teacher candidate intends to use reflects a responsibility to your students as well as to the teacher candidate. You should expect the teacher candidate to plan with you to submit a detailed outline of lesson plans for approval at least two days in advance in order to have sufficient time to review them. For lesson when the supervisor is not observing, lesson plans need to be in a format that is acceptable to you and your school. UACM Lesson Plan Format is mandatory for all scheduled supervisor observations. Teacher candidate will teach alone! You will decide if the plans and proposed materials are suitable and adequate to the needs and purposes of the class. You should also discuss and approve the theme and plans for the required unit to determine compatibility with other aims and activities. The suitability of theme, materials, and activities selected by the teacher candidate must conform to standards set by the school system, you, and the university supervisor. Due to a need to ascertain the extent of teacher
candidate’s capabilities, the university supervisor may (or may not) require more than you are required or feel the need to prepare in written assignments (i.e., lesson plan book, assessment plans).

- **Evaluating** the teacher candidate involves communicating the achievement level for a particular lesson or activity and for overall teacher candidate teaching performance. A teacher candidate needs pertinent, timely information to know if teaching performance is meeting required standards and, if it is not, where deficiencies lie and how to improve performance. Evaluation, as a part of the daily routine, permits rapid correction of the deficiencies. The mentor teacher should provide informal and/or formal feedback to the teacher candidate on a daily basis. Your input is vital in helping the university supervisor determine the progress of the teacher candidate.

For a weekly breakdown of teacher candidate’s responsibilities, see Semester-at-a-Glance sheets. This schedule will give the mentor classroom teacher a better picture of the semester.
THE ROLE OF THE UNIVERSITY SUPERVISOR
THE ROLE OF THE UNIVERSITY SUPERVISOR

The purpose of this manual is to provide a system for the growth of educating students toward becoming the best possible teachers. The role of the university supervisor is a key component in the vitality of this system. Unlike some programs, in this one the university supervisor maintains a continual and personal involvement in monitoring and supporting the progress of each teacher candidate. An effective university supervisor is seen as one committed to superior teacher training and who attends to any detail necessary to attain this goal.

Responsibilities of the University Supervisor

The university supervisor is the catalyst of this system and the glue that holds it all together. The university supervisor’s responsibilities are the core of the teacher candidate teaching system. Among them are the following:

- **Establishing good relations** with those who work in the schools especially administrators and teachers. A "climate of cooperation" is necessary for a smoothly run program and continued placement of teacher candidates in schools.

- **Insisting that teacher candidates strive for excellence in their teaching.** The quality of the learning experiences teacher candidates will have is, to a large extent, determined by the expectations and pace that are set and maintained.

- **Continually monitoring teacher candidate progress** is a principal element of this system. The university supervisor is always aware of the teacher candidate’s performance and progress. Monitoring also entails the responsibility to give assistance; to push forward or pull back when necessary to give encouragement, raise spirits, and promote enthusiasm.

- **Communicating with both the teacher candidate and the mentor classroom teacher** is a prime responsibility. The university supervisor converses with the mentor teacher concerning teacher candidate’s progress and communicates the results of the monitoring process to the teacher candidate. The university supervisor is always available to both the mentor teacher and the teacher candidate for consultations, to answer questions, to give explanations, and to help solve any problems.

- **Evaluating and grading the teacher candidate.** During the conference the mentor teacher and university supervisor will discuss the progress of the teacher candidate. It is the university supervisor, however, who makes the ultimate decision of the teacher candidate’s grade.
THE ROLE OF THE TEACHER CANDIDATE
THE ROLE OF THE TEACHER CANDIDATE

Characteristics of a Successful Teacher Candidate

For the teacher candidate, teaching provides the opportunity to apply the acquired knowledge in an actual classroom setting. Experience has shown there are certain characteristics essential for a successful teacher candidate teaching experience. Among these are:

- **Professional attitude and behavior:** Teaching is a worthwhile career with many rewards. Having a professional attitude means demonstrating skills necessary for effective teaching. You must constantly be seeking, learning, thinking, growing, and expanding your skills in the field of education. You are a model for the children and as such you should demonstrate professionalism in your written and oral communication. Written communication includes items such as lesson plans, required papers, letters to parents or others, whiteboard writing, corrections and notes written on children's work, and materials constructed for teaching. Every written item should be neat and legible with correct spelling, punctuation, grammar, and use of words. Professionalism in oral communication means you should be continually aware of your manner of speaking at all times and with everyone (children, classroom teacher, supervisor, parents, principal, other faculty and staff members, etc.). Slang and colloquialisms should be avoided. Correct grammar, pronunciation, and terminology should be used. You should model correct speech for the children and communicate with them in a manner and vocabulary appropriate to their developmental levels. Your manner of speaking should demonstrate warmth and caring. Effort should be made to talk to each child as an individual about his/her interests.

- **Flexibility:** You must be flexible and have the ability to adapt and adjust to the realities of school life. You may be assigned to an unattractive school, a room with no windows, or a room in a modular unit set apart from the school building. You may be moved in the middle of the year, have a field trip canceled at the last minute or be inconvenienced by scheduling conflicts. You must have a positive attitude based on the knowledge that you can make a difference.

- **Work ethic:** A good work ethic is a moral obligation as a teacher. You must be prepared for the amount of paper work required of a teacher. Our experience indicates that excellence in teaching means continuously working to produce new ideas, to find new ways of teaching old concepts, and to fulfill the constant need for new materials. To be a professional you must go the extra mile for the school, the children, and the parents.
• **Confidence:** Not all lessons will succeed nor will all children always behave as expected. In spite of excellent attempts, failures will occur. You must have self-confidence, as well as confidence in the children and the process of education to overcome such events and move forward. This confidence includes a willingness to experiment with new methods, techniques, and materials.

• **Creativity:** This is the magic in teaching. It is the ability to turn an ordinary worksheet into a special one, to make the environment appear beautiful, and to think of new ways to teach old tasks. It is the ability to fantasize with children and enjoy their perspective. Being creative does not mean you have to be an artist, it means you know where to get needed resources. The magic in teaching appears when learning becomes an exciting adventure.

**Responsibilities of the Teacher Candidate**

Your responsibilities as a teacher candidate are varied. You have responsibilities for personal growth and excellence as an educator. There are responsibilities to your mentor teacher and your children in the classroom as well as to the school system with which you are working. Other responsibilities are related to the College of Education and to your fellow teacher candidates. The major responsibilities are grouped as follows:

• **Responsibilities To One’s Self:**

  1. To exercise openness to the philosophy, methods, and total teaching practice of other educators.

  2. To learn and practice self-assessment as a procedure for measuring and directing his/her own progress.

  3. To seek, from all available sources, the feedback that is necessary for change and growth. Teacher candidates should continuously self assess and report learning in the weekly conference.

  4. To continue to grow as an educator by seeking opportunities for professional growth through staff development and membership in professional organizations.
• **Classroom Responsibilities:**

1. To learn the basic, daily routines of the classroom and school as quickly as possible.

2. To learn the students’ names and try to know them as individuals. Knowing the students' strengths and weaknesses will aid in planning for teaching.

3. To establish and maintain a trusting relationship with pupils, parents, support personnel, and colleagues.

4. To diagnose learner needs prior to establishing short and long range instructional plans.

5. To establish learning objectives which focus upon behavior of the learner, learning conditions, and expected criteria.

6. To design and use a variety of learner activities (role playing, simulation, cooperative learning, learning center demonstrations, field trips, and pupil projects) that are appropriate to instructional objectives.

7. To use positive means to influence and manage classroom learning behavior.

8. To use evaluative techniques appropriate to the learner's social, cognitive, affective, and psychomotor growth. Keep students' teaching records up-to-date and share them with staff members having specific need for each kind of record.

9. To prepare materials for teaching prior to the class. Know how to properly operate technological equipment and have all support materials ready prior to lesson.

10. To use initiative in seeking opportunities to be helpful in the classroom and to become involved in the instructional program some way each day.

• **School and System-Wide Responsibilities:**

1. To review and follow system and school policies. The teacher candidate functions as a member of the school staff. Thus it is important that policies of the school with regard to staff members be followed. Although the teacher candidate is a candidate of teaching and is responsible to the mentor classroom teacher and the principal, the teacher candidate is also a peer of the other teachers in the school. The teacher candidate's behavior
in the school, the community, and the classroom should be in keeping with
the teaching role.

2. To learn the dress code for the school and adhere to the policy.

3. To maintain teachers' hours as required by the school.

4. To notify the mentor teacher, the school and the university supervisor if you
have an emergency and must be absent. The school office and the mentor
classroom teacher should be notified as soon as humanly possible, but no
later than 7:00 a.m. on the day of your absence. Two or more absences
must be made up at the end of the semester. Supervisor will clearly outline
preferred method of contact.

5. To attend school functions such as PTA, faculty meetings, varied school
programs, staff development and professional meetings. Get to know
members of the faculty in different situations. Be a part of the team.

- **College of Education Responsibilities:**
  1. To satisfactorily meet college requirements for successful teacher candidate
teaching.

  2. To attend seminars or meetings required by the college or supervisor.

  3. To demonstrate professionalism expected of teacher candidates
representing Georgia State University.

- **Status of the Teacher Candidate:**
  Generally, teacher candidates have no legal status in classrooms. Students are
required to have and possibly show proof of liability insurance.

**The teacher candidate should not be expected to do substitute teaching
during the student teaching experience.** If there is an emergency which
necessitates the absence of a teacher in another classroom, it is usually better for the
experienced person, the mentor classroom teacher, to teach in the other classroom until
a substitute can be secured. The teacher candidate will usually do better if left with the
class where a relationship already has been established with the children.

**The teacher candidate should not be expected to be the grade-level helper.
They should be another teacher in the classroom, continually developing
their effectiveness.**

The specification of daily and weekly responsibilities and how to fulfill them is the
subject of the remainder of this manual.
THE RELATIONSHIP BETWEEN TEACHER CANDIDATE AND MENTOR TEACHER
THE RELATIONSHIP BETWEEN TEACHER CANDIDATE AND THE MENTOR TEACHER

A major objective of the interaction between the teacher candidate and the mentor teacher is the building of a relationship. This relationship develops as the teacher candidate matures during the teaching process. The teacher candidate has to work for and merit the mentor teacher's confidence in their abilities to teach the students in the classroom.

The mentor teacher and teacher candidate operate in the various co-teaching models. They should think of the relationship evolving as the teacher candidate’s skills progress. In each stage the teacher candidate has duties to discharge and expectations to meet. The relationship between the teacher candidate and the mentor teacher modifies and grows as the mentor teacher guides and facilitates the teacher candidate’s advancement.

On the first day in the classroom the teacher candidate needs some time for observation and reflection--to watch what is done and how it is done. The mentor teacher facilitates the teacher candidate's entrance into the classroom by:

• making the teacher candidate feel welcome.

• providing items such as a list of children, a seating chart, copies of the daily schedule and lesson plans, examples of materials, appropriate manuals, state, school and grade level requirements.

• demonstrating behaviors, which allow the teacher candidate to acquire knowledge of the broader expectations of the classroom (i.e., noise level allowed, when children leave their seats, and manner of interaction with the children).

• helping the teacher candidate focus on specific teaching and management techniques as these are demonstrated.

• providing the reasons and rationale for the methods and techniques demonstrated.

The teacher candidate observes the mentor teacher’s demonstrations and he/she observes the children as they interact with the mentor teacher and with each other. At the same time, the teacher candidate should also be a questioner actively seeking the reasons for the behaviors observed.
The teacher candidate gets full benefit of the student teaching experience by:

- seeking out information (demographic information on the children is studied, lesson plans are reviewed, familiarity with materials is achieved).

- watching carefully and attending to the general atmosphere of this particular class, children’s behaviors, and the specific strategies used.

- asking the mentor teacher, at an appropriate time, the reasons and rationale for the teaching behaviors that were observed. Jotting notes at the time a particular behavior occurs helps later recall.

- participating fully in designated co-teaching model.

The next developmental stage of the teacher candidate is seen as commencing when the teacher candidate begins to participate in the teaching/planning process. In this stage the teacher candidate is taking responsibility for some of the classroom routines, transitions, and instruction. Initially the teacher candidate should follow the mentor teacher's lesson plans. Then the teacher candidate should progress to taking the lead responsibility for portions of the lesson plan and then for the total lesson plan as competency is exhibited.

This should be a time in which a great deal of learning occurs through guided teaching experiences. Initially the teacher candidate has the opportunity to "test the waters" as a teacher in a planned supportive situation.

The mentor teacher helps furnish the planned supportive environment a teacher candidate needs by:

- providing lesson plans and/or lesson ideas for the teacher candidate's initial teaching experiences and going over them with the teacher candidate to ensure that procedures and rationale are understood.

- reviewing and approving plans provided by the teacher candidate, and offering suggestions or alternatives for improvement.

- allowing and encouraging the teacher candidate to take increased opportunities to teach and manage children.
• adding the role of commentator by providing helpful written feedback on performance to promote teacher candidate development as an effective teacher.

The teacher candidate must seek and take advantage of every opportunity to learn. In the early phases the teacher candidate may be characterized as a "copy cat." The teacher candidate observes the mentor teacher and then uses the mentor teacher's plans to do as the mentor teacher demonstrates. This approach provides a sense of security during the initial teaching experiences.

The teacher candidate then moves forward from the "copy cat" phase to taking the lead for writing and teaching the plans. Each teaching assignment is an opportunity to learn more about classroom techniques. By continuing to observe and question the mentor classroom teacher, the teacher candidate gains practical data and insights about teaching.

The teacher candidate needs to be a seeker and demander of information. If a lesson succeeds, there is a need to know what made it successful. If an activity failed, the teacher candidate needs to know why it failed. This constant questioning indicates a hunger for the rationale behind things and for knowledge of the inner workings of the classroom and school environment. The mentor classroom teacher will be the immediate source of answers. The teacher candidate needs to probe to find the "whys" and "wherefores" of everything that goes on in the classroom. The teacher candidate learns by:

• developing the capacity to plan, execute, and evaluate lessons.

• asking for comments and suggestions and incorporating them into teaching to improve performance.

• seeking and gradually assuming more responsibility for daily activities in the classroom.

The final stage in the teacher candidate teaching process occurs during the final weeks when the teacher candidate is ready for role reversal. This is the time that the teacher candidate approaches a more equal status with the mentor classroom teacher. During role reversal the teacher candidate is responsible for planning and teaching activities while the mentor teacher assumes a supportive role of providing feedback on the teacher candidate's skills.
This is the time when everything comes together for the teacher candidate. All the observations, the guided teaching experiences, the questioning for reasons and answers, and the expertise must be synthesized and utilized to demonstrate the competency to teach. This will be the most stressful stage of the teacher candidate teaching process. It will be hard, demanding work; it will be hectic and it will be frustrating, but for those teacher candidates who truly want to be excellent teachers, it will also provide a feeling of satisfaction and achievement. At this point the teacher candidate should expect to experience the highs and lows of good and bad days, their satisfactions and frustrations. A sense of excellence in one's own performance should emerge enabling self-evaluation and self-correction.

Teacher candidate teaching during role reversal is the opportunity to synthesize learning from all previous field experiences and school placements to develop and practice the teacher candidate’s own teaching style and behaviors. Given the amount of guidance and feedback from various sources throughout the UACM program, it should be evident whether or not a candidate will be ready to begin role reversal during the designated period.

Role reversal provides an opportunity for the teacher candidate to have full teaching responsibility while still retaining the presence and support of the mentor classroom teacher. For the teacher candidate, role reversal is a time for demonstrating what has been learned and proving preparedness to take charge of the classroom. For the mentor teacher, a successful completion of role reversal should mean acceptance of the teacher candidate as a team teaching partner.

The mentor teacher may find role reversal to be the most critical period in the student-teacher relationship. The mentor teacher must feel sufficiently secure in the teacher candidate's abilities to be able to stand aside and let the teacher candidate teach. Mistakes will be made but the mentor teacher must be confident they will not be serious ones and trust the teacher candidate to cope with them.

During role reversal the mentor classroom teacher becomes the supportive teacher in the classroom. An important factor in this phase is the provision of feedback which helps in the correction and prevention of mistakes and leads the teacher candidate to make the best use of inherent talents.

This stage becomes a time of reflecting upon the type of teacher one will be, establishing one's independence as a teacher, and demonstrating the competency to take one's place as a full-fledged member of the profession.
Co-Teaching: Not Your Mother’s Student Teaching Experience
An emerging model for successful student teaching

Rationale
- Second adult in the classroom setting
- Prepares for the Exceptional Education’s *Inclusion Model*
- Growing expectation of collaboration
- High Stakes Accountability

History of Co-Teaching: Inclusion
- The inclusion classroom paved the way for Co-Teaching in the student teaching process.
- Wather-Thomas (1997)-co-teaching in 23 schools improved academic, social skills, attitudes, self-concepts and in children w/disabilities
- Walsh & Snyder (1993) -14% increase in state competency tests

Characteristics of Co-Teaching
- Co-teaching - “two or more professionals delivering substantive instruction to a diverse group of students in a single physical space”.
- Teachers must share ownership for the success of all the students in a co-teaching setting.
- Co-teaching partners must share decision-making, resources, responsibility, and accountability.
- Establishing and Supporting Mutual respect

Why Co-Teach?
- In today’s world of high stakes testing and accountability, no classroom teacher can afford to turn his or her classroom over to a student teacher for the duration of student teaching.
- Student teachers deserve the opportunity to work side by side with the career teachers, learning from him or her every day, before entering the education profession.

What Co-Teaching is NOT
- One person teaching one topic followed by another who teaches a different aspect of the day’s lesson.
- One person teaching while another person prepares instructional materials at the photocopier or corrects student papers.
- One person teaching while the other sits and watches.
- When one person’s ideas prevail regarding what will be taught and how it will be taught
Five Co-Teaching Basic Models

- **One Teach, One Support** - One teacher does all the teaching while the other moves about the room helping individual students and observing behaviors. Allows opportunity for modeling appropriate instructional/discipline procedures.
  - Ideal beginning teaming method for student teachers - Incorporates the student teacher on the first day.
  - The mentor teacher can model instruction and discipline techniques.
  - Sets the scene so that roles can be reversed later in the semester.
  - Works well throughout the semester; it can be used as the structure for seamless switching back and forth between mentor teacher and teacher candidate within a class period.

- **Parallel Teaching** - Class is divided with teachers teaching the same lesson at the same time. Allows for differentiated instruction, art, small groups

- **Alternate Teaching** - One instructor works with most of the class while the other works with an identified group or individual either inside or outside the classroom

- **Small Grup/Station Teaching** - Classroom is divided into various teaching stations. Provides mobility rather than confinement. Great for hands-on learners. Allows some students to work at an accelerated pace or alone

- **Team Teaching** - Two teachers serve as one. Both are actively engaged in management and instruction. Allows for both teachers to utilize their respective strengths. Presents both teachers as co-equals. Provides practice and models exploratory discussion. Both teachers are actively engaged in management and instruction
THE OBSERVATION
THE OBSERVATION

The observation of the teacher candidate by the university supervisor is one of the fundamental components of the system. These observations provide opportunities for the university supervisor to see the teacher candidate's classroom techniques and behaviors as they teach independently of the mentor teacher and to support their advances in mastering skills. The university supervisor's judgment of teacher candidate progress is based on these observations. Those judgments, together with the mentor teacher’s reports of daily work, provide the basis for grading the teacher candidate. The observations also provide the three partners with a common fund of information to discuss in the conferences.

During the school year from August to February, teaching observations (See Semester at-a-glance) will be conducted. Each observation will last thirty minutes and the mentor teacher, teacher candidate, and university supervisor will work collaboratively to establish an observation schedule. This procedure ensures there will be no conflict with other classroom activities (i.e., a field trip, a rehearsal, testing, etc.). It also enables the teacher candidate to prepare lessons in the UACM format for the observation which display teaching competencies and permits the university supervisor to see the primary tasks during a variety of activities. The teacher candidate is expected to demonstrate the highest caliber of teaching behaviors. The university supervisor expects to see a full range of teaching capabilities. The assumption is made that evidence of superior teaching behaviors in the observational situation indicates the capability for similar performances in daily practices.

Teacher Candidate

The teacher candidate should approach the observation as a good opportunity to display the progress made. The teacher candidate should display a variety of teaching situations during observations (i.e., beginning with the whole class and breaking up into groups, or the reverse, allows for three teaching situations--large group, small group, and transition). By becoming familiar with the UACM Observation Rubric, the teacher candidate will know what the university supervisor looks for in making judgments. To perform excellently the teacher candidate must plan every detail of the lesson. Helpful input will be gained by conferring with the teacher during the planning phase.

The teacher candidate must provide the university supervisor with a copy of the lesson plan in UACM format for the day's observation period. This must be available when the university supervisor arrives for the observation and may be requested electronically by the supervisor before the observation date. This will enable the university supervisor to evaluate the appropriateness of the lesson's objectives and the techniques and
materials used to achieve them. If the lesson plan is not in the appropriate UACM format, *four points are deducted* from the instructional planning section (for each occurrence). All lesson plans and various assessments should be kept in a three-ring notebook so that the field supervisors can review lesson plans and assessments during observation conferences.

**Mentor Teacher**

The mentor teacher also observes and takes notes during the teacher candidate’s lesson so that during the conference all three partners can discuss the same events and behaviors. The mentor teacher should notice any aspects of the teacher candidate's lesson presentation that are above or below daily performance levels. It is important that the mentor teacher shares strengths and concerns with the supervisor.

**University Supervisor**

The university supervisor has two purposes to fulfill during the observation. One is the assessment of the teacher candidate's progress toward teaching proficiency. The other purpose is to look for ways to promote the teacher candidate’s learning and improvement. To help realize those ends, the university supervisor will use the UACM Observation Rubric. Specific examples of behaviors should be noted to justify grades and reinforce or illustrate points that will be made during the day's conference.
THE CONFERENCE
THE CONFERENCE

The three-way conference is another fundamental component of the system. It is a scheduled time when teacher candidate, university supervisor, and mentor classroom teacher know they will meet together to discuss progress, provide and receive feedback, and make evaluations.

The successful use of the conference as a tool to promote teacher candidate growth rests upon two elements. The first element is the participation of all three partners during the conference. Their participation means the existence of a core of experiences which may be shared and discussed from each partner's perspective. The experiences may be used for illustrations and comparisons which will be more meaningful to all the participants. The second element is the sense of continuity which results from holding conferences following each observation. The partners can get a feeling for the advancement the teacher candidate makes from week to week. Follow-up of the implementation of comments and suggestions can be done. Conferences allow for continuous and thorough assistance and evaluation.

The Conference Format

- Teacher candidate self-assessment of observed lesson
- Mentor teacher comments
- University supervisor comments
- Discussion of tasks performed throughout the week/daily tracking
- Discussion of the semester-at-a-glance/reflective checklist
- Discussion of the overall progress of the teacher candidate

Teacher Candidate’s Self-Assessment

Self-assessment is a technique whereby the teacher candidate takes a reflective look at his/her own teaching. It involves interpreting, analyzing and evaluating all phases of lessons and activities and the children's actions and reactions in relation to them. Acquiring the habit of assessing one's own performance will contribute to growth as a teacher candidate and ensure continued growth when in one's own classroom.

The teacher candidate becomes more skillful at self-assessing through experience. Teacher candidates learn the indications of a successful lesson or activity and the kinds of questions that will provide the most productive type of feedback. Possible questions for self-assessment include:
• How do I feel about what I just did?
• What was it in the experience that made me feel that way?
• Did I achieve my objectives?
• What could I do to make it more exciting?
• Did I use positive reinforcement?
• Was I well organized and did I have everything ready?
• Which parts of my lesson were most successful?
• Which parts were least successful? Why?
• How can I adjust the lesson to better suit the individual needs of these children?
• What changes would I make if I were to do this lesson again? Why?
• Would I rate this lesson as satisfactory or unsatisfactory? Why?
• What could I do to improve the overall lesson?
• What principles from research and/or theory did I cite to support my choice of learning tasks/ materials based on my students’ prior academic learning (research)?
• How did my instructional strategies and planned assessments allow for students with specific needs to demonstrate their learning (assessment)?
• What questions and activities did I plan to promote higher thinking skills through critical and creative thinking (higher order)?
• Were there any factors in my school environment that impacted my planned lesson today?
• Which planned instructional strategies afforded my students the opportunities to practice the use of the academic language/ vocabulary?

This type of questioning and analyzing becomes an almost unconscious process in good teachers who are constantly adjusting their methods, strategies, and materials as they discover what works or does not work with a particular group of children. The teacher candidate can jot down notes for memory aids and discuss them with the mentor classroom teacher in the daily mini-conferences. This practice will help the teacher candidate prepare for the self-assessment procedure expected during the three-day conference.

During the conference the focus is on self-assessment of the events that occurred during the recently concluded observation. The university supervisor begins the conference by expecting the teacher candidate to analyze and evaluate that performance. Responses are expected to be pertinent and specific (i.e., "I dismissed the children from the group so that each knew where to go and what to do," not "the transition went o.k.," or "I thought they liked the lesson"). The teacher candidate should be encouraged to take notes after the observation to aid in self-assessment. As
a part of the self-assessment process, the university supervisor may ask the teacher candidate to score the lesson. At the beginning of the term, teacher candidates tend to over or under value their own performance but as more and more feedback is received from their university supervisor and mentor classroom teacher the teacher candidate becomes more knowledgeable and the self-evaluations become more realistic. Acquiring the ability to evaluate one's own performance is a vital part of the learning-to-teach process. Some teacher candidates may find self-assessment to be the most traumatic portion of their first few conferences. Early in the term self-assessment may be briefer but the session should get longer as time passes and the teacher candidate gains expertise.

Mentor Teacher and University Supervisor Comments

Mentor teacher and university supervisor comments deal with the events of the preceding observation. The three partners realize the behaviors exhibited may or may not be representative of behavior during the rest of the week; however, it is the immediacy of these comments that enhances their value.

Both positive comments and constructive suggestions should be given. Due to time constraints the mentor teacher and the university supervisor may feel obligated to correct all the errors first, thus appearing to dwell only on negative items. The teacher candidate also learns from comments about good procedures with information as to why they were correct. The mentors teacher's and the university supervisor's comments must, however, be frank and honest if standards are to be maintained and if the teacher candidate is to learn from them. The teacher candidate should expect to receive general and specific criticisms, helpful hints and suggestions for alternative behaviors, and other useful pertinent information. The teacher candidate should aggressively seek feedback and should be encouraged to ask questions.

The contributions of the mentor classroom teacher are essential to a successful conference. The university supervisor sees only the behaviors exhibited during the observation and must rely on the mentor teacher's impressions and evaluations of performance during the rest of the week. This information will provide another source of feedback to the university supervisor during the conference. An additional source of feedback may come from the mini-conference. Sample observation forms are provided in Appendix and may be used by the mentor classroom teacher to provide feedback on a daily basis. The mentor classroom teacher may use these sample forms or may choose to use another format for written feedback.

The university supervisor needs affirmation that what was seen during the observation was representative of the rest of the week. The mentor teacher must
provide that information. If the behaviors exhibited during the observation period are not typical (either better or worse), the teacher should inform the university supervisor. Notes made during the observation and throughout the week will aid in recall of specific examples to support the mentor teacher contributions.

The last few minutes of the conference should be reserved for clarification of the next assignments and review appropriate documents.

**Mentor Teacher Feedback: The Mini-Conference**

Each day at an opportune time (i.e., a free period or end of the day) the mentor classroom teacher should meet with the teacher candidate to provide feedback on the day's performance. Comments should not be made in front of the children but saved for this meeting. If a teacher candidate appears to be in trouble, the mentor teacher should stand by and be prepared to step in but not rush in and take charge. The teacher candidate needs opportunities to learn to deal with different situations.

The daily meetings should take the form of a mini-conference similar to the three-way conference with the university supervisor. The mentor teacher should guide the teacher candidate in self-assessing and evaluating the day's performance and in thinking of alternative procedures, materials, etc. The mentor teacher should offer suggestions, tips, advice, and constructive criticism. It is the mentor teacher's responsibility to provide written documentation of a teacher candidate's strengths and needs. The mentor teacher may choose to use the sample forms included in Appendix or may use another format to provide written feedback to the student. The mentor classroom teacher keeps the teacher candidate informed of progress on a daily basis through the use of the conference model. Thus, the teacher candidate will know the feedback the mentor teacher will bring to the observation conference with the university supervisor. Mentor teacher notes will ensure the recollection of this information.

The mini-conference should include time to review the teacher candidate's lesson plans. The mentor teacher needs to be assured that the plans are appropriate, well thought out, coordinated and complete. **The teacher candidate is required to present an outline of the plans at least two days in advance of their intended use (depending on the mentor teacher's requirements) to allow time to adjust them to the mentor teacher's suggestions.** Throughout the mini-conference the mentor teacher should provide as much assistance as a teacher candidate requires without doing a task for the teacher candidate. Less help would be required at the end than at the beginning of student teaching.
University Supervisor Feedback

The university supervisor's feedback will take place primarily during the conference; however, any of the partners may consider additional feedback to be necessary or desirable. For example: the teacher candidate might feel inadequate in a particular area and ask for additional observations and feedback on that area; the mentor teacher might request further observations if teacher candidate presentations during the observations are not typical of daily performances (i.e., above or below); the university supervisor will feel more observations and feedback are necessary if impressions of teacher candidate’s progress are not consistent with those of the mentor classroom teacher. If the university supervisor deems it necessary, unscheduled visits for additional observations may occur.

It is important that the university supervisor be accessible to both the teacher candidate and mentor classroom teacher for questions and consultation. This necessitates exchanging contact information and promptly responding to phone calls and e-mails. A collaborative working relationship between the university supervisor, teacher candidate and mentor teacher is key to a successful student teaching experience.
GRADING OF THE TEACHER CANDIDATE
GRADING

Grading is a means of informing the teacher candidate of how he/she is performing in relation to the standards and requirements of the program. Observations during the student teaching experience will be assessed using the UACM Observation Rubric (See Appendix). Each observation is worth a maximum of 100 points. The UACM Observation Rubric is based upon the Teacher Assessment on Performance Standards (TAPS), which is a part of Georgia’s new Teacher Keys Effectiveness System (TKES) and is aligned with the InTASC Standards and has designated performance indicators at the following levels:

- Proficient
- Achieving
- Needs Development
- Ineffective
- Unsatisfactory

The UACM Observation Rubric is intended to provide the teacher candidate with feedback regarding his/her strengths and weaknesses. This feedback should be used by the teacher candidate to continually reflect on and improve his/her instructional practice. At the conclusion of the semester at the Benchmark Conference, the culminating evaluation of each candidate’s field experience performance is completed using the Field Observation Summative Assessment.
SUMMARY OF PRIMARY EDUCATIONAL TASKS
**SUMMARY OF PRIMARY TASKS**

**Teaching Tasks** - Teaching performance can be organized into areas called "teaching tasks." The teaching tasks are:

1. Professional Knowledge
2. Instructional Planning
3. Instructional Strategies
4. Differentiated Instruction
5. Assessment Strategies
6. Assessments Uses
7. Positive Learning Environment
8. Academically Challenging Environment
9. Professionalism
10. Communication

**Student Assessment** - Assessment is the process of identifying the strengths, needs, knowledge, progress, and attitudes of the individual learner and applying that information to the current instruction. Assessment includes monitoring students' progress while teaching, using a variety of methods, planning and implementing enrichment and remediation activities, and exploring ways to use assessment information in parent conferencing.

**Technology** - The teacher candidate will demonstrate the ability to use instructional technology to enhance teaching and learning.

**Professional Portfolio** - The Professional Portfolio is a collection of materials and samples that provide a picture of the teacher candidate as a professional teacher. Requirements for the Professional Portfolio are developed throughout the UACM program of study. Teacher candidates will compile their professional portfolios during Student Teaching I.

**Role Reversal** – During the role reversal period in the fall, the teacher candidates assume all aspects of teaching in the classroom. The teacher candidates, in essence, exchange places with the mentor classroom teacher.

**Student Teaching Notebook** – The student teaching notebook should contain three sections. Section I should be labeled lesson planning. It should contain a copy of the daily tracking form completed and copies of all the lesson plans that the teacher candidate has submitted to the mentor teacher as well as copies of the lesson plans for formal university observations. Section II should be labeled assessment. It should contain copies of all assessment information that the teacher candidate has used in all
Section III should be labeled goals. It should contain information on semester goals and how the teacher candidate has put practices in place to meet those goals.

**Ethical Conduct/ Professionalism** – Ethical Conduct/ Professionalism relates to the behavior and attitudes of the teacher candidate. This task is divided into two components: (1) Professional Attitudes/Behavior and (2) Preparation and Organization.

**Effective Instructional Strategies**

**Science**

- Do you understand the content of the science objectives that you are required to teach is a good beginning question
- What have you done to learn the basic scientific concepts you are expected to teach your students.
- All science lessons must have these elements:

**Engage**- Ask students why do you want to know about this topic? Ask what do they observe? Do some type of activity that heightens the student’s curiosity about the topic.

**Exploration**- Students experiment with open ended experimentation. Have the students reading various materials. From what the students read and try from their open experimentation they write their thoughts in their science journals

**Explanation**- Students share with one another what they found out during their exploration. Students explain what they have learned as the teacher gives additional information on the scientific content learned.

**Evaluate**- Teacher reads the students science journals and uses the information given as a form of assessment.

**Extent**- Teacher discusses with students where they can go as a class from here to gain more scientific information on the topic.

**Social Studies**

- Do you know the accurate information and understand the social studies topics you are supposed to teach the students?
- Do you understand the background information on the topic you are to teach from the cultural responsive perspective?
- Do you have accurate information on the topic? Reference the book Lies My Teacher Told Me can help in this area.
- Make social studies lesson come alive by implementing activities, Games, maps, role plays, making films, reading fiction books, reading diaries of people who lived during that time period.
• Make sure you link the geography, economics and culture to topics you are teaching

**Math**

• Do you understand the math topics and background information you are supposed to teach the students?
• The Van de Walle Professional Mathematics Series can help clarify your questions on how to clearly teach various math topics.
• Have discussions to explore what students already know about the math topic being taught.
• Teach a mini math lesson and anchor the discussion on the math topic as it connects to the student’s lives.
• Complete whole groups, small groups, and centers to practice the math topics initially taught or reviewed

**Reading**

• Interactive Read-Aloud – The teacher reads aloud to the whole class or small groups. Students are encouraged to discuss and interact with the text as the teacher reads orally.

• Shared Reading – In shared reading, students join the teacher to read aloud in unison. The teacher gives the students a small copy of the book and lets them follow along reading their own copy. Sometimes the teacher uses a test that all children can see as they read together following with a partner.

• Guided Reading – The teacher works with a small group of students who have similar reading processes. The teacher selects and introduces new books and supports children reading the whole text to themselves, making teaching points during and after the reading.

• Independent Reading – Children read on their own or with partners from a wide range of materials. Some reading is from a special collection at their reading levels.

• Directed Reading – Thinking Lesson
  1. Assess the Reader’s prior knowledge
  2. Introduce and provide meaning for new vocabulary
  3. Establish purposes for reading
  4. Read (silently and orally)
  5. Develop comprehension
  6. Develop follow-up activities
ROLE REVERSAL
ROLE REVERSAL

The teacher candidates teaching responsibilities have been gradually increased during the semester. In that period the teacher candidate had the opportunity to become acquainted with the children and their needs, to know the program and schedule, and to learn to think in the same way as the mentor classroom teacher. By role reversal most candidates have progressed to a point where they are capable of attempting a full teaching task or "role reversal." Role reversal, as it is defined here, is two weeks in which the teacher candidate assumes the majority of classroom responsibilities while the mentor classroom teacher acts as assistant. The teacher candidate plans the lessons, executes them, and manages the classroom as the lead teacher. The mentor classroom teacher is available to help and to offer suggestions and advice and will perform the minor duties assigned in the teacher candidate's plans.

Role reversal is viewed as essential for the teacher candidate's basic preparation for teaching. The behaviors exhibited by the teacher candidate at this time are considered to be suggestive of the kinds of behaviors likely to be present in their own classroom. A major part of the role reversal in student teaching involves implementation of the integrated unit. Specific guidelines will be provided prior to role reversal.

The teacher candidate is expected to take on more responsibility in determining the topics and objectives for role reversal. This added responsibility provides a transition between the structured field experiences of the early childhood preparation program and the responsibilities of first year teachers. Student teaching gives the teacher candidate the opportunity to exercise decision-making skills while having the support and guidance of the mentor classroom teacher and the university supervisor.

Much is asked of the teacher candidate in terms of scheduling a variety of activities, in writing detailed plans, and in the scope of responsibilities to be undertaken. Therefore, it is important for teacher candidates to receive feedback on their teaching from several informed sources. Teacher candidates should use the reflection form to think through areas that they may need clarification.
STUDENT ASSESSMENT
STUDENT ASSESSMENT

Assessment is the process of identifying the strengths, needs, knowledge, progress, and attitudes of the individual learner and applying that information to the planning for instruction. Assessment includes monitoring students' progress while teaching, using a variety of assessment strategies, planning and implementing enrichment and remediation activities as needed, and exploring ways to use assessment information in parent conferencing.

**Monitoring students' progress while teaching** includes:

- interpreting students' facial expressions and other nonverbal behaviors to determine if further cues or explanations are needed
- asking questions which are relevant to the objectives
- checking for understanding of all group members by using techniques such as signal responses and questions directed to individuals and non-volunteers
- assessing students' abilities to apply, analyze, synthesize, and evaluate
- interpreting relevant observable behavior during written, verbal, and physical activities

**Using a variety of assessment strategies** includes:

- anecdotal records
- observations
- checklists/inventories
- teacher-made tests
- unit or book tests
- interest/attitude surveys
- work samples
- responses to open-ended questions
- response logs
- journal entries
- reading records of books read
- teacher candidate portfolios
- running records and observation surveys

Deciding on an assessment strategy depends on the following questions:

What do I want to know?
How will I find it out?
How will I record what I learn?

**Planning and implementing enrichment and remediation activities as needed** includes:
• staying on top of children’s needs in order to plan for instruction
• extending knowledge through enrichment, not merely practicing what has been mastered
• providing remediation through opportunities for a teacher candidate to be retaught an objective not mastered using an alternative technique, environment, and/or material

Exploring ways to use assessment information in parent conferencing
includes:

• observing parent conferences whenever possible
• asking the classroom teacher how to prepare for and conduct parent conferences
• carrying out a parent conference according to the guidelines below
• role-playing a parent conference with the teacher or a peer in the school (if it is not possible to carry out a real parent conference)

Guidelines for carrying out a parent conference:

Weeks 3-4
The teacher candidate should discuss with the mentoring classroom teacher which students (and parents) may be good candidates for the parent conference. The selection should be based upon setting up the teacher candidate for success and ease in the conference. For example:
   - choosing a child that is average rather than a child that is a challenge.
   - choosing a parent that is comfortable in the school setting (a classroom volunteer or a teacher in another classroom or school are ideal).

Weeks 5-6
The teacher candidate should inform the university supervisor that a teacher candidate (and parent) have been chosen for the conference. The mentor classroom teacher should contact the parent and receive the parent’s consent to attend a conference led by the teacher candidate at the end of the semester. The goal is for the parent to know that the conference is voluntary and planned mainly for the teacher candidate’s benefit in gaining experience in conferencing.

The teacher candidate should:

1) begin collecting work samples, anecdotal records, and any other relevant data to share with the parent at the conference.
2) begin to spend as much time as possible in one-to-one interactions with the conference child, while also performing other required assessment duties.
3) take any opportunities available to have informal contact with the parent (e.g., greeting and speaking to the parent(s) when they are in the classroom).

Weeks 7
The teacher candidate should continue to observe the conference child closely and collect assessment information, as well as taking advantage of any opportunities to observe parent conferences.

Weeks 12
A short, written plan for the conference should be completed before the conference is carried out. The teacher candidate should lead the conference, with the mentor classroom teacher standing by for support. The teacher candidate should be prepared to self-assess during the weekly conference with the university supervisor.
TECHNOLOGY
TECHNOLOGY

Instructional technology in early childhood education is an important component in teaching and learning. Teacher candidates develop technology skills throughout their program of study. Field placements in technologically advanced schools are made whenever possible.

During the student-teaching semesters, teacher candidates will:

1. Demonstrate the ability to use basic hardware such as computers, laser discs, camcorders, digital scanner, digital camera, and modem.

2. Demonstrate proficiency in use of productivity and presentation software such as PrintShop Deluxe, PageMaker, WordPerfect Presentation, PowerPoint, and/or Kid Pix by creating instructional materials.

3. Evaluate and use educational software in classroom instruction.

4. Select multimedia resources to enhance diverse learning styles.

5. Demonstrate proficiency in the utilization of an appropriate form of technology in a minimum of two lessons observed by the university supervisor.

Teacher candidates will demonstrate proficiency in technology through course assignments, and the field experience activities.
EdTPA SUMMARY

Summative Assessment-edTPA Task 1-4 Submission

The purpose of the edTPA summative assessment is to measure the novice teachers’ readiness to teach in the elementary grades. As a performance-based assessment, edTPA is designed to engage candidates in demonstrating their understanding of teaching and student learning in authentic ways. The assessment is designed with a focus on student learning and principles from research and theory. It is based on findings that successful teachers:

- develop knowledge of subject matter, content standards and subject-specific pedagogy
- develop and apply knowledge of varied students’ needs
- consider research and theory about how students learn
- reflect on and analyze evidence of the effect of instruction on student learning

The edTPA is made of four Tasks (Planning, Implementation, and Assessment/Reflection in Literacy and Mathematics). Detailed information can be found in the EdTPA Handbook for Elementary Education.
PROFESSIONAL PORTFOLIO
PROFESSIONAL PORTFOLIO REQUIREMENTS
TEACHER CANDIDATE STUDENT TEACHING I

A portfolio is an organized, goal driven documentation of your professional growth and achievement in the complex act called teaching. Although it is a collection of documents, a portfolio is tangible evidence of the wide range of knowledge, dispositions, and skills that you possess as a growing professional.

To provide teacher candidates the experience of developing a portfolio based on a set of standards, teacher candidates will link specified artifacts (see UACM Professional Portfolio Chart) to the standards established by the Interstate New Teacher Assessment and Support Consortium (INTASC) and the National educational Technology Standards (NETS*T), which are aligned with the Georgia Framework for Teaching Standards.

The Professional Portfolio represents the teacher candidate and the college. It should be professionally presented in a sturdy, three-ring binder. Audiotapes, videotapes, and computer disks should be firmly attached to the binder, if possible in an envelope. It is an excellent tool to use for the teaching interview process.

Steps to creating the UACM Professional Portfolio:

(1) Read chapters 1-3 in “How to develop a professional portfolio: A manual for teachers” by Campbell, Cignitti, Melenyzer, Nettles & Wyman

(2) Organize your professional portfolio in a three-ring binder with dividers for a personal data section and ten INTASC Standards.

(3) Include the following areas before the personal data section in your professional portfolio.

    Preface- An explanation of why portfolio is outlined around the INTASC standards (Should not say because Georgia State said it had to be in that format).

    About the Author- A brief (one page) explanation of your background and why you decided to become a teacher.

    Philosophy of Education- An outline of your under-girding beliefs concerning teaching and what your philosophy would look like in your classroom. Complete the professional data section.

(4) Complete the Personal Data Section - In the personal data section of your portfolio include the following information:
Resume - Important to start with current UACM training. Important to note dates of certification completion including ESOL certification completion May 2015, as well as date of Master's completion May 2016. Important to include all teaching experiences (Summer experiences, ESOL first semester, etc.). To outline task refer to job description of teacher in the back of the field supervision manual.

Letters of Recommendation - Letter from your mentor teachers or instructors (You will add to this part in the spring).

Transcripts - Print unofficial transcript from Go Solar.

Student Teaching Evaluations - Include some of your student teaching observation evaluations with feedback.

*You can add more to this section if you want, but these are required.

(5) Collect, organize, and annotate specified artifacts that address the ten INTASC Standards (See UACM Professional Portfolio Chart). Insert both the graded artifact and a clean copy of the artifact with any correction that your course instructor requires.

(6) Prepare to present professional portfolio at the benchmark conferences.
## Urban Accelerated Certification and Master’s Program (UACM)
### Professional Portfolio Grading Rubric

<table>
<thead>
<tr>
<th>Standard #1: Learner Development NETS-T 4</th>
<th>Artifacts</th>
<th>4</th>
<th>3</th>
<th>2</th>
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<tr>
<td>Focus Child Observation/Strategies Assessment (ECE 6375 Responsive Practice)</td>
<td>Rationale well developed and explicitly states how the select artifact demonstrates the teacher candidate has met the designated INTASC standard.</td>
<td>Rationale generally well developed and explicitly states how the select artifact demonstrates the teacher candidate has met the designated INTASC standard.</td>
<td>Rationale is included, but needs improvement or does not explicitly state how the select artifact demonstrates the teacher candidate has met the designated INTASC standard.</td>
<td>Rationale is included, but needs significant improvement and does not explicitly state how the select artifact demonstrates the teacher candidate has met the designated INTASC standard.</td>
<td>Rationale is not included for the select artifact.</td>
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<tr>
<th>Standard #2: Learning Differences NETS-T 5</th>
<th>Artifacts</th>
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<tr>
<td>Synthesis Paper (ECE 6360 Culturally Responsive Pedagogy)</td>
<td>Rationale well developed and explicitly states how the select artifact demonstrates the teacher candidate has met the designated INTASC standard.</td>
<td>Rationale generally well developed and explicitly states how the select artifact demonstrates the teacher candidate has met the designated INTASC standard.</td>
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<td>Rationale is not included for the select artifact.</td>
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<th>Standard #3: Learning Environments NETS-T 4</th>
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<tr>
<td>Classroom Community Statement (ECE 6370 Classroom Management)</td>
<td>Rationale well developed and explicitly states how the select artifact demonstrates the teacher candidate has met the designated INTASC standard.</td>
<td>Rationale generally well developed and explicitly states how the select artifact demonstrates the teacher candidate has met the designated INTASC standard.</td>
<td>Rationale is included, but needs improvement or does not explicitly state how the select artifact demonstrates the teacher candidate has met the designated INTASC standard.</td>
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<th>Standard #4: Mathematics and Rationale</th>
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<tr>
<td>Content Knowledge NETS-T 1</td>
<td>Literacy Exams (ECE 6380 Literacy and ECE 6390 Mathematics)</td>
<td>developed and explicitly states how the select artifact demonstrates the teacher candidate has met the designated INTASC standard.</td>
<td>generally well developed and explicitly states how the select artifact demonstrates the teacher candidate has met the designated INTASC standard.</td>
<td>included, but needs improvement or does not explicitly state how the select artifact demonstrates the teacher candidate has met the designated INTASC standard.</td>
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<td>Standard #5: Application of Content NETS-T 4</td>
<td>Analysis of Teaching – Video Reflection (ECE 6655 Student Teaching I)</td>
<td>Rationale well developed and explicitly states how the select artifact demonstrates the teacher candidate has met the designated INTASC standard.</td>
<td>Rationale generally well developed and explicitly states how the select artifact demonstrates the teacher candidate has met the designated INTASC standard.</td>
<td>Rationale is included, but needs improvement or does not explicitly state how the select artifact demonstrates the teacher candidate has met the designated INTASC standard.</td>
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<td>Standard #6: Assessment NETS-T 1</td>
<td>Mathematics Teaching &amp; Learning Project (ECE 6391 Mathematics)</td>
<td>Rationale well developed and explicitly states how the select artifact demonstrates the teacher candidate has met the designated INTASC standard.</td>
<td>Rationale generally well developed and explicitly states how the select artifact demonstrates the teacher candidate has met the designated INTASC standard.</td>
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<td>Standard #7: Planning for Instruction NETS-T 2</td>
<td>A UACM Lesson Commentary/Plan (ECE 6655 Student Teaching I)</td>
<td>Rationale well developed and explicitly states how the select artifact demonstrates the</td>
<td>Rationale generally well developed and explicitly states how the select artifact demonstrates the</td>
<td>Rationale is included, but needs improvement or does not explicitly state how the select artifact demonstrates the</td>
<td>Rationale is included, but needs significant improvement and does not explicitly state how the select artifact demonstrates the</td>
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<td>Standard #8: Instructional Strategies NETS-T 2</td>
<td>Tutoring Plan - 3 examples (ECE 6385 Literacy) Integrated Unit</td>
<td>teacher candidate has met the designated INTASC standard.</td>
<td>demonstrates the teacher candidate has met the designated INTASC standard.</td>
<td>the teacher candidate has met the designated INTASC standard.</td>
<td>artifact demonstrates the teacher candidate has met the designated INTASC standard.</td>
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<td>Standard #9: Professional Learning and Ethical Practice NETS-T 3</td>
<td>LiveText Code of Ethics Module (ECE 6655 Student Teaching I)</td>
<td>Rationale well developed and explicitly states how the select artifact demonstrates the teacher candidate has met the designated INTASC standard.</td>
<td>Rationale generally well developed and explicitly states how the select artifact demonstrates the teacher candidate has met the designated INTASC standard.</td>
<td>Rationale is included, but needs improvement or does not explicitly state how the select artifact demonstrates the teacher candidate has met the designated INTASC standard.</td>
<td>Rationale is included, but needs significant improvement and does not explicitly state how the select artifact demonstrates the teacher candidate has met the designated INTASC standard.</td>
</tr>
<tr>
<td>Standard #10: Leadership and Collaboration NETS-T 5</td>
<td>Personal Data Section (ECE 6655 Student Teaching I)</td>
<td>Rationale well developed and explicitly states how the select artifact demonstrates the teacher candidate has met the designated INTASC standard.</td>
<td>Rationale generally well developed and explicitly states how the select artifact demonstrates the teacher candidate has met the designated INTASC standard.</td>
<td>Rationale is included, but needs improvement or does not explicitly state how the select artifact demonstrates the teacher candidate has met the designated INTASC standard.</td>
<td>Rationale is included, but needs significant improvement and does not explicitly state how the select artifact demonstrates the teacher candidate has met the designated INTASC standard.</td>
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</tbody>
</table>
PROFESSIONALISM/ETHICAL CONDUCT
PROFESSIONALISM/ ETHICAL CONDUCT

Professionalism Tasks

The professionalism task is divided into 2 major categories:

I. Professional attitude/behavior
II. Preparation/organization
III. Ethics Module

I. Professional Attitude/Behavior

Factors to be discussed at the weekly conference include:

- Professional attitude
- Professional behavior
- Work ethic
- Confidence
- Creativity
- Fulfilling responsibilities to oneself, to the classroom, to the school, to the College of Education, and to the state of Georgia’s Code of Ethics for Educators

II. Preparation/Organization

Professional preparation and organization includes each of the following components:

- Teacher candidate uses time wisely, both inside and outside of the classroom.
- Plans are prepared and approved prior to instruction.
- Technology is used to enhance teaching and learning.
- Well-made and developmentally appropriate materials are made in advance.
- Paper work (assessment of students, lesson plans, record keeping) is accomplished in a timely manner.

Teacher candidate is organized and prepared for the weekly observation. Each week the teacher candidate should leave a chair pulled aside for the observation. In the chair each week the teacher candidate should leave a copy of the lesson plan for the lesson being observed, a list of all things you have made or added to the classroom, the student teaching manual, and all materials due up to that point such as the letter of introduction due week one.
III. Ethics Module

Objectives
1. Understand the terms “ethics,” “ethics code” and “moral turpitude.”
2. Contrast a “job or occupation” with a “profession.”
3. Understand the difference between legal behavior and ethical behavior.
4. Be thoroughly familiar with the Code of Ethics and Standards of Conduct pertaining to all Georgia teachers.
5. Apply the Georgia Code of Ethics for Educators using the provided case scenarios describing ethical dilemmas.

Activities
- Read "Ethical Decision Making for Teachers" (see attachment below, pp. 2-3).
- Note the following video resource: The Code of Ethics presented by the PAGE attorney and located at: http://www.pageinc.org/displaycommon.cfm?an=1&subarticlenbr=207
- Complete the Educator Ethics Knowledge Quiz at the following link: http://www.gapsc.com/Ethics/EthicsQuestionaire/frmEthicsQuestionaire.aspx
- Complete the Ethics Case Study Assessment

Directions for Ethics Case Study Assessment:
1. Choose one Case Incident (see attachment below, pp. 3-4).
2. Locate the relevant section of the Georgia Code of Ethics that applies to the Case Incident you have chosen. Explain the suspected violation and list the specific section/code that is relevant to the case (cut/paste the wording of the section). Use the code you have chosen as the framework for evaluating the situation.
3. Describe the situation in the case incident you have chosen (approximately one paragraph)
4. Using the Code of Ethics for Georgia Educators, determine whether ethical violation(s) have been committed in the case incidents that you have selected. Explain your determination using the resources given in this document. (Approximately two paragraphs). Attach your written work as a file attachment.

Field Performance Assessment:
- Please note that ethics are also assessed through a performance assessment with the Field Observation Performance Rubric (Professionalism), a program key assessment.
BENCHMARK CONFERENCES
Benchmark Conferences

Benchmark conferences are an opportunity for teacher candidates to review their progress and set goals using the *Georgia Framework for Teaching* rubric with program faculty.

Benchmark conferences will occur twice during year one of the program (at the end of Student Teaching I and II semesters).

As a part of the benchmark conference:

Student Teaching I Benchmark Conference

- Discuss how selected artifacts in their Professional Portfolio meet the INTASC Standards.
- Practice how to share information in a job interview.

Student Teaching II Benchmark Conference

- The teacher candidate will reflect on their strengths and weaknesses, discuss goals, and practice job interview skills.
- Program faculty and teacher candidate will review the UACM Observation Rubrics.
- University supervisors will review the candidate’s culminating evaluation using the *Observation Field Experience Performance Assessment*.
- Program faculty and teacher candidate will identify candidate strengths and set future goals using the *Georgia Framework for Teaching* rubric.
- Students will hand in evaluations of their mentor teacher and university supervisor, as well as have an opportunity to hand in an evaluation and suggestions for the program.
SEMESTER-AT-A-GLANCE
<table>
<thead>
<tr>
<th>Weeks of July 28-Aug. 25</th>
<th>Report to Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st week with Students:</td>
<td>Fall Orientation</td>
</tr>
<tr>
<td>APS-July 28</td>
<td>August 24, 2015</td>
</tr>
<tr>
<td>DeKalb-Aug. 3</td>
<td>Complete Opening</td>
</tr>
<tr>
<td>Fulton – Aug. 4</td>
<td>School Experience</td>
</tr>
<tr>
<td>No Formal Observation</td>
<td></td>
</tr>
</tbody>
</table>

- Complete Opening School Experience
- Actively implement One Teach, One Support Co-Teaching Model
- Take on transition and routine responsibilities
- Assist planning and teaching with mentor teacher
- Organize UACM lesson planning and assessment notebook to contain all lesson plans, assessments, daily tracking sheets, candidate reflection checklist, goals, and grade level curriculum standards
- Become familiar with mentor teachers’ and district assessment systems

**Professional Portfolio**
- Read Chapters 1-3 *How to Develop a Professional Portfolio: A Manual for Teachers*’ by Campbell, Cignitt, Melenyzer, Nettles & Wyman

<table>
<thead>
<tr>
<th>Orientation Aug. 24, 2015</th>
<th>Preparations for Observation 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk-Through Assessment</td>
<td>• Ensure that Lesson Planning Notebook is prepared according to Manual and available for Supervisor’s review.</td>
</tr>
<tr>
<td>Observation 1</td>
<td>• Review these teaching observation standards prior to the walk-through 1,2,7,9,10.</td>
</tr>
<tr>
<td>Standards 1,2,7,9,10</td>
<td>• Continue implementing co-teaching models</td>
</tr>
<tr>
<td></td>
<td>• Plan and teach 3-4 hours (Recommend: a 30-minute literacy lesson daily each week and two 30 minute math lessons each week).</td>
</tr>
</tbody>
</table>

- Make sure lesson plans and assessment procedures are culturally relevant and placed in notebook
- Prepare and send parent introduction letter
- **Formative Observed Lesson must be in UACM edTPA format**

**Professional Portfolio**
- Organize your professional portfolio in a three-ring binder with dividers for a personal data section and ten InTASC Standards.

**Observation Date (Insert dates/school):**

**Teacher Candidate will teach for 30 minutes. Mentor teacher and Supervisor will observe.**

<table>
<thead>
<tr>
<th>Weeks of Sept. 14-18</th>
<th>Preparations for Observation 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 21-25</td>
<td>• Review these teaching observation standards prior to the walk-through 3,5,6,9,10.</td>
</tr>
<tr>
<td>Walk-Through Assessment</td>
<td>• Make sure lesson plans are in order and placed in lesson planning notebook</td>
</tr>
<tr>
<td>Observation 2</td>
<td>• Continue implementing co-teaching models</td>
</tr>
<tr>
<td>Standards 3,5,6,9,10</td>
<td>• Plan and teach 4-6 hours (Recommend: 60-minutes of literacy lessons daily each week and two math lessons each week).</td>
</tr>
</tbody>
</table>

- Make sure lesson plans and assessment procedures are culturally relevant and placed in notebook
- **Formative Observed Lesson must be in UACM edTPA format**

**Professional Portfolio**
- Complete the Personal Data section of your portfolio. The Personal Data section should include a Preface, About the Author, and Philosophy of Education, etc. (refer to handbook/syllabus for further directions).

**Observation Date (Insert dates/school):**

**Teacher Candidate will teach for 30 minutes. Mentor teacher and Supervisor will observe.**
<table>
<thead>
<tr>
<th>Weeks of</th>
<th>Preparation for Observation 3</th>
<th>Preparation for Observation 4</th>
<th>Preparation for Observation 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 28 – Oct. 2</td>
<td><strong>Walk-Through Assessment Observation 3</strong> Standards 2,4,8,9,10</td>
<td><strong>Formative Assessment Observation 4 Standards 1-10</strong></td>
<td><strong>Formative Assessment Observation 5 Standards 1-10</strong></td>
</tr>
<tr>
<td>Oct. 5-9</td>
<td>Review these teaching observation standards prior to the walk-through 2,4,8,9,10</td>
<td>Review teaching standards 1-10 prior to this Formative Assessment Observation</td>
<td>Review teaching standards 1-10 prior to this Formative Assessment Observation</td>
</tr>
<tr>
<td></td>
<td>Make sure lesson plans are in order and placed in lesson planning notebook</td>
<td>Make sure lesson plans are in order and placed in lesson planning notebook</td>
<td>Make sure lesson plans are in order and placed in lesson planning notebook</td>
</tr>
<tr>
<td></td>
<td>Continue implementing co-teaching models</td>
<td>Continue implementing co-teaching models</td>
<td>Continue implementing co-teaching models</td>
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<tr>
<td></td>
<td>Plan and teach 8-10 hours (Recommend: a daily full literacy block each week and daily math lesson each week).</td>
<td>Plan and teach 10-12 hours (Recommend: a daily full literacy block, a daily math lesson, and one lesson for either: Science, Social Studies or Health).</td>
<td>Plan and teach 12-14 hours (Recommend: a daily full literacy block, a daily math lesson, and two lessons for either: Science, Social Studies or Health).</td>
</tr>
<tr>
<td></td>
<td>Use assessment data to inform instructional decisions</td>
<td>Use assessment data to inform instructional decisions</td>
<td>Use assessment data to inform instructional decisions</td>
</tr>
<tr>
<td></td>
<td>Make sure lesson plans and assessment procedures are culturally relevant and placed in notebook</td>
<td>Make sure lesson plans and assessment procedures are culturally relevant and placed in notebook</td>
<td>Make sure lesson plans and assessment procedures are culturally relevant and placed in notebook</td>
</tr>
<tr>
<td></td>
<td>Formative Observed Lesson must be in UACM edTPA format</td>
<td>Professional Portfolio</td>
<td>Professional Portfolio</td>
</tr>
<tr>
<td></td>
<td>Based on your supervisor’s feedback, continue working on personal data section of your portfolio.</td>
<td>Based on your supervisor’s feedback, continue working on personal data section of your portfolio.</td>
<td>Based on your supervisor’s feedback, continue working on personal data section of your portfolio.</td>
</tr>
<tr>
<td></td>
<td><em>Teacher Candidate will teach for 30 minutes. Mentor teacher and Supervisor will observe.</em></td>
<td><em>Teacher Candidate will teach for 30 minutes. Mentor teacher and Supervisor will observe.</em></td>
<td><em>Teacher Candidate will teach for 30 minutes. Mentor teacher and Supervisor will observe.</em></td>
</tr>
<tr>
<td></td>
<td>Observation Date (Insert dates/school):</td>
<td>Video Viewing Conference Date (Insert dates/school):</td>
<td>Video Viewing Conference Date (Insert dates/school):</td>
</tr>
<tr>
<td></td>
<td><strong>Teacher Candidate will teach for 30 minutes. Mentor teacher and Supervisor will observe.</strong></td>
<td><strong>Teacher Candidate will teach for 30 minutes. Mentor teacher and Supervisor will observe.</strong></td>
<td><strong>Teacher Candidate will teach for 30 minutes. Mentor teacher and Supervisor will observe.</strong></td>
</tr>
<tr>
<td>Weeks of Nov. 9-13 Nov. 16-20</td>
<td>Role Reversal Observations 6 and 7 (unannounced)</td>
<td>Preparation for Observation 6</td>
<td></td>
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<td>-------------------------------</td>
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<td></td>
<td></td>
<td>• Implement Co-teaching model: use Alternate Teaching – Candidate works with most of the class while mentor works with an identified group or individual either inside or outside the classroom</td>
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<tr>
<td></td>
<td></td>
<td>• This formative assessment is a non-scheduled observation</td>
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<td></td>
<td></td>
<td>• Assume responsibility for 100% of planning and teaching</td>
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<td></td>
<td></td>
<td>• Role Reversal lesson plans may be written in your school format provided mentor/supervisor approval.</td>
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<td></td>
<td></td>
<td>• Lesson plans must be approved prior to implementation.</td>
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<td></td>
<td></td>
<td>• Use assessment data to inform instructional decisions</td>
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<td></td>
<td>• Work on Field Experience Checklist</td>
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<tr>
<td></td>
<td>Professional Portfolio</td>
<td>• Complete professional portfolio</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Observation Date (Insert dates/school):</td>
<td>**Teacher Candidate will teach for 30 minutes. Mentor teacher and Supervisor will observe. If possible schedule observation during SS/SC center time</td>
<td></td>
</tr>
<tr>
<td>Week of Nov. 23-27</td>
<td>Thanksgiving Holidays</td>
<td></td>
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<tr>
<td></td>
<td>Benchmark Conferences Make-up Days</td>
<td>• Benchmark Conferences – December 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Turn in Professional Portfolios during Benchmark Conference</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Make-up days – Nov. 30 and Dec. 1. ONLY</td>
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</tbody>
</table>
# Urban Accelerated Certification and Master’s Program (UACM)

## YEAR ONE FIELD EXPERIENCE OBSERVATION

### Walk-Through Assessment

**Semester:**

---

**Teacher Candidate:** __________________________

**Date:** ______________________________

**Mentor Teacher:** __________________________

**School:** __________________________

**Grade:** __________________________

**Field Supervisor:** __________________________

**Standard(s) Observed:**

<table>
<thead>
<tr>
<th>Standard</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
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</table>

### Standards/Rating

#### 1. Professional Knowledge

**INTASC Standard:**

- The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.

<table>
<thead>
<tr>
<th>Proficient (P)</th>
<th>Achieving (A)</th>
<th>Needs Development (ND)</th>
<th>Ineffective (I)</th>
<th>Unsatisfactory (U)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher consistently demonstrates the standard being addressed.</td>
<td>The teacher often demonstrates the standard being addressed.</td>
<td>The teacher inconsistently demonstrates the standard being addressed.</td>
<td>The teacher inadequately demonstrates the standard being addressed.</td>
<td>The teacher does not uphold the UACM program standards and expectations.</td>
</tr>
</tbody>
</table>

**Rating Received:**

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#### 2. Instructional Planning

**INTASC Standard:**

- The teacher plans using, state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.

<table>
<thead>
<tr>
<th>Proficient (P)</th>
<th>Achieving (A)</th>
<th>Needs Development (ND)</th>
<th>Ineffective (I)</th>
<th>Unsatisfactory (U)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher consistently demonstrates the standard being addressed.</td>
<td>The teacher often demonstrates the standard being addressed.</td>
<td>The teacher inconsistently demonstrates the standard being addressed.</td>
<td>The teacher inadequately demonstrates the standard being addressed.</td>
<td>The teacher does not uphold the UACM program standards and expectations.</td>
</tr>
</tbody>
</table>

**Rating Received:**

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#### 3. Instructional Strategies

**INTASC Standard:**

- The teacher promotes student learning by

**Specific Comments**

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### Standards/Rating

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using research-based instructional strategies relevant to the content area to engage students in active learning and to promote key skills.

<table>
<thead>
<tr>
<th>P</th>
<th>A</th>
<th>ND</th>
<th>I</th>
<th>U</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
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</tbody>
</table>

**Rating Received __________**

### 4. Differentiated Instruction

(INTASC Standard: )
The teacher challenges students by providing appropriate content and developing skills which address individual learning differences.

<table>
<thead>
<tr>
<th>P</th>
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<th>U</th>
</tr>
</thead>
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<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
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</tbody>
</table>

**Rating Received __________**

### 5. Assessment Strategies

(INTASC Standard: )
The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.

<table>
<thead>
<tr>
<th>P</th>
<th>A</th>
<th>ND</th>
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<tbody>
<tr>
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<td>3</td>
<td>2</td>
<td>1</td>
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</tbody>
</table>

**Rating Received __________**

### 6. Assessment Uses

(INTASC Standard: )
The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.

<table>
<thead>
<tr>
<th>P</th>
<th>A</th>
<th>ND</th>
<th>I</th>
<th>U</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
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</table>

**Rating Received __________**

### 7. Positive Learning Environment

(INTASC Standard: )
The teacher provides a well-managed, safe, and orderly environment that is conducive to
learning and encourages respect for all.

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<th>P</th>
<th>A</th>
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<tr>
<td>4</td>
<td>3</td>
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<td>1</td>
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</table>

Rating Received ___________

8. Academically Challenging Environment  
(INTASC Standard: )
The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.

<table>
<thead>
<tr>
<th>P</th>
<th>A</th>
<th>N</th>
<th>D</th>
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<th>U</th>
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<tr>
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<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Rating Received ___________

9. Professionalism  
(INTASC Standard: )
The teacher demonstrates a commitment to professional ethics and the school’s mission, participates in professional growth opportunities, and contributes to the profession.

<table>
<thead>
<tr>
<th>P</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>I</th>
<th>U</th>
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<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Rating Received ___________

10. Communication  
(INTASC Standard: )
The teacher communicates effectively with students, parents or guardians, district personnel, and other stakeholders in ways that enhance student learning.

<table>
<thead>
<tr>
<th>P</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>I</th>
<th>U</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Rating Received ___________

Rubric Total Score ______ Average Rubric Score (÷5 for ARS) ______ Percent/Total Score_______
# Average Rubric Score to Percent Conversion Chart

<table>
<thead>
<tr>
<th>ARS</th>
<th>Percent</th>
<th>ARS</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>100</td>
<td>2.2</td>
<td>77</td>
</tr>
<tr>
<td>3.9</td>
<td>96</td>
<td>2.1</td>
<td>76</td>
</tr>
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<td>3.8</td>
<td>94</td>
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<td>75</td>
</tr>
<tr>
<td>3.7</td>
<td>93</td>
<td>1.9</td>
<td>74</td>
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<tr>
<td>3.6</td>
<td>92</td>
<td>1.8</td>
<td>73</td>
</tr>
<tr>
<td>3.5</td>
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<td>69</td>
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<tr>
<td>2.9</td>
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<td>66</td>
</tr>
<tr>
<td>2.8</td>
<td>82</td>
<td>1</td>
<td>65</td>
</tr>
<tr>
<td>2.7 or 2.6</td>
<td>81</td>
<td>0.9</td>
<td>63</td>
</tr>
<tr>
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Urban Accelerated Certification and Master’s Program (UACM)

YEAR ONE FIELD EXPERIENCE OBSERVATION

Formative Assessment
–Semester: ______

Teacher Candidate: ___________________________  Date: _____________________

Mentor Teacher: ___________________________ School: ___________________  Grade: ________

Field Supervisor: ___________________________ Assessment: 1__ 2__ 3__ 4__

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### Standards/Rating

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Rating Received: ____________

**2. Instructional Planning**

(INTASC Standard: )
The teacher plans using, state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.

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rubric total score ______ average rubric score (ars) ______ percent/total score_______

average rubric score to percent conversion chart

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candidate’s signature:__________________________ date:__________________

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Urban Accelerated Certification and Master’s Program (UACM)

YEAR ONE FIELD EXPERIENCE OBSERVATION

Field Experience Performance Summative Assessment

–Semester: _________

Teacher Candidate: ____________________________ Date: ____________________________

Mentor Teacher: ____________________________ School: ____________________________ Grade: ________

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Rubric Total Score ______ Average Rubric Score (ARS) ______ Percent/Total Score_______

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Candidate’s Signature:_______________________________________________  Date:__________________

Supervisor’s Signature:___________________________  Date:_____________
## UACM Lesson Commentary

Your commentary allows you to describe and justify your thinking as you plan for instruction and assessment. Ultimately, it prepares you to demonstrate and analyze the effectiveness of your teaching.

You will write a commentary responding to the prompts below. (HINT: Use the language of the prompt in your response to each question.) The commentary should be no more than 9 single-spaced pages.

### 1. Central Focus
   - **a.** Describe the central focus (A description of the important understandings and core concepts that you want students to develop within the learning segment. The central focus should go beyond a list of facts and skills, align with content standards and learning objectives, and address the subject-specific components in the learning segment) and the purpose for the content you will teach in this lesson.
   
   **b.** Given the central focus, describe how the common core/GPS standards and learning objectives within your lesson address:
   - an essential strategy (The specific strategy that you will teach in your lesson. EX. constructing an argument)
   - related skills that support use of strategy
   - reading/writing connections

   **c.** Explain how your plans build on previous lessons to help students **make connections** between skills and knowledge.

### 2. Knowledge of Students to Inform Teaching
   - Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).
<table>
<thead>
<tr>
<th>a. Prior academic learning and prerequisite skills related to the central focus—<strong>What do students know, what can they do, and what are they learning to do? Specifically address individual learners’ needs</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Personal/cultural/community assets related to the central focus—<strong>What do you know about your students’ everyday experiences, cultural backgrounds and practices, and interests?</strong></td>
</tr>
</tbody>
</table>

### 3. Supporting Students’ Learning

To support your explanations, refer to the instructional materials and your lesson plan. In addition, use **principles from research and/or theory to support your explanations.**

<table>
<thead>
<tr>
<th>a1. Explain/Justify how your understanding of your students’ prior academic learning guided your choice/adaptation of learning tasks &amp; materials.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a2. Identify how this lesson uses students’ backgrounds, personal context, families, communities, or out-of-school experiences to anchor understanding of the content being taught in the lesson? (Ladson-Billings 2)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UACM. How does this lesson demonstrate high academic expectations for all students (Ladson-Billing 1).</th>
</tr>
</thead>
</table>
b. Describe and justify why your instructional strategies and planned supports are appropriate for the whole class, individuals, and/or groups of students with specific learning needs. Consider students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students. Reference upward and downward extension (differentiation of the instructional task).

c. Describe common misconceptions or common developmental approximations (for you and your students) within your central focus and how you will address them.

UACM. How will you give students the opportunity to practice so you can provide feedback? How can you help students interact with their learning and elevate their thinking with what they are learning? Provide example from your lesson plan.

4. Supporting Development Through Language

a. Language Function (The content and language focus of the learning task represented by the active verbs within the learning outcomes). Identify one language function essential for students to learn the standard(s) within your central focus. Listed below are some sample language functions. You may choose one of these or another more appropriate for your learning segment (Analyze, Argue, Categorize, Compare/Contrast, Describe, Explain, Interpret, Predict, Question, Retell, Summarize). Think about key words that focus on higher level thinking (Bloom’s Taxonomy). The language function should align with central focus.
b. Identify a key **learning task** from your plan that provides students with opportunities to practice using the language function identified above.

c. **Additional Language Demands.** Given the language function and learning task identified above, describe the following associated language demands (written or oral) students need to understand and/or use. Think about the key vocab needed and how you’ll have students use it, talk about it, and apply it in writing in specific content area.

- **Vocabulary or key phrases** (Includes words and phrases that are used within disciplines including: (1) words and phrases with subject-specific meanings that differ from meanings used in everyday life (e.g., table); (2) general academic vocabulary used across disciplines (e.g., compare, analyze, evaluate); and (3) subject-specific words defined for use in the discipline)
- **Syntax** (The set of conventions for organizing symbols, words, and phrases together into structures, e.g., sentences, graphs, tables) and/or
- **Discourse** (Includes the structures of written and oral language, as well as how members of the discipline talk, write, and participate in knowledge construction).

Consider the range of students’ understandings of the language function and other language demands—what do students already know, what are they struggling with, and/or what is new to them?
### d. Language Supports

Refer to your lesson plan and instructional materials as needed in your response to this prompt.

Describe the instructional supports (during and/or prior to the learning task) that help students understand and successfully use the language function and additional language demands identified above. How will students use what they have learned?

### 5. Monitoring Student Learning

In response to the prompts below, refer to the assessments you will submit as part of the materials.

<table>
<thead>
<tr>
<th>a.</th>
<th>Describe how your planned formal and informal assessments will provide direct evidence that students can use the strategy and requisite skills or knowledge being taught in this lesson. Consider the usage of a rubric to monitor students’ learning.</th>
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</thead>
<tbody>
<tr>
<td>b.</td>
<td>Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their learning. Consider all students, including students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students. Think about differentiation practices in regards to assessment.</td>
</tr>
</tbody>
</table>
Your lesson plans should be detailed enough that a substitute or other teacher could understand them well enough to use them. Attach a copy of instructional resources/materials and assessments. Your lesson plan should not be longer than 4 pages.

<table>
<thead>
<tr>
<th>Grade:</th>
<th>Subject:</th>
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<tbody>
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</table>

**Group Format:** (Check all that apply) Whole Group _____ Small Group _____ Individual_____ Other ________________________________

**Title of Lesson:**

**Individualized Learning Goals (specific for each individual student):**
- IEP(s):
- 504(s):
- ELL(s):
- Other(s):

**Central Focus:**

**State-adopted content standard and/or Common Core State Standards** (List the number and text of each standard that is being addressed.)

**Learning objectives** associated with the content standards. Specify measurable learning objective(s).

**Formal and informal assessments** used to monitor student learning, including type(s) of assessment and what is being assessed (Submit blank copies of all written assessments, such as performance checklist, rubrics, quizzes, etc.)

**Consideration:**
- Aligns assessments to all objectives.
- Aligns assessments to IEP, 504, ELL, or other individualized student learning objectives.
- Provides multiple ways for students to demonstrate that they have achieved the objectives.
- Provides feedback to students and ensures that they apply the feedback.
- Collects and documents evidence of student learning during (formative) and after (summative) instruction as applicable.
- Plans for student self-assessment
### Instructional Strategies and Learning Tasks
Include **step-by-step details** of what you and the students will be doing, how it **supports diverse student needs** and how students will be exposed and engaged to the use of the academic language related to the central focus. Your lesson plans should be detailed enough that a substitute or other teacher could understand them well enough to use them. Identify the co-teaching model utilized for this lesson.

**Consideration:**
- Opens the lesson with an engaging, interesting hook aligned to the central focus.
- Makes authentic connections between objectives and students’ personal, academic, and cultural & community assets (CRP).
- Provides various opportunities to engage all students with the content, process, product, and learning environment.
- Adapts or modifies the content, process, product, and/or learning environment for individual student learning needs (differentiate, anchor).
- Implements multiple strategies to manage transitions, routines, and procedures.
- Applies appropriate sequence of multiple instructional strategies to scaffold student learning.
- Uses higher order questioning to promote critical and creative thinking.
- Closes the lesson by including a check for student understanding of lesson objective(s).
- Implements multiple assessment strategies as noted in assessment plan.

### Instructional Resources and Materials to engage students in learning.
What materials/visuals/technology does the teacher need for this lesson?
What materials/visuals/technology do the students need for this lesson?
(Submit copies of handouts, assignments, slides and whiteboard images).
MENTOR TEACHER’S CANDIDATE EVALUATION FORM

Please give your appraisal of the student's qualifications as observed by you during the semester. Return this form to the university supervisor.

Teacher Candidate’s Name

<table>
<thead>
<tr>
<th></th>
<th>Outstanding</th>
<th>Very Good</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
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<tbody>
<tr>
<td>Demonstrates a command of subject matter, prepares well, and continues to develop scholarship</td>
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<td>Uses teaching methods appropriate for objectives and learners</td>
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<td>Develops effective class morale and provides a healthy classroom climate for learning</td>
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<td>Challenges, encourages and guides critical thinking through use of stimulating questions and provocative ideas</td>
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<td>Develops relationships among students that foster an attitude of mutual respect, tolerance, sensitivity, cooperation, self-control and a sense of responsibility</td>
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<td>Shows respect and understanding for all students; seeks to be firm, fair and consistent in dealing with students</td>
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<td>Works cooperatively with administrators, supervisors, support personnel, colleagues and parents</td>
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<td>Shows poise, understanding and tact when involved in school situations</td>
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<tr>
<td>Exhibits consistency, dependability and accuracy in carrying responsibilities to a successful conclusion</td>
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<td>Demonstrates willingness to examine personal teaching effectiveness</td>
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<td>Accepts criticism and responds appropriately to suggestions</td>
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<td>Shows evidence of energy and vitality in meeting daily responsibilities</td>
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<tr>
<td>Demonstrates competency in oral and written communication</td>
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<tr>
<td>Shows responsibility to punctuality and attendance</td>
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<tr>
<td>Presents a neat, well-groomed appearance</td>
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</table>

Please use the reverse side of this form to write a short paragraph regarding your views of the candidate's potential as a teacher.

Thank you for your participation.

Mentor Teacher Signature ________________________________ Date ___________
Mentor Teacher’s Candidate Observation Form

(Sample Feedback Sheet)
Daily and/or Weekly Ongoing Feedback

Week of __________________________ Teacher candidate __________________________

Glows:

Grows:

DEVELOPMENT PLAN:

Teacher’s Signature __________________________ Date __________________________
Mentor Teacher’s Program Evaluation

Please respond to the following questions to assist us in making necessary changes in the ECE program. This form should be given to the university supervisor at the final conference.

1. What is your opinion of the current teacher candidate teaching program? Rank the program and explain your ranking.

   Low                                                      High
   ______________________________________________________
   1..............2..............3..............4...............5

2. Should the process of evaluating teacher candidate teachers be changed? If so, how?

3. Rank the effectiveness of the ECE teacher candidate Teaching Manual and list changes that would improve the manual.

   Low                                                      High
   ______________________________________________________
   1..............2..............3..............4...............5

4. Please write any additional comments concerning this topic.
TEACHER CANDIDATE’S EVALUATION OF PROGRAM/SCHOOL PLACEMENT

This is to be completed after grades have been assigned. It will be used for program changes and future placements for teacher candidate teachers.

Name of school: ________________________________________________________________

On a scale of 0 to 10, rate the teacher candidate teaching program.

______________________________________________________________________________
0.......1.......2.......3.......4.......5.......6.......7.......8.......9.......10

Comments and suggestions:

Rate the effectiveness of the ECE Teacher Candidate Teaching Manual.

______________________________________________________________________________
0.......1.......2.......3.......4.......5.......6.......7.......8.......9.......10

Comments and suggestions:
On a scale of 0 to 10, rate your school as to its appropriateness for placement of teacher candidates.

0........1........2........3........4........5........6........7........8........9........10

Comments and suggestions:
## Teacher Candidate’s Evaluation of Mentor Teacher

<table>
<thead>
<tr>
<th>Student Teacher Name</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor Teacher Name</td>
<td>Grade</td>
</tr>
<tr>
<td>University Supervisor Name</td>
<td>Level</td>
</tr>
<tr>
<td></td>
<td>Semester</td>
</tr>
</tbody>
</table>

1. **My mentor teacher made time for us to talk.**

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

   Comments (especially if Strongly Disagree)

2. **My mentor teacher provided constructive criticism.**

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

   Comments (especially if Strongly Disagree)

3. **My mentor teacher was a source of encouragement.**

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

   Comments (especially if Strongly Disagree)

4. **My mentor teacher helped me feel free to try new and different approaches.**

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

   Comments (especially if Strongly Disagree)

5. **My mentor teacher shared ideas and classroom resources with me.**

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

   Comments (especially if Strongly Disagree)

6. **My mentor teacher gave me useful tips about classroom management.**

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

   Comments (especially if Strongly Disagree)
7. My mentor teacher helped me learn to plan and organize.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

Comments (especially if Strongly Disagree)

8. My mentor teacher was receptive to my ideas.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

Comments (especially if Strongly Disagree)

9. My mentor teacher was an effective teacher.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

Comments (especially if Strongly Disagree)

10. My mentor teacher treated me in a professional manner.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

Comments (especially if Strongly Disagree)

11. My mentor teacher cared about my success as a teacher.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

Comments (especially if Strongly Disagree)

12. My mentor teacher allowed me to have complete control of the class.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

Comments (especially if Strongly Disagree)

13. My mentor teacher followed the UACM “semester-at-a-glance” plan.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

Comments (especially if Strongly Disagree)
14. My mentor teacher shared reflections about her/his teaching experiences.

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |

Comments (especially if Strongly Disagree)

15. My mentor teacher helped me become part of the school community.

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |

Comments (especially if Strongly Disagree)

16. My mentor teacher’s philosophy aligned with UACM program beliefs.

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |

Comments (especially if Strongly Disagree)

17. I enjoyed working with my mentor teacher.

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |

Comments (especially if Strongly Disagree)

18. My mentor teacher and I were a good fit.

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |

Comments (especially if Strongly Disagree)

19. I would recommend my mentor teacher as a mentor to another student teacher.

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |

Comments (especially if Strongly Disagree)

20. I would recommend this school as a site for another student teacher.

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |

Comments (especially if Strongly Disagree)
<table>
<thead>
<tr>
<th>A. Strengths</th>
<th>B. Areas for Improvement</th>
</tr>
</thead>
</table>

Please list other teachers you would recommend as a Mentor Teacher:

Other Comments:
Teacher Candidate’s University Supervisor Evaluation Form

Semester ________________

University Supervisor ________________

Each semester, every teacher candidate in the Department of Early Childhood Education is asked to complete a faculty evaluation form. This is one part of the ongoing evaluation of each faculty member in the department. This form is to be completed anonymously after the final supervision session given to your supervisor in a sealed envelope at the final conference or mailed to the Department of Early Childhood Education to the attention of Dr. Barbara Meyers.

Evaluation
Statements should be rated by circling the number following each statement, 5 through 1, which corresponds as follows: 5-Strongly Agree, 4-Moderately Agree, 3-Agree, 2-Moderately Disagree, 1-Strongly Disagree.

1. Supervisor's overall performance was outstanding. 5 4 3 2 1
2. Conference attendance was worthwhile. Supervisor was good at identifying problem and suggesting alternatives. 5 4 3 2 1
3. Supervisor's ideas were clearly expressed. 5 4 3 2 1
4. Supervisor had a plan of action for every conference and communicated it to the participants. 5 4 3 2 1
5. Supervisor provided an environment which was conducive to open communication. 5 4 3 2 1
6. Supervisor was concerned that students grasp the material presented. 5 4 3 2 1
7. Supervisor provided ongoing feedback concerning student's progress. 5 4 3 2 1
8. Supervisor had a thorough knowledge of curriculum and child development. 5 4 3 2 1
9. Supervisor gave practical examples of theoretical concepts. 5 4 3 2 1
10. Supervisor demonstrated professional behavior: dress, punctuality interaction with supervising teacher and school personnel. 5 4 3 2 1

NOTE: Please complete the 4 items on the reverse side.

Thank you for your assistance in this evaluation process.
1. List specific strengths of this university supervisor.

2. List specific suggestions for improvement for this university supervisor.

3. Would you recommend that a friend have this supervisor? Why or why not?

4. Additional comments or observations regarding this supervisor's performance.
**Teacher Candidate’s Professional Field Experience Checklist**

During the semester the teacher candidate must attend one or more of each of the listed meetings and/or classes. The mentor teacher will initial and date the record of the teacher candidate's attendance at such meetings/classes.

<table>
<thead>
<tr>
<th>Candidate’s Name</th>
<th>Candidate’s Mentor</th>
<th>Candidate’s School</th>
<th>Candidate’s Supervisor</th>
<th>Semester</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Event</th>
<th>Date(s)</th>
<th>Candidate’s Signature</th>
<th>Mentor’s Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>SST Meeting</td>
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<tr>
<td>Parent Teacher Conference</td>
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<td>Art Class</td>
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<td>Music or Band Class</td>
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<td>P.E. Class</td>
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<td>Media Center Visit</td>
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<tr>
<td>Health Class</td>
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UACM Field Placement and Observation Log Sheet

- Students are to complete this form at the Benchmark Conference each semester.
- Please include all Field Placements for the semester.
- Please include all Classroom Observations for the semester.
- Under Grade/Type, please note if the class is not strictly general education (ex. ESOL, EIP, Special Ed, etc.)

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>District</th>
<th>School</th>
<th>Grade/Type</th>
<th>Mentor Teacher or Teacher Observed</th>
<th>GSU Supervisor</th>
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</table>
# Teacher Candidate’s Special Needs Experience Log Sheet

Please indicate which type of students whom you have served during your student teacher experiences.

<table>
<thead>
<tr>
<th>Student (Gender/Grade)</th>
<th>Semester (Summer, Fall, Spring)</th>
<th>Impaired (Hearing, Vision, Speech, Orthopedic or Other Health Impaired)</th>
<th>Learning Disability</th>
<th>Significant Developmentally Delay</th>
<th>Intellectually Disabled (MID, MOID, SID, PID)</th>
<th>Emotional-Behavioral Disorder</th>
<th>Autism</th>
<th>Gifted</th>
<th>504 Plan (Medical Diagnosis-ADHD, etc.)</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample Male/3rd</td>
<td>Fall</td>
<td>Vision/OHI</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


GSU Academic Honesty Policy

As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The university assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for practices that are fair require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable conduct in the course of their academic work.

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged. The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions suggest conditions under which unacceptable behavior of the indicated types normally occurs; however, there may be unusual cases that fall outside these conditions, which also will be judged unacceptable by the academic community.

Definitions and Examples

PLAGIARISM. Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgement, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of paragraphs, sentences, or even a few phrases written or spoken by someone else. The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the faculty member. The teacher candidate is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly or creative indebtedness, and the consequences of violating this responsibility.

CHEATING ON EXAMINATIONS. Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, or "crib sheets" during an examination (unless specifically approved by the faculty member), or sharing information with another teacher candidate during an examination (unless specifically approved by the faculty member). Other examples include intentionally allowing another teacher candidate to view one's own examination and collaboration before or after an examination if such collaboration is specifically forbidden by the faculty member.
UNAUTHORIZED COLLABORATION. Submission for academic credit of a work product, or a part thereof, represented as its being one's own effort, which has been developed in substantial collaboration with or without assistance from another person or source, is a violation of academic honesty. It is also a violation of academic honesty knowingly to provide such assistance. Collaborative work specifically authorized by a faculty member is allowed.

FALSIFICATION. It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment of proceeding (e.g., false or misleading citation of sources, the falsification of the results of experiments or of computer data, false or misleading information in an academic context in order to gain an unfair advantage).

MULTIPLE SUBMISSIONS. It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the faculty member(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, even required; however, the teacher candidate is responsible for indicating in writing, as a part of such use, that the current work submitted for credit is cumulative in nature.

Obligation to Report Suspected Violations
Members of the academic community—students, faculty, and staff are expected to report violations of these standards of academic conduct to the appropriate authorities. The procedures for such reporting are on file in the office of the dean of each college and the Office of the Dean of Students.

STATEMENT REGARDING FIELD BASED PERFORMANCE
The field experience university supervisor has the authority to withdraw a teacher candidate from a classroom experience if the student's performance constitutes a detriment to the students in the class. If such removal is necessary, the teacher candidate will be given a "F" for the course(s). Further, in any course which has a classroom experience as a part of the course requirements, successful performance in that classroom experience is required in order to pass the course. Thus, if a student's classroom performance is unsatisfactory, a teacher candidate may be given a "F" for a course regardless of his or her performance in the remainder of the classwork for the course. Additionally, this unsatisfactory performance may result in the student's exclusion from the program or in having additional requirements placed upon him or her in order to continue in the program.
Job Description for Early Childhood Education
Classroom Teacher

The State of Georgia developed an observation instrument (Georgia Department of Education, July 1993) designed to 1) identify and reinforce effective teaching practice, 2) identify areas where development can improve instructional effectiveness, and 3) identify teachers who do not meet the minimum standards so that appropriate action can be taken. The Georgia Teacher Observation Instrument (GTOI) describes three broad areas of teaching performance: instruction, assessment and encouragement of students, and management of the learning environment. The Department of Early Childhood Education (ECE) uses this instrument and other state documents in preparing students to be effective teachers.

Definitions

Essential Functions: Essential functions are those which a person must be able to perform in the job, either unaided, or with the assistance of “reasonable accommodation”. Essential functions are included in the following but they are not limited only to the tasks and responsibilities written down.

Accountability: Once job objectives have been made clear and responsibilities and duties have been defined the pre-service teacher is accountable to his or her superior for successful completion of these objectives.

Tasks

Instruction

The teacher should be able to plan and execute a specific course or courses of instruction within established curriculum guidelines and the policies of the school system and the individual schools to which assigned, in a manner which maximizes the skills and knowledge of the students. This includes the assessment of teacher candidate progress and the management of the learning environment. Specific requirements for ECE courses are included in each syllabus and may differ for each content course.

Assessment and encouragement of students

The teacher should be able to use various forms of formative and summative evaluations in order to more fully assess the student’s progress. In addition, the teacher should demonstrate the ability to promote students’ engagement and support students through positive feedback.
Management of the learning environment

The teacher should demonstrate appropriate behavior in maintaining class behavior, in setting the physical environment to allow the students to have optimum participation, and in using instructional time wisely.

General physical demands for a classroom teacher:

An early childhood setting is a very active and demanding setting. The teacher should be able to provide instruction in academic, social, and motor skills in a school setting. The following are examples of the type of activities often required of a teacher in an early childhood setting. If the teacher is not able to do these types of activities, he/she must provide evidence that someone in the classroom can assist when these activities are required.

- climbing
- balancing
- stooping
- kneeling
- bending
- crawling
- reaching
- handling
- feeling
- talking on phone
- overhead reaching
- lifting from the floor
- reaching to the floor
- modeling effective oral communication
- moving among students
- checking for progress and understanding

- modeling good writing
- assisting children in:
  - fastening shoes, buttons, snaps
  - cutting food
  - opening containers
  - keeping accurate records
  - making and putting up displays
  - reading and assessing teacher candidate work
  - reading out loud to students
  - reacting to classroom emergency:
    - fire drill
    - sick child
    - tornado
    - writing on board/overhead/handouts
    - reading a clock (modeling this skill)