



Fort valley state university  
Mentor Teacher Handbook

## PREFACE

The purpose of this *Field/Clinical Experience Handbook* is to guide university supervisors of candidates and to present to participating public school teachers and administrators information they need as our partners in developing proficient educators. The handbook describes the purpose and expected outcomes of the methods block teaching/practicum at Fort Valley State University. The handbook includes the objectives, policies, procedures and organizational structure of the methods block teaching program. The responsibilities of all participants are also outlined.

This handbook serves as an instrument to assist with the coordination of successful methods block teaching experiences. It will serve as a guide for faculty and students through these activities and explain the basis for student evaluation.

# Table of Contents

Contact Numbers.....	4
Introduction.....	5
Conceptual Framework.....	7
Learner Outcomes.....	10
Purpose of Directed Teaching.....	12
Duties and Responsibilities.....	15
Stages of Directed Teaching.....	17
Assessment and Evaluation Process.....	20
Appendices.....	23

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# *The Proficient Educator*

## **Introduction**

The teacher candidate's clinical experience is designed to reinforce the knowledge, skills, and dispositions required to become a proficient educator. Directed Teaching is a 12-semester hour clinical experience. It involves at least a 600-clock hour clinical experience over a 14 week period. Candidates work closely with both a university supervisor and a clinical supervisor in an assigned classroom. Candidates are expected to perform all the duties and responsibilities of a veteran teacher, with a minimum of four weeks (20 days) in teaching complete units.

This clinical practice is a conclusion of the program that synthesizes the performance outcomes introduced and practiced in previous field experiences. The assessments are used in directed teaching provide candidates opportunities to refine and extend the knowledge, skills, and dispositions associated with planning, teaching, and assessing student learning. These assessments are the Evaluation of Candidate's Dispositions and Professional Behaviors Form, Instructional Unit Evaluation Rubric, Teaching Performance Assessment Form, the Electronic Portfolio, and the Effects on Student Learning Form, and they serve as key program assessments. Candidates must demonstrate competence in each of the performance outcomes in order to receive satisfactory performance in methods block teaching, complete the program, and receive a recommendation from the College of Education for initial certification.

Teacher candidates will work under the direct guidance of an effective classroom teacher. Candidates gradually assume responsibilities up to and including at least two weeks of solo teaching and full responsibility for the classroom. .

Two weeks before fall semester begins, all fall and spring teacher candidates will spend at least 5 days in a school setting shadowing a teacher. This activity usually begins when teachers return to school for pre-planning in the fall. The purpose is for teacher candidates to experience the opening of school and everything that is involved in preparing for and receiving the students. This experience does not count toward the 600 hours in the culminating clinical experience. This activity is called the August Experience.

This handbook is designed to provide principals, cooperating teachers, teacher candidates, and university supervisors with information and guidelines regarding the methods and methods block teaching experience. This document is a guide and should be used to clarify the goals, procedures, and responsibilities of those involved in the teacher education program at Fort Valley State University. Fort Valley State University values feedback concerning policies, procedures, and activities regarding methods block teaching. Principals, cooperating teachers, and teacher candidates should feel free to contact the university supervisors and/or the Director of Clinical/Field Experiences for assistance with any matter pertaining to methods block teaching policies or practices.

# **CONCEPTUAL FRAMEWORK**

## **The Proficient Educator**

Our mission is to prepare proficient educators who demonstrate in-depth content knowledge, cultural competence and sensitivity as well as an array of effective pedagogical skills that have been honed through rigorous classroom and methods block teaching-based experiences, and to facilitate successful teaching/learning outcomes in diverse environments. Directed teaching is structured to reflect the five objectives of the Conceptual Framework of the FVSU College of Education:

1. **The Proficient Educator** demonstrates competence in content knowledge;
2. **The Proficient Educator** uses effective pedagogical skills;
3. **The Proficient Educator** uses technology appropriately to enhance learning;
4. **The Proficient Educator** evidences a caring disposition; and
5. **The Proficient Educator** has an understanding of and appreciation for diversity

**The Proficient Educator** is the theme of the CoE's conceptual framework (the entire Conceptual Framework document can be accessed on-line in Livetext). This theme is articulated in the five specific objectives in the framework and reflects the mission of the university and college (see the Teacher Education Handbook). It serves to organize and articulate the various components of the CoE's programs for all candidates. It guides the coherent and systematic design and delivery of curriculum, instruction, methods block teaching experiences, assessment, and evaluation.

Our five specific performance objectives are explained in detail below. They also delineate learner outcomes that become the basis for the program outcomes that are assessed. They are what we expect our candidates to know, to value, and to be able to do.

The CoE takes a conceptual approach to knowledge believing that it is integrative and focuses attention on the interactive relationship between knowledge and practice. Cochran-Smith and Lytle (1999) referred to this approach to knowledge and practice interaction as "inquiry as stance." It integrates three prevailing ways of thinking about the relationship between knowledge and practice: 1) knowledge-for-practice, 2) knowledge-in-practice, and 3) knowledge-of-practice.

### **Learner Outcomes**

#### **Performance Objective 1: Demonstrates Competence in Content Knowledge**

##### **Outcomes:**

**As Evidenced by Knowledge:**

- a. Knows facts and shows mastery of content areas of the subject matter he/she is preparing to teach as required by professional, state, and institutional standards
- b. Knows important issues in the discipline and is aware of best practices as described in major research publications and/or action research in teaching and learning
- c. Knows Standard English grammar and usage

**As Evidenced by Skills**

- d. Applies knowledge in solving problems or critical thinking situations
- e. Uses the subject matter correctly in the construction of logical arguments
- f. Communicates appropriately in oral and written forms of Standard English

**As Evidenced by Disposition**

- g. Exhibits dominant traits of an instructional leader
- h. Demonstrates confidence with subject matter in classroom and school interactions
- i. Evidences knowledge of cultural literacy
- j. Exhibits an attitude of reflection and perseverance

**Performance Objective 2: Uses Effective Pedagogical Skills**

**Outcomes:**

**As Evidenced By Knowledge**

- a. Has knowledge of various instructional strategies that enable diverse learners to understand the subject matter being taught
- b. Uses knowledge of practice to adjust instruction to different learning styles
- c. Accesses a repertoire of explanations and instructional strategies that enable diverse learners to understand the subject matter being taught
- d. Uses knowledge of learners' needs to inform instructional strategies
- e. Uses knowledge of effective classroom management techniques

**As Evidenced by Skills**

- f. Reflects on practice and makes necessary adjustments to enhance student learning
- g. Assesses and analyzes learning and makes appropriate adjustments to instruction
- h. Recognizes the appropriate and inappropriate uses of technology in the classroom

**As Evidenced by Dispositions**

- i. Commits to ethical practices and moral judgment

- j. Shows an understanding of diversity
- k. Illustrates an appreciation of and encourages divergent views and perspectives to be shared

### **Performance Objective 3: Uses Technology Appropriately to Enhance Learning**

#### **Outcomes:**

##### **As Evidenced by Knowledge**

- a. Uses knowledge of connectivity in selecting the appropriate technology to use in attaining teaching/learning outcomes
- b. Uses knowledge of the readiness state of the learner in assigning the learner to a task on the computer

##### **As Evidenced by Skills**

- c. Demonstrates the ability to select technology-based lessons that are linked to the readiness state of learners and the goals of instruction
- d. Structures learning experiences that incorporate technology appropriately
- e. Illustrates small-to-large-group instructional strategies in using technology to individualize instruction

##### **As Evidenced by Dispositions**

- f. Demonstrates an appreciation for the value of using technology to develop students' requisite skills
- g. Creates user-friendly experiences to assuage students' fears of technology usage
- h. Shows an appreciation for the power of technology to manage students' records and reports efficiently

### **Performance Objective 4: Evidences a Caring Disposition**

#### **Outcomes:**

##### **As Evidenced by Knowledge**

- a. Demonstrates knowledge of ethical standards of practice as mandated by professional, state, and institutional standards
- b. Evidences interests in life-long learning opportunities

##### **As Evidenced by Skills**

- c. Evidences interests in life-long learning opportunities
- d. Demonstrates ability to work with families, colleagues, and communities

##### **As Evidenced by Dispositions**

- e. Respects and acknowledges individuals as persons shaped by diverse cultures



- f. Shows enthusiasm for the profession
- g. Shows care and concern for all learners

## **Performance Objective 5: Has an Understanding of and Appreciation for Diversity**

### **Outcomes**

#### **As Evidenced by Knowledge**

- a. Uses knowledge of how students learn to create and select developmentally appropriate instructional materials.
- b. Uses knowledge of how student learn to structure strategies to enhance learning

#### **As Evidenced by Skills**

- c. Shows facility in connecting concepts to students' prior experiences
- d. Selects real-world problem situations considerate of school, students' different family backgrounds, and diverse community contexts

#### **As Evidenced by Dispositions**

- e. Shows an understanding of how major socio-economic issues affect teaching and learning

## **Directed Teaching Experience**

### **Purpose**

The purpose of the directed teaching experience is to provide students with a significant opportunity in the public schools that leads to developing the Proficient Educator. The directed teaching experience is the culminating teaching experience for a teacher candidate. will provide exposure to various types of teaching methods, strategies, and techniques employed in a public school setting.

### **Goals**

The goals of directed teaching are designed to:

1. Enable candidates to interact in a public school that will expand their proficiencies with students of diverse backgrounds and different learning styles.
2. Provide an opportunity for candidates to observe instruction and the instructional setting.

3. Provide an opportunity for candidates to participate in the mechanics of classroom organization, classroom management, learning styles and strategies, and other school-related experiences.
4. Provide candidates with an opportunity to reflect and confirm their professional and personal interest in teaching as a career.

### **Objectives—Aligned with the Performance Objectives of the Conceptual Framework**

The methods block teaching experience will enable candidates to:

1. Apply learning theories in the teaching and learning process. (CF 1 & 2)
2. Recognize and reflect upon the cultural, social and economic factors and their impact on the teaching process and practice. (CF 2 & 5)
3. Examine the role of instructional technology and its application to the teaching process. (CF 3)
4. Identify the needs of the different learning styles within the teaching environment. (CF 4 & 5)
5. Identify and apply standards used in the educational environment within the classroom. (CF 1 & 2)
6. Demonstrate the application of formal and informal evaluation strategies. (CF 2)
7. Apply techniques of instruction to improve the learning outcomes of all students. (CF 2 & 5)
8. Demonstrate the use of resources within the community to enhance instruction within the classroom. (CF 2)

### **CRITERIA FOR SELECTION**

Cooperating schools, cooperating teachers, and university supervisors are selected for participation in the field experience through the collaborative effort of the school district(s) and FVSU. At a minimum, the following criteria must be met:

#### **Cooperating schools must:**

1. provide evidence of a safe and orderly environment;
2. offer a program of instruction approved by the Georgia State Department of Education;
3. have a staff that demonstrates a willingness to work with FVSU students;
4. possess a well-defined curriculum based on state standards and adequate teaching resources; and
5. possess adequate physical facilities and enrollment patterns.

#### **Cooperating teachers must:**

1. be recommended by their principal;
2. exhibit a willingness to serve as a cooperating teacher;
3. possess continuing contract teacher status;
4. possess a professional teaching certificate in the area of supervision;
5. have a minimum of three years experience as a classroom teacher;
6. have successfully completed the school district's teacher evaluation without need for remediation; and
7. have successfully completed (or be willing to complete) training on the instruments FVSU uses to evaluate a candidate's performance on the five objectives of the conceptual framework.

### **University Supervisors must:**

1. participate in the FVSU training program;
2. have at least two (2) years of teaching experience in the public school;
3. have preparation in professional education and in the teaching major of the candidate; and
4. have successfully completed (or be willing to complete) training on the instruments FVSU uses to evaluate a candidate's performance on the five objectives of the conceptual framework.

### **Director of Clinical and Field Experiences**

The Director of Clinical/ Field Experiences has the responsibility of securing all placements for the candidates in the public school settings. The director:

1. serves as the College of Education's official contact person for all public school placements.
2. meets with the instructor of the clinical experience class to obtain information as to what is required for the completion of the methods block teaching experience.
3. meets with the School District Office designee to explain the FVSU methods block teaching program and to obtain permission (from district as well as selected schools) to assign students to selected schools.
4. meets with selected schools' administrators to explain program and select teachers for candidate assignments.
5. provides selected teachers with instructors' written requirements for the clinical experience.
6. meets with instructor of the clinical experience class to share information about the selected site for the required experience.
7. assigns candidates to the selected schools and teachers.
8. provides an attendance log to each candidate to maintain an attendance record.
9. maintains an official record of all school assignments and attendance records.
10. conducts both formative and summative assessments of the methods block teaching program.

## **DUTIES AND RESPONSIBILITIES**

### **Cooperating Principal**

The principal of the cooperating school serves as the educational leader and administrator for the school staff. The principal is responsible for the education program and all other activities carried on within the school. As the leader, the principal has certain responsibilities to, and involvement with, the methods block teaching experience.

The principal (or designated administrator) is expected to:

1. identify and recommend teachers in the school who will be asked to serve as cooperating teachers. (This decision should be based on the satisfactory fulfillment of the criteria for cooperating teachers listed in this handbook);
2. clearly communicate expectations for cooperating teachers and provide adequate support and supervision;
3. complete administrative responsibilities as required of the institutional/district agreement;
4. orient the teacher candidate to the school facilities and its total program;
5. offer opportunities for the teacher candidates to participate in school activities;
6. support the teacher in observing and assisting in the evaluation of the teacher candidate; and
7. participate in the FVSU College of Education orientation program.

### **Cooperating Teacher**

The cooperating teacher is a teacher in the public school who meets the FVSU College of Education criteria for cooperating teachers and who has the responsibility of working directly with a teacher candidate.

The Cooperating Teacher is expected to:

1. attend the Fort Valley State University orientation program;
2. accept the teacher candidate as a beginning professional;
3. provide a warm, supportive atmosphere in the classroom and in the general school environment;
4. acquaint the teacher candidate with the materials, supplies and equipment available to him/her;
5. demonstrate exemplary teaching techniques and professional responsibility in every phase of the experience; and
6. sign the attendance log provided by the teacher candidate on a weekly basis.

### **University Supervisor**

The University supervisor is the liaison between Fort Valley State University and the local Georgia school system where teacher candidates are placed for their methods block teaching

experience. The primary functions of the supervisor are to assist the teacher candidate in developing teaching competency and provide support to the cooperating teacher.

The University Supervisor is expected to:

1. conduct observations and follow up conferences with the teacher candidate and cooperating teacher to assist in the improving of instruction, analyzing problems, identifying strengths, and reflecting on teaching effectiveness;
2. make no less than six on-site visits for each teacher candidate;
3. assist the teacher candidate in becoming self-reflective;
4. counsel the teacher candidate concerning problems;
5. schedule midpoint and final evaluation conferences with the teacher candidate, and cooperating teacher ;
6. write final recommendation and assigns grade for teacher candidate;
7. interpret the methods block teaching program and requirements to the cooperating teacher ;
8. act as a resource for the cooperating teacher;
9. maintain open communication with the cooperating teacher regarding the progress of the teacher candidate;
10. maintain contact with the school administrator and other school personnel to promote and sustain good working relations between the school and the university; and
11. make recommendations for future methods block teaching placements and cooperating teachers.

## **Teacher Candidate**

The teacher candidate is a student and an apprentice in a public school setting. The university supervisor is the course instructor. The work with the cooperating teacher should be viewed as a team effort with the candidate serving as the junior member and the cooperating teacher as the senior member. The cooperating teacher and the university supervisor will work to assist the candidate in becoming a Proficient Educator who is a scholar, effective practitioner, reflective decision maker, and a resource for the community.

The Teacher Candidate is expected to:

1. attend all classes in cooperating schools for a minimum of 550 hours;
2. recognize the “guest status” of the candidate in the school;
3. exhibit active behavior in the classroom by volunteering to assume responsibilities, asking questions, and getting involved in classroom activities;
4. read all material provided;
5. always use communication skills (written & oral) that are appropriate for an educator;
6. follow the lead of the classroom teacher in all matters, particularly issues related to disciplinary actions;

7. demonstrate a professional manner at all times, i.e., promptness, confidentiality, ethical behavior;
8. dress appropriately\* (the school dress code for professionals should be followed);
9. become familiar with all school policies to include classroom volunteers established by the cooperating teachers;
10. attend all scheduled campus meetings and seminars;
11. attend the general orientation session and the FVSU orientation session for candidates; participate in parent/teacher conferences conducted by the cooperating teacher;
12. follow the progressive involvement sequence of methods block teaching with eventual assumption of all teaching responsibilities for a minimum of three weeks;
13. spend time with other classroom teachers, as well as with other professional school personnel;
14. periodically review your portfolio progress with the university supervisor and cooperating teacher; and
15. complete additional activities as assigned by the university supervisor and/or the cooperating teacher.
16. have proof of liability insurance and acceptable criminal background check
17. document membership in GAESP or SPAGE.
18. compile and present a Professional Portfolio documenting infusion of the conceptual framework performance objectives and INTASC Principles into the methods block teaching experience. (Portfolio will be found in Livetext).

**\*Dress Policy - Candidates must wear professional dress during all functions associated with directed teaching.**

## **STAGES OF DIRECTED TEACHING**

Teacher candidates come to the methods block teaching experience with a variety of strengths and experiences. Therefore, the exact date or week for a teacher candidate to assume full responsibility for teaching during a unit will not be the same for all students. The cooperating teacher is in the best position to suggest a plan to the university supervisor regarding the teacher candidate's assumption of full classroom responsibility. The teacher candidate should engage progressively in observation, mentoring individual students, preparing materials, teaching small groups and then the entire class. The following are four distinct stages in the methods block teaching process in becoming a Proficient Educator:

### **Stage 1—Observation** (2 or 3 days)

This observation stage involves both the August Experience and the Methods block teaching Experience. This stage should allow teacher candidates an opportunity to become familiar with school policies, curriculum design, classroom routines, building personnel, classroom objectives, procedures, and individual students. During this observation stage, teacher candidates should be provided opportunities to assist in instruction and discuss their observations.

The teacher candidate should be allowed to distribute and collect papers, check attendance of students, assist with the monitoring of exams and quizzes, assist with laboratory work, tutor individual students, work with small groups, operate instructional equipment, plan and create a bulletin board, examine instructional materials study the cooperating teacher's short range and long range plans, assume some teaching responsibility with individuals or small groups. Begin planning with the cooperating teacher a schedule for teaching. This schedule, and the general class schedule, should be submitted to the university supervisor.

### **Stage 2—Modeling (3-8 days)**

During this stage, teacher candidates should be provided opportunities to assist cooperating teachers. Cooperating teachers should gradually increase the responsibilities of teacher candidates in performing routine duties, working with individuals and small groups, etc. This stage is an ideal time to collaboratively plan and establish team-teaching strategies. The cooperating teacher should offer the teacher candidate support while encouraging independence. The teacher candidate should write his/her own detailed lesson plans as soon as limited teaching begins. These plans should be submitted to the cooperating teacher and the university supervisor. The cooperating teacher should approve all plans before any lessons are taught.

### **Stage 3—Independent Teaching**

As a teacher candidate develops skills and confidence, the cooperating teacher can relinquish more duties and responsibilities. The cooperating teacher should relinquish instructional duties and responsibilities one class each week until the teacher candidate is teaching all classes. Teacher candidates should be involved in instructional activities as early as possible. The length of this teaching stage will depend on such factors as: 1) nature of the classes, 2) directed teaching assignment, 3) progress and competency of the teacher candidate, 4) judgment of the cooperating teacher, and 5) responsibility and maturity of the teacher candidate. However, the sequence should culminate in two units lasting a minimum of 4 weeks (20) days. The teacher candidate should assume full responsibility of the classroom for a maximum of two weeks (10 days). More teaching is desired, if the cooperating teacher feels the teacher candidate is prepared to handle it. During this stage, teacher candidates should have primary control of planning, teaching and evaluation of the students.

### **Stage 4—Phase-Out/Reflection**

The purpose of this stage is to provide a smooth transition of responsibilities from the teacher candidate back to the cooperating teacher. The teacher candidate will relinquish duties and responsibilities of 1 class each week until the cooperating teacher has regained full responsibilities of all classes. While teacher candidates will continue to assist with various aspects of teaching, they should also be provided opportunities to observe in other classrooms and at various grade levels.

## **Attendance Policy**

1. The teacher candidate should be present at the assigned school for a minimum of 550-clock hours;
2. In the event of an emergency, the teacher candidate is required to notify the cooperating teacher(s); the university supervisor; and the Director of Clinical/Field Experiences as soon as possible;
3. All absences are to be made up and official excuses should be submitted in writing to the Director of Clinical/Field Experiences.

Professional development sessions approved and/or planned by the Director of Clinical/Field Experiences and/or the cooperating Georgia schools are counted as appropriate methods block teaching experiences and are not considered absences.

## **Dismissal from of Directed Teaching**

The Teacher Education Program at Fort Valley State University reserves the right to remove a teacher candidate from a placement if:

1. there is potential harm to students in the classroom.
2. the teacher candidate is not able academically, physically, mentally or socially to successfully complete methods block teaching. (see number six below).
3. the teacher candidate is not making sufficient progress in methods block teaching.
4. the cooperating teacher is unable or unwilling to complete his/her duties as a part of the methods block teaching process.
5. the principal/cooperating teacher request that the teacher candidate be removed from their school.
6. the teacher candidate has insufficient knowledge of content for the grade level in which he/ she has been assigned.
7. the teacher candidate is unable to manage classroom activities and students appropriately.
8. the teacher candidate does not plan effectively nor submit plans in a timely manner.
9. the cooperating teacher is unwilling to allow teacher candidate to teach all subjects assigned to his/her class.
10. the teacher candidate has an unacceptable command of Standard English.
11. the teacher candidate is tardy or absent excessively (more than two excused or unexcused absences).
12. the teacher candidate fails to show improvement in identified weak areas at the end of six to seven weeks.
13. the teacher candidate is dressed in an inappropriate manner
14. the teacher candidate violates ethical standards such as academic cheating, lying, plagiarizing acting in a discriminatory manner, engaging in illegal behavior, falsifying documentation, stealing site property/resources, physical confrontation, breaching confidentiality standards, engaging in intimate (sexual/romantic) relations with a P-12



student, a student's family member, the cooperating teacher, or the college supervisor; engaging in abusive or degrading behavior toward a K-12 student, a student family, cooperating teacher or colleague, or college supervisor.

15. the teacher candidate does not comply with the requirements stated in this handbook.

A teacher candidate who receives notification of dismissal has a right to appeal the dismissal in accordance with grievance procedures as outlined in the Teacher Education Manual.

## THE ASSESSMENT AND EVALUATION PROCESS

Evaluation is an attempt to state quantitatively and qualitatively the degree to which a teacher candidate possesses the strengths and traits necessary to become a Proficient Educator in Georgia schools and communities. It is assumed that a teacher candidate has a mastery of the subject matter that is to be taught and have a mastery of materials and methods needed for successful teaching. Along with appropriate knowledge and skills, students will be evaluated on their ability to model dispositions supported by the Teacher Education Program. It should be noted that while a basic competence is assumed, continuing growth in the subject matter field(s) and increased understanding of new materials in the field of education is expected.

Evaluation in methods block teaching is a continuous process involving the teacher candidate, the cooperating teacher, and the university supervisor. It is anticipated that the methods block teaching experience and the continuous feedback from self-evaluation, participation in teacher conference, and university seminars will provide the teacher candidate with insights that will provide success as a first year teacher.

The aim of evaluation in methods block teaching is threefold:

1. to help the teacher candidate realistically view all strengths and weaknesses as a teacher,
2. to provide the teacher candidate with continuous guidelines for increased personal and professional growth, and
3. to provide a realistic basis for prospective employers to judge the probable effectiveness of a beginning teacher.

The basic sources of data to be used for evaluation in methods block teaching are video analysis, ratings on the dispositions instrument, data from key assessments, professional portfolios, exit interviews, methods block teaching evaluations, and the *Attitudinal Survey of Teaching and Learning*(post-test)(See Appendices D & E -Assessments in Methods block teaching). The information collected from these measures will allow the unit to determine the extent to which candidates have mastered the identified outcomes of being competent in content, competent in pedagogy, possessing a caring disposition, appreciating diversity, and being skilled in technology at the level to warrant their being considered proficient educators.

Education unit exit surveys, completed prior to graduation, will request candidates to identify strengths and areas of needed improvement in both general education and instruction in the major. These surveys (senior) will collect information that includes questions pertaining to their development of content knowledge, skills, and dispositions.

Cooperating teachers and university supervisors will be required to give written and verbal feedback to teacher candidates as they develop unit plans. In addition, teacher candidates are required to evaluate the unit plan, to reflect on all formal observations in early and continuing field experiences, as well as methods block teaching observations, and share these with their university supervisors and cooperating teachers at the post observation conference. Moreover, candidate reflections on the 14 dispositions and professional behaviors, 10 INTASC Principles, and five conceptual framework performance objectives are shared at the midterm and final conferences with university supervisors and cooperating teachers.

### **Steps of the Evaluation Process**

1. Two weeks before directed teaching begins, all fall and spring teacher candidates will spend at least 10 days in a school setting shadowing a teacher. This activity begins on the first day teachers return to school in the fall. The purpose is for teacher candidates to experience the opening of school and everything that is involved in preparing for and receiving the students. These two weeks do not count toward the 600 hours of methods block teaching. This activity is called the August Experience. The Cooperating Teacher completes the August Experience Field Experience Form. (See Appendix A) The Teacher Candidate completes the August Experience Reflective Journal Entry Form. (See Appendix B)
2. During the 600 hours of directed teaching at least two observations will be made. The teacher candidate is to be provided guidance before, during and after the observations. (See Appendices D, E, F,G)) The teacher candidate is provided with direct observation of and reaction to their performance using the Fort Valley State University's Form for Teacher candidates. Copies of these evaluation forms are included in this handbook (see Appendices).
3. Teacher candidates, cooperating teachers and university supervisors are asked to evaluate their directed teaching experience at the end of the methods block teaching experience.

### **GRADING POLICY**

The current practice at Fort Valley State University is to issue a letter grade of A, B, C, D, F or W. An explanation of the grading policy follows:

#### **1. Grade of "A"**

This grade indicates an overall evaluation of superior in candidate teaching with no special weaknesses in any specific area of teaching. The "A" is assessed to those candidates showing

great initiative and self-direction in their work. Teacher candidates must earn a grade of “A” or “B” in methods block teaching.

2. Grade of “B”

This grade indicates an overall evaluation of very good in candidate teaching with no marked weaknesses in any specific area of work. This rating indicates only an above average showing in connection with the demonstration of initiative and self-direction in teaching. This grade is usually assessed only to those candidates who have demonstrated their ability to assume full responsibility for a total load in classroom teaching for a period of at least three to four weeks of the total assignment without extended periods of close guidance or help from the cooperating teacher.

3. Grade of “C”

This grade indicates an overall of average or only slightly below average in candidate teaching effectiveness. Weaknesses permitted by this grade assignment are only those which are apt to be of a temporary nature and to non-crucial for the success in the field. The grade of “C” indicates ability to follow directions but only relatively little ability in the areas of leadership, initiative, and independent work. The candidate receiving this grade must ordinarily assume full responsibility for the total load of classroom teaching for a period of at least two or three weeks of the total assignment without significant direct help from the cooperating teacher.

4. Grade of “D”

This grade is assigned to those candidates incapable, for one reason or another, of successfully assuming full responsibility for the total load of classroom teaching for any extended period of time. Students receiving a grade of “D” must repeat methods block teaching and earn an acceptable grade of “C” or better.

5. Grade of “F”

The assignment of this grade indicates unsatisfactory work and the assessment of no credit in a methods block teaching. Candidates receiving a grade of “F” must repeat methods block teaching and earn an acceptable grade of “C” or better. Education majors must earn a grade of “B” or better in methods block teaching.

6. Grade of “W”

This grade indicates that a candidate was permitted to withdraw from methods block teaching without penalty. Withdrawals without penalty must include withdrawal from the university and are not permitted after the midpoint except in case of hardship.

## APPENDICES

### **Forms to be completed by student**

**Appendix A – August Experience Field Experience Evaluation Form**

**Appendix B - August Experience Reflective Journal Entry Form**

**Appendix C – August Experience Time Sheet**

### **Forms to be completed by University supervisor**

**Appendix D – Assessment of Candidate Ability to Plan (completed by student)**

**Appendix F – Assessment of Candidate Effect on Student Learning**

### **Forms to be completed by cooperating teacher**

**Appendix E – Assessment 4- Assessment of Student Teaching Performance  
(complete regularly)**

**Appendix G – Assessment 6-Assessment of Candidate Dispositions for Teaching  
Complete mid-term and end of placement)**

**Appendix J - Evaluation of Teacher Candidate (complete end of semester)**

**Appendix K – Evaluation of University Supervisor (complete end of semester)**

**Appendix L – Evaluation of Teacher Education Program (complete end of semester)**

### **Forms to be completed for classroom assignments**

**Appendix H – Permission Form for Videotaping (by students)**

**Appendix I – Contact Information Form**

**Appendix A – August Experience Field Experience Evaluation Form**

**FORT VALLEY STATE UNIVERSITY  
College of Education**

**August Experience Field Experience Evaluation Form**

Teacher Candidate’s Name \_\_\_\_\_ Date \_\_\_\_\_

Cooperating Teacher’s Name/School Name \_\_\_\_\_

Subject(s) and Grade Level(s) \_\_\_\_\_

Week of Practicum \_\_\_\_\_

Although most of these traits should be demonstrated through the teacher candidate’s assignments, a few might only be noticed from conversation or discussion. In a few instances you may not observe a particular behavior in your student observer. If so, please respond **N/O** for not observed.

Use the following scale for rating the student observer in your classroom and circle the number of your response:

0 – Not Observed      1 = Unacceptable      2 = Acceptable      3 = Target

**I. The Proficient Educator demonstrates competence in content knowledge:**

1. Knows facts and shows mastery of content areas of the subject matter he/she is preparing to teach (mark only those that apply)	0 1 2 3
English/Language Arts	0 1 2 3
Reading	0 1 2 3
Mathematics	0 1 2 3
Science	0 1 2 3
Social Studies	0 1 2 3
2. Knows important issues in the discipline and is aware of best practices as described in major research publications and/or action research in teaching and learning	0 1 2 3
3. Knows English grammar	0 1 2 3
4. Applies knowledge in solving problems or critical thinking situations	0 1 2 3
5. Uses the subject matter correctly in the construction of logical arguments.	0 1 2 3
6. Communicates appropriately in oral and written forms of Standard English	0 1 2 3
7. Exhibits dominant traits of an instructional leader	0 1 2 3
8. Demonstrates confidence with subject matter in classroom and school interactions	0 1 2 3
9. Evidences knowledge of cultural literacy	0 1 2 3
10. Exhibits an attitude of reflection and perseverance	0 1 2 3

**II. The Proficient Educator uses effectively pedagogical skills**

1. Has knowledge of various instructional strategies that help diverse learners	
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understand the subject matter being taught	0 1 2 3
3. Uses a repertoire of explanations and instructional strategies to help diverse learners comprehend the subject matter being taught	0 1 2 3
4. Uses knowledge of learners' needs to inform instructional strategies	0 1 2 3
5. Demonstrates effective classroom management techniques	0 1 2 3
6. Reflects on practice and makes necessary adjustments to enhance student learning	0 1 2 3
7. Recognizes the appropriate and inappropriate uses of technology in the classroom	0 1 2 3
8. Commits to ethical practices and moral judgment	0 1 2 3
9. Shows understanding of diversity	0 1 2 3
10. Illustrates an appreciation of and encourages divergent views and perspectives to be shared	0 1 2 3

### III. The Proficient Educator uses technology appropriately to enhance learning

1. Uses knowledge of connectivity in selecting the appropriate technology to use in attaining teaching/learning outcomes to be attained	0 1 2 3
2. Uses knowledge of readiness state of the learner in assigning the learner a task on the computer	0 1 2 3
3. Demonstrates the ability to select technology-based lessons that are linked to the readiness state of learners and the goals of instruction	0 1 2 3
4. Structures learning experiences that incorporate technology appropriately	0 1 2 3
5. Illustrate small and large group instructional strategies in using technology to individualize instruction	0 1 2 3
6. Demonstrates an appreciation for the value of using technology to develop students' requisite skills	0 1 2 3
7. Creates user-friendly experiences to assuage students' fears of technology usage	0 1 2 3
8. Shows an appreciation for the power of technology to efficiently manage students' records and reports	0 1 2 3

### IV. The Proficient Educator evidences a caring disposition

1. Demonstrates knowledge of ethical standards as mandated by professional, state, and institutional standards	0 1 2 3
2. Evidences interests in life-long learning opportunities	0 1 2 3
3. Demonstrates ability to work with families, colleagues, and communities	0 1 2 3
4. Respects and acknowledges individuals as persons shaped by diverse cultures	0 1 2 3
5. Shows enthusiasm for the profession	0 1 2 3
6. Shows care and concern for all learners	0 1 2 3

### V. The Proficient Educator has an understanding of and appreciation for diversity

1. Uses knowledge of how students learn to create and select developmentally-appropriate instructional materials	0 1 2 3
2. Uses knowledge of how students learn to structure strategies to enhances learning	0 1 2 3
3. Shows facility in connecting concepts to students' prior experiences	0 1 2 3
4. Selects real-world problem situations considerate of school, students' different family backgrounds, and diverse community contexts	0 1 2 3
5. Shows an understanding of how major socio-economic issues affect teaching and learning.	0 1 2 3

Strengths of the field experience

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Weaknesses of the field experience

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THANK YOU!!!!

**FORT VALLEY STATE UNIVERSITY**  
**College of Education**

**August Experience—Reflective Journal Entry Form**

Candidate’s Name \_\_\_\_\_ Date \_\_\_\_\_

Cooperating Teacher and School \_\_\_\_\_

Complete all of the following reflective items:

1. As a result of this school experience, I learned ...

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2. I was surprised to learn/observe that...

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3. One thing that I already knew that was confirmed by this school experience was ...

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4. What I would still like to learn more about is ...

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Other Comments ...

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## Experience Attendance Log

(Semester \_\_\_\_\_)

Candidate's Name \_\_\_\_\_

Name of Practicum Site \_\_\_\_\_

Address of Practicum Site \_\_\_\_\_

Telephone Number of Site \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_

Number of hours to be completed 550 n field

Date	Time In	Time Out	Total Time	Teacher's Initials

Signature of Cooperating Teacher \_\_\_\_\_

**This form will be used as an alternative to Livetext Field Experience Management.**

**Appendix D – Assessment of Candidate Ability to Plan** (use to help teacher candidate plan 10- day unit(s))

**PSC/NCATE Assessment #3 – Assessment of Candidate Ability to Plan Instruction**

**Instructional Teaching Unit Rubric**  
**College of Education - Fort Valley State University**

**Candidate's Name** \_\_\_\_\_ **Course** \_\_\_\_\_

**Evaluator's Name** \_\_\_\_\_ **Date** \_\_\_\_\_

**Discipline** \_\_\_\_\_

<b>I. Content Knowledge</b> (Standards addressed: COE CF 1; GaPSC/NCATE 1)	<b>*Unacceptable</b> <b>3 points</b>	<b>Acceptable</b> <b>4 points</b>	<b>Target</b> <b>5 points</b>	<b>N/A</b>	<b>SCORE</b>
a. Content is accurate, current, clearly presented, and meets or exceeds the textbook, demonstrating the disposition of valuing the importance of staying current in one's teaching field. COE CF 1; GaPSC/NCATE 1	Content is often inaccurate or not clearly presented; content does not meet the level of the textbook.	Content is accurate; explanation of content is clear and accurate; content meets the level of the textbook.	Content is accurate current, and well-presented; clearly exceeding the level of the textbook.		
b. Demonstrates candidate's understanding of concepts and skills– identifies and clearly explains major concepts and skills covered in the unit. COE CF 1; GaPSC/NCATE 1	Candidate's understanding of concepts/ skills is not apparent; ideas and/ or concepts not clearly explained.	Most concepts and skills are adequately explained through the use of a sufficient number of narratives, examples, visual aids, etc.	All or nearly all concepts and skills are clearly explained and are thoroughly covered within the unit through the use of a variety of narratives, examples, visual aids, etc.		
c. Provides meaningful and relevant content connections with other subject areas and to the lives of students, demonstrating the disposition of a commitment to the importance of integrating content and connecting it to needs, interests, and experiences of all young adolescents. COE CF 1; GaPSC/NCATE 1	Content connections are missing or not relevant to theme or concepts taught; connections may not be logical or relevant.	Content connections to other content areas and to the needs, interests, and experiences of students are present, but some may lack relevancy, quality, or variety.	Content connections are abundant, relevant, and meaningful; a variety of relevant connections are made to other content areas and to the needs, interests, and experiences of students.		
d. Demonstrates understanding of the Georgia Professional Standards and/ or national professional standards for the content areas. COE CF 1; GaPSC/NCATE 1	GPSs and national standards not present or are not related to lesson objectives or content.	GPSs and/ or national standards are present, but do not fully represent the content covered in the unit.	All appropriate standards clearly relate to unit objectives; candidate may have labeled objectives and content with GPS.		
<b>II. Instructional Planning</b>	<b>*Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>	<b>N/A</b>	<b>Score</b>

(Standards addressed: COE 2,3,4,5; GaPSC/NACTE 1) <b>Pedagogical Content</b>	<b>3 points</b>	<b>4 points</b>	<b>5 points</b>		
a. Designs instruction utilizing learner focused strategies (such as essential questions). Performance outcomes are present and are stated in measurable terms. COE 2,3,5; GaPSC/NCATE 1;INTASC 1	Performance outcomes do not set the focus of the lesson or connect concepts.	Performance outcomes organize and set the focus of the unit or lesson and ask for broad understanding; unit plans have some higher level questions or outcomes but mainly include lower level outcomes.	Performance outcomes organize and set the focus of the unit or lesson and ask for broad Understanding; unit plans have a balance of higher and lower level questions; instruction connects or groups concepts in a logical sequence.		
b. Engages students in high levels of learning– incorporates a variety of developmentally appropriate instructional strategies and materials that engage all students in meaningful learning, demonstrating the disposition of valuing the need for a repertoire of teaching/ learning strategies that are appropriate for teaching all students. COE 2,3,5; GaPSC/NCATE 1	Instructional strategies lack variety, are developmentally inappropriate, and/ or do not engage students in meaningful ways; fewer than 3 strategies are used.	An adequate number Of (a minimum of 5) developmentally appropriate instructional strategies are incorporated which engage students throughout the unit.	A variety of developmentally appropriate instructional strategies ( a minimum of 8)and materials are effectively incorporated that will engage students in meaningful ways throughout the unit.		
c. Integrates appropriate technology and other multimedia resources to maximize student learning, demonstrating the disposition of valuing the integration of technology in the teaching fields; students are engaged with technology for their own learning. COE 2,3,5; GaPSC/NCATE 1	Technology integration is missing or is inappropriately incorporated into the unit; technology, if present, is not meaningful, engaging, or complimentary to content.	Technology is present within unit including the use of at least two appropriate technological tools; there is an adequate connection between the content and technology incorporated; students use technology to enhance learning.	Unit includes at least two meaningful and relevant technological tools; there is a clear connection between content and technology incorporated; students use technology to enhance learning.		
d. Addresses student diversity- identifies modifications for special needs learners, ELL students, and students with other needs; includes strategies and activities that recognize diversity in cultures, learning styles, student backgrounds, and student interests thus demonstrating the disposition of a commitment to accommodate and support the learning styles, cultural and	Modifications for diverse learners (as indicated in criteria) are not provided or are not appropriate; very few activities are provided for the differences in student backgrounds, socioeconomic and cultural differences or student interests.	Modifications ( as indicated in criteria) are adequately and appropriately identified and respond to most of the needs of the learners represented; some activities are provided for the differences in student backgrounds, socioeconomic and	Modifications (as indicated in criteria) are clearly and appropriately identified throughout the unit and consistently respond to the needs of the learners represented; several activities are provided for the differences in student		

socioeconomic differences and interests of all students. COE 2,3,4,5; GaPSC/NACTE 1, 4; INTASC 5,6,7		cultural differences or student interests.	backgrounds, socioeconomic and cultural differences or student interests.		
e. Incorporates questions, discussion, and hands-on activities – lessons include higher-level questions and opportunities for student discussion, demonstrating the disposition of valuing the need for student participation.  COE 2,3,5; GaPSC/NCATE 1	Questions, discussions, and hands-on activities are not incorporated into the unit; students are not given adequate opportunity to engage and participate within the lessons.	Questions, discussions, and hands-on activities are present throughout the unit; students are provided an adequate number of opportunities to participate and think at critical levels.	Questions, discussions, and hands-on activities are consistently and effectively incorporated into the unit; students are provided several opportunities to participate and to think at critical levels.		
<b>III. Assessment</b> (Standards addressed: COE 2,5; GaPSC/NCATE 1)	<b>Unacceptable 3 points</b>	<b>Acceptable 4 points</b>	<b>Target 5 points</b>	<b>N/A</b>	<b>Score</b>
a. Contains formative and summative assessments– unit includes formative and summative assessments to assess learning as part of an on-going teaching- learning process. Unit includes a summative Performance Task. COE 2,5; GaPSC/NCATE 1  Formative – sponge activity, bell ringer, thumbs up/down, ticket out the door, white boards, homework, quiz, think/pair/share, etc.	Formative assessments are limited or inappropriate (fewer than 3); summative assessment is missing or does not appropriately assess students’ learning during the unit; students are not required to engage in self-evaluation. A performance task is missing or is inappropriate or inadequately designed.	Unit includes appropriate formative assessments (a minimum of 5) a summative assessment is adequately designed to assess student learning. Some student self-evaluation is incorporated. Performance task is present and is adequately designed but may not be summative.	A variety of appropriate formative assessments are included ( a minimum of 8); a summative assessment effectively assesses student learning at higher levels; student self- evaluation is present throughout the unit. The performance task is summative in design and adequately reflects student understanding of the unit focus.		
b. Uses assessment data to diagnose students needs (academic and affective) and modifies teaching and learning strategies to meet the needs of all students, demonstrating the disposition of realizing the importance of basing instruction on assessment results. Includes remediation and enrichment activities based on assessment data. COE 2,5; GaPSC/NCATE 1	Lesson modifications, enrichment, and/or remediation activities are missing or do not reflect the use of assessment data.	Lesson modification statements identify modifications in teaching and learning strategies; assessment data was used to make modifications, including enrichment and remediation activities; there is a discussion of the effects on student learning from these modifications, but it lacks critical analysis.	Lesson modification statements clearly identify how teaching and learning strategies were modified; modifications, including enrichment and remediation activities, are linked to assessment data; the effects on student learning from these modifications are thoughtfully analyzed.		
<b>IV. Format</b>	<b>Unacceptable 3 points</b>	<b>Acceptable 4 points</b>	<b>Target 5 points</b>	<b>N/A</b>	<b>Score</b>

a. Follows all established format requirements for all components	Unit format is incomplete.	Unit format is accurate and complete.	Unit format is accurate and complete, and exceeds expectations in presentation.		
b. Demonstrates acceptable and effective writing skills.	Unit lacks focus, illustrates problems with grammar and usage, and/ or is not adequately edited. Some sections may not adequately explain the sections purpose.	Unit narrative is edited for grammar and usage errors, but may still lack some clarity or focus. Most sections adequately respond to the section focus or purpose.	Unit narrative is clear, has been edited for errors; demonstrates effective writing skills. Most sections adequately respond to the section focus or purpose.		
c. Is completed and submitted by the established deadlines.	Unit template and first draft of narrative sections was not submitted on time; final draft was not submitted on time.	Unit template was submitted on time, but some narrative areas may be incomplete; one deadline missed.	All unit deadlines met.		
d. Is approved by the university supervisor(s) and cooperating teacher (when applicable).	Either unit template and/or plans not approved by university supervisor and/ or cooperating teacher before candidate began teaching.	Unit template and some plans presented to and approved by both university supervisor and cooperating teacher before candidate began teaching.	Unit template and at least two-thirds of all plans presented to and approved by both university supervisor and cooperating teacher before candidate began teaching.		

Scoring Guide: Target = 90%+; Acceptable = 70 – 89%; Unacceptable = 0 – 69%.

**Grading Scale:**

Possible # of points if no NAs given = 90 in 16 areas

Number of items marked NA \_\_\_\_\_

Number of points possible for this candidate for this assessment = \_\_\_\_\_

Total number of points earned on this assessment = \_\_\_\_\_

Grade = # earned points divide by # possible points = \_\_\_\_\_

**Appendix E- Assessment of Teaching Performance**

(used to evaluate teaching performance regularly and during university supervisor's visits)

**PSC/NCATE Key Assessment #4: Assessment of Student Teaching  
Teaching Performance Assessment Rubric  
College of Education - Fort Valley State University**

**Candidate's Name** \_\_\_\_\_ **Course** \_\_\_\_\_

**Evaluator's Name** \_\_\_\_\_ **Date** \_\_\_\_\_

**Discipline:** \_\_\_\_\_

<b>Performance Criteria (Standards addressed)</b>	<b>Unacceptable (3 points)</b>	<b>Acceptable (4 points)</b>	<b>Target (5 points)</b>	<b>N/A</b>	<b>Point Totals and Comments</b>
<b>Performance in the Classroom: Content</b>  (COE 1, 2; GaPSC/NCATE 1; SPA content)	A. Limited content knowledge; content may not always be accurate; does not meet the content level in the textbook.  B. Does not provide an accurate explanation of concepts taught  C. No or few content connections.  D. Responses to students' questions are inadequate, repetitious, missing, or not supportive.	A. Content taught meets the content level of the textbook; content taught is accurate.  B. Adequate explanation of content taught;  C. Content connections are provided.  D. Responses to questions are correct and supportive.	A. Content taught is accurate, clearly presented & exceeds the textbook.  B. Clearly explains major concepts and demonstrates content skills;  C. Provides meaningful and relevant content connections with other subject areas and to the lives of students;  D. Responses to students' questions are knowledgeable, informative, and correct.	A.  B.  C.  D.	A.  B.  C.  D.
<b>Performance in the Classroom: Instruction</b>  (COE 1-5; GaPSC/NCATE 1; SPA content, skills, dispositions)	A. Students are not made aware of instructional objectives or objectives are inappropriate; GPSs and national standards are not presented or are incorrectly matched to lesson objectives.  B. Fails to engage students in meaningful learning or to academically challenge students;	A. Students are made aware of instructional objectives (posted and referred to during lesson) and objectives are appropriate; objectives are linked to GPSs and/or national standards.  B. Demonstration of instructional planning and skill that leads to student learning;	A. Students are made aware of instructional Objectives (posted and referred to during lesson); instructional objectives are appropriate, demonstrable, measurable, complete, and accurate; objectives reflect GPS or national standards; objectives are based on student needs and achievement levels.  B. Engages students	A.  B.	A.  B.

	<p>C. uses a limited number of instructional strategies (fewer than 3) and materials; strategies and materials are generally age appropriate;</p> <p>D. technology integration does not enhance student learning; students do not engage with technology.</p> <p>E. exhibits poor language, questioning, and discussion skills in the classroom;</p> <p>F. Questions and/or discussions are limited; students are not given adequate opportunity to engage and participate within the lesson</p> <p>G. fails to address student diversity, including ELL and students with other needs, within the classroom in planning, instructing, or responding to students;</p> <p>H. Modifications for diverse learners, including enrichment and remediation, are not provided or are not appropriate;</p>	<p>C. has a repertoire of effective instructional strategies ( a minimum of 5) and an adequate supply of supplementary resources; materials and strategies are age appropriate;</p> <p>D. technology integration supports student learning; students have opportunities to interact with technology.</p> <p>E. demonstrates acceptable and effective oral and written language and provides clear directions and explanations to students;</p> <p>F. Questions and/or discussions are present; students are provided an adequate number of opportunities to participate and think at critical levels</p> <p>G. lessons and instruction sometimes respond to student diversity, including ELL and other students with needs;</p> <p>H. Modifications are adequately and appropriately identified, including enrichment and remediation activities, and respond to most of the needs of the diverse learners represented.</p>	<p>in meaningful learning; uses a variety of appropriate strategies.</p> <p>C. uses instructional Strategies ( a minimum of 8) and supplementary materials to engage students in high-levels of learning; uses instructional strategies and learning experiences that are appropriate in difficulty and complexity;</p> <p>D. integrates technology and multimedia resources to maximize student learning; students have opportunities to interact with technology.</p> <p>E. demonstrates acceptable and effective oral and written language and provides clear directions and explanations to students;</p> <p>F. Questions and/or discussions are consistently and effectively incorporated into the lesson.</p> <p>G lessons and instruction often respond to student diversity; including ELL and other students with needs;</p> <p>H. Modifications are clearly and appropriately identified, including enrichment and remediation activities, and consistently respond to the needs of the diverse learners</p>	<p>C.</p> <p>D.</p> <p>E.</p> <p>F.</p> <p>G.</p> <p>H.</p>	<p>C.</p> <p>D.</p> <p>E.</p> <p>F.</p> <p>G.</p> <p>H.</p>
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	<p>I. fails to provide sufficient feedback to students;</p> <p>J. does not use non-verbal communication appropriately.</p>	<p>I. provides appropriate feedback to students;</p> <p>J. uses appropriate non-verbal communication.</p>	<p>represented;</p> <p>I. engages in high quality questioning which engages all learners; provides timely, quality, and constructive feedback to students;</p> <p>J. uses appropriate non-verbal communication.</p>	<p>I.</p> <p>J.</p>	<p>I.</p> <p>J.</p>
<p><b>Classroom Environment</b> (COE 2,4,5; GaPSC/NCATE 1, 4; SPA dispositions)</p>	<p>A. Fails to create a positive classroom environment;</p> <p>B. exhibits no or limited respect and rapport in the classroom;</p> <p>C. demonstrates little appreciation of diversity within the classroom;</p> <p>D. exhibits few or poor classroom management skills.</p>	<p>A. Creates a positive and safe classroom environment;</p> <p>B. exhibits Appropriate respect and rapport in the classroom;</p> <p>C. demonstrates an appreciation of the diversity within the classroom;</p> <p>D. exhibits acceptable classroom management skills.</p>	<p>A. Promotes and maintains a caring, safe, positive, and active learning environment;</p> <p>B. demonstrates appropriate interaction, commands respect,;</p> <p>C. is caring and sensitive to diverse learners;</p> <p>D. implements appropriate classroom management strategies; communicates clear standards of conduct; teacher response is fair, consistent and appropriate; materials organized, and transitions smooth.</p>	<p>A.</p> <p>B.</p> <p>C.</p> <p>D.</p>	<p>A.</p> <p>B.</p> <p>C.</p> <p>D.</p>
<p><b>Monitoring Student Progress</b> (COE 2, 4; GaPSC/NCATE 1; SPA dispositions) Ex. For B: thumbs up/down, questions and answers; ticket out the door; quiz, bell ringer or sponge activity; white boards, homework check; think/pair/share, etc. Ex. For C: signed papers, newsletter, conferences for SST/504/RTI, parent</p>	<p>A. Fails to modify instruction to meet needs of students;</p> <p>B. fails to use a variety of formative (fewer than 3) and summative evaluation formats;</p> <p>C. seldom communicates assessment results to students or parents.</p>	<p>A. Modifies instruction to meet needs of students;</p> <p>B. uses a variety (minimum of 5) of formative and summative evaluation formats;</p> <p>C. reports and communicates assessment results to students,</p>	<p>A. Reflects on teaching and modifies instruction in order to meet the needs of students and enhance learning;</p> <p>B. uses formative (minimum of 8) and summative evaluation to assess student learning; uses multiple formal and informal assessment strategies in an appropriate manner;</p> <p>C. demonstrates methods for reporting and</p>	<p>A.</p> <p>B.</p> <p>C.</p>	<p>A.</p> <p>B.</p> <p>C.</p>



conferences, notes on papers, blog or homepage, etc.		parents, cooperating teacher(s), and university supervisors.	communicating assessment results to students, parents, cooperating teacher(s), and university supervisors.		
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Scoring Guide: Target = 90%+; Acceptable = 70 – 89%; Unacceptable = 0 – 69%.

Possible # of points = 105 in 21 areas

Number of items marked NA \_\_\_\_\_

Multiplied number of NAs by 5 = Number of points possible for this candidate for this assessment = \_\_\_\_\_

Total number of points EARNED on this assessment = \_\_\_\_\_

Grade = Number of earned points divide by number of possible points = \_\_\_\_\_

**Final Score** = \_\_\_\_\_ **Comments:**

**PSC/NCATE Assessment #5: Assessment of Candidate Effect on Student Learning**  
**College of Education – Fort Valley State University**  
**Effect on Student Learning Form – NCATE/PSC 1, 4; COE 1-5; SPA content**

This assessment is used to document candidate use and implementation of a variety of instructional strategies and assessments that effect student learning over the course of the MAT program. The following minimum documentation is required: five strategies from the methods block and 10 strategies from directed teaching internship/seminar for **a minimum** of 15 different instructional strategies and/or assessments.

The candidate will create a word document that explains:  
Type of Strategy for Instruction or Assessment Was Observed or Used  
Date and Purpose for Using the Strategy or Assessment  
Method Used to Evaluate the Strategy  
Effect on Student Learning (statistical data from units of instruction)  
Impact on Candidate Learning  
Examples of student work should be included when appropriate.

The candidate will upload into the LiveText template as attachments each MSWord document and supporting artifacts.

The narrative for the Effect on Student Learning and the Impact on Candidate Learning should be in-depth reflections and analyses. Pre and post test data should be included in the analysis when discussing the instructional unit.

**Appendix G- Assessment of Candidate's Dispositions and Professional Behaviors**  
 (Complete one by MIDTERM and one by END OF SEMESTER)

**College of Education - Fort Valley State University**  
 Evaluation of Candidate's Dispositions and Professional Behaviors  
**"The Proficient Educator"**

Candidate: \_\_\_\_\_ Evaluator \_\_\_\_\_

Date: \_\_\_\_\_ Course: \_\_\_\_\_ #Absences: \_\_\_\_\_ # Tardies: \_\_\_\_\_

**Instructions:** For each competency, write in the score column the number that describes the teacher candidate's level of performance. The following ratings apply:

**1- Unacceptable                      2- Acceptable                      3 - Target                      N/A-Not Applicable or Not Observed**

<b>Disposition or Professional Behavior/NCATE Element Addressed</b>	<b>Unacceptable (1)</b>	<b>Acceptable (2)</b>	<b>Target (3)</b>	<b>N/A</b>	<b>SCORE</b>
<b>1. Executes classroom practices that reflect the belief that all students can learn</b>  <b>COE 2,4;</b> <b>GaPSC/NCATE 1:</b> <b>PPKS, SL</b>	Uses a harsh tone of voice or language that is critical of students, and displays behavior that demeans students	Provides positive feedback to students; uses language that is free of sarcasm and ridicule; prepares instructional activities that motivate students and that provide opportunities for success for all	Always encourages students to do their best; provides for differences in cultural and socioeconomic backgrounds and learning styles and interests, as well as for exceptionalities; provides motivating opportunities that let students be responsible for their own learning		
<b>2. Displays the ability to work with diverse individuals</b>  <b>COE 2,4;</b> <b>GaPSC/NCATE 1,</b> <b>4:</b> <b>PPKS</b>	Communicates an inability or unwillingness to work with some students, other teacher candidates, in-service teachers, and/or university faculty	Works harmoniously and effectively with diverse individuals at all levels: students, parents, in-service teachers, peers, and university faculty	Displays the ability to work with diverse individuals and may seek opportunities to include or show appreciation for those excluded		
<b>3. Demonstrates</b>	Does not involve	Includes students and	Often involves		

<p><b>the ability to work with students, families, colleagues, and community members in a positive professional manner</b> COE 1, 2,4; GaPSC/NCATE 1, 4:</p> <p><b>PCK, PPKS, Diversity, SL</b></p>	<p>students or parents in student progress; does not work with colleagues; does not engage in community activities or support community involvement in schools</p>	<p>families in planning for student success; communicates regularly with students and families; works with colleagues; recognizes the community's role in school improvement</p>	<p>students and families in planning for student success; offers assistance to colleagues when appropriate; brings community members into the school for planning for school improvement</p>		
<p><b>4. Treats others with courtesy, respect and open-mindedness</b> COE 4, 5; GaPSC/NCATE 1,4: <b>Diversity, SL</b></p>	<p>At times treats others rudely and with disrespect; words or actions are insulting or show contempt for others</p>	<p>Treats others with courtesy and respect; words and actions are polite and professional</p>	<p>Treats others with courtesy, respect and open-mindedness; listens to and shows interest in the ideas and opinions of others</p>		
<p><b>5. Interacts appropriately and positively with others; demonstrates acceptable professional appearance and uses appropriate hygiene.</b> COE 4; GaPSC/NCATE 4:<b>Diversity</b></p>	<p>Interactions with peers, colleagues, or authority figures are at times negative, demeaning, sarcastic, combative, or inappropriate.</p>	<p>Interactions with peers, colleagues, or authority figures are appropriate, positive, and professional.</p>	<p>Interactions, with peers, colleagues, or authority figures are appropriate, positive, professional, and respectful of differing opinions.</p>		
<p><b>6. Demonstrates enthusiasm, confidence, and initiative</b> COE 2; GaPSC/NCATE 1:<b>PPKS</b></p>	<p>Lacks enthusiasm and confidence in teaching and does not take initiative</p>	<p>Exhibits enthusiasm and confidence in teaching and takes initiative</p>	<p>Is enthusiastic, confident, and takes initiative beyond what is expected</p>		
<p><b>7. Exhibits professional behavior in accordance with ethical standards of the profession</b>  COE 2,4;</p>	<p>Exhibits behavior that violates the Code of Ethics; disregards policies of the school</p>	<p>Complies with the Code of Ethics for Professional Educators; upholds the policies of the institution and the public schools</p>	<p>Complies with the Code of Ethics for Professional Educators; consistently displays professional behavior not only</p>		

<b>GaPSC/NCATE 1, 4: PCK, PPKS, Diversity</b>			in the classroom but in association with peers, supervisors, and community members		
<b>8. Meets deadlines; is punctual and consistently in attendance; follows protocol for reporting absences and tardiness COE 2,4; GaPSC/NCATE 1: PPKS</b>	Does not consistently abide by deadlines for assignments, including projects and presentations; is frequently absent or tardy to site and to class.	Consistently abides by deadlines for assignments, including projects and presentations; is seldom absent or tardy and follows protocol for reporting absences or tardiness to site and to class.	Always abides by deadlines for assignments including projects and presentations; always follows protocol for reporting absences or tardiness to site and to class.		
<b>9. Prepares thoroughly; displays enthusiasm for the profession and a thirst for life-long learning COE 1, 2,; GaPSC/NCATE 1:C,PCK, PPKS, SL</b>	Prepares minimally for teaching; does not elect to participate in professional development	Prepares thoroughly; willingly attends required professional development activities; keeps up with current trends through scholarship and reading	Prepares thoroughly; looks for opportunities for professional growth; displays enjoyment in learning activities; has membership in professional organizations		
<b>10. Accepts and uses constructive criticism (feedback) COE 2; GaPSC/NCATE 1:PPKS</b>	Is not receptive to constructive comments and shows no signs of implementing change	Is receptive to constructive comments and implements changes	Is receptive to constructive comments, implements changes, and seeks feedback from others		
<b>11. Demonstrates appropriate self-monitoring and control of emotions and behavior COE 2, 4; GaPSC/NCATE 1:PPKS</b>	At times visibly demonstrates a lack of emotional control; may become upset, use putdowns, or display anger	Regularly controls emotional and behavioral responses	Controls emotional and behavioral responses and monitors responses for self-improvement		
<b>12. Maintains confidentiality of records, correspondence and conversations COE 2; GaPSC/NCATE 1: PPKS</b>	Does not maintain confidentiality of records; participates in gossip about P-12 students, faculty, or school personnel; does	Maintains confidentiality of P-12 student records and of professional correspondence and conversations; refrains from gossiping	Maintains confidentiality of P-12 student records and of professional correspondence and conversations; does not tolerate		

	not respect confidentiality of professional correspondence or conversations		gossiping or abuses of confidentiality by others		
<b>13. Exhibits a strict code of honesty related to tests and assignment</b> <b>COE 2;</b> <b>GaPSC/NCATE 1:PPKS</b>	Has knowingly plagiarized, cheated on a test, copied another's work or allowed someone to copy	Consistently demonstrates behaviors that exemplify honesty and integrity; documents thoroughly	Always demonstrates behaviors that exemplify honesty and integrity; documents thoroughly		
<b>14. Exhibits sound judgment and moral reasoning, especially in relating to and safe-guarding students</b> <b>COE 2;</b> <b>GaPSC/NCATE 1: PPKS, SL</b>	Uses objectionable language; reveals inappropriate sensitive and personal information about himself/herself in the classroom setting; is unable to control his/her temper	Uses no objectionable language; reveals general personal information; never loses his/her temper	Always models language that is exemplary and deals individually with P-12 students who exhibit inappropriate language; maintains a warm but professional attitude with students; guides the behavior of students in a caring and gentle way		
<b>TOTAL POINTS EARNED</b>	XXXXXXXXXXXX	XXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXX		

Reported for NCATE Standard 1 (C= Content; PCK = Pedagogical Content Knowledge; PPKS = Professional and Pedagogical Knowledge and Skills; Div = Diversity; SL = Student Learning) and Standard 4, Element 1 (Div = Design, Implementation, and Evaluation of Curriculum and Experiences – diversity in teaching and learning).

Scoring Guide: Target = 90%+; Acceptable = 70 – 89%; Unacceptable = 0 – 69%.

Grading Scale:

Possible # of points = 42 in 14 areas

Number of items marked NA \_\_\_\_\_

Candidate's SCORE:

Comments:

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Is a conference needed? \_\_\_ Yes \_\_\_ No

If yes, who should be involved:

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### **Additional Assessments/Documentation Needed**

Please list/check any additional assessments or documentation needed. Make copies of all documents for your records and

forward this assessment to all necessary parties.

Once any additional assessments/documents are completed, they should be attached to a copy of this form and forwarded to

all necessary parties.

This assessment document rubric is an adaptation of an assessment instrument and accompanying rubric found on the Columbus State University website.

Appendix H- Permission Form for Videotaping



Fort Valley State University
1005 State University Drive, Fort Valley GA 31030

Permission Form for Videotaping

Dear Parent/Guardian:

Your child's teacher has agreed to serve as a mentor for a student teacher from Fort Valley State University. One of the required activities for this student teacher will be the videotaping of two lessons, small group activity, or other student interaction in the classroom. These videotapes will be viewed by the student teacher and the university supervisor only. The primary focus of the tapes will be the FVSU student, not your child or other students in your child's class. No student names will appear in any written material about the videotapes. The tapes will be used to help the student teacher identify strengths and weaknesses in instruction and teaching methods.

The form below will be used to document your knowledge of this activity and to grant or deny your permission for your child to appear on the videotapes. Your child's teacher will keep a copy of this form.

Sincerely,

Alfrieda Manson, Ed.D.
Director of Clinical and Field Experiences

Student Name \_\_\_\_\_

Address \_\_\_\_\_

School/Teacher \_\_\_\_\_

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

\_\_\_ I DO give permission for my child to appear on videotapes to be viewed by a Fort Valley State University student teacher and her university supervisor. My child's name will not appear in any material written about the videotapes.

\_\_\_ I DO NOT give permission for my child to appear on the videotapes

Signature of Parent or Guardian

Date





**Fort Valley State University**  
1005 State University Drive, Fort Valley GA 31030

Fecha \_\_\_\_\_

Estimados \_\_\_\_\_  
(Nombre de los Padres)

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

Les pidimos su permiso que este o esta estudiante de maestría tengan la oportunidad de revisar el Plan Educativo Individual (IEP) de su hijo o hija \_\_\_\_\_  
(Nombre del alumno)  
para poder desarrollar lecciones que beneficiaran su aprendizaje de las materias escolares.

Si tienen preguntas sobre este documento, favor de llamar a la Directora del Field Experiencia, Dra. Alfrieda Manson en la Universidad Fort Valley State (teléfono 478 825 6192).

Gracias por su atención,

\_\_\_\_\_  
(La Maestra)

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

Sí, doy permiso que el estudiante de maestría del Programa de Educación en la Universidad Fort Valley

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

\_\_\_\_\_  
(Firma de padre o guardián)

\_\_\_\_\_  
(Fecha)

**Appendix I-Contact Information Form**

(Complete at beginning of field experience and fax to Dr. Alfrieda Manson at 478-825-6162)



# Fort Valley State University

## Field/Clinical Experience

### Contact Information

Date \_\_\_\_\_

**Teacher Candidate Name:**

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**Mentor Teacher Name:**

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**University Supervisor Name:**

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**Teacher Candidate:**

**School:**

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Street Address

---

City, State, Zip

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School Phone ( )

Permanent Phone ( )

---

FVSU E-mail address

---

**University Supervisor:**

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FVSU Phone ( )

Best time to call:

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Mobile Phone ( )

Best time to call:

---

E-mail address

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**Mentor Teacher:**

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School/Grade Taught:

Room #:

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School Phone ( )

Best time to call:

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Mobile Phone ( )

Best time to call:

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E-mail address

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**FORT VALLEY STATE UNIVERSITY**  
**College of Education**

**EVALUATION OF THE TEACHER CANDIDATE BY THE COOPERATING  
TEACHER**

CANDIDATE NAME: \_\_\_\_\_ SEMESTER (Circle One): FALL SPRING 201\_

You are being asked by the Office of Teacher Education at Fort Valley State University to evaluate the identified role. The items on the evaluation form relate that specific function. Please think carefully about each answer and be as accurate and candid as you can.

Please check the appropriate blank for each of the following:

1. Student teacher's major:  Early Childhood/Special Ed  Middle Grades Education  
 Agriculture Education  Health and Physical Education  Family and Consumer Science
2. Classroom teacher's name: \_\_\_\_\_
3. School: \_\_\_\_\_
4. University supervisor: \_\_\_\_\_

Indicate your responses to the following statements by circling the appropriate responses on each item. You may use either pen or pencil.

Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)	Undecided (U)
---------------------------	--------------	-----------------	------------------------------	------------------

- |  |             |
|--|-------------|
| 1. The student treated the cooperative teacher with respect  | SA A D SD U |
| 2. Multicultural issues were treated as assets and not impediments   | SA A D SD U |
| 3. The student teacher responded well to efforts to familiarize him/her with his/her teaching assignment and classroom environment including: the cooperating teacher, students, schedule, classroom procedures, and teaching materials. | SA A D SD U |
| 4. The student understood the educational objectives and goals of the school.  | SA A D SD U |
| 5. The university supervisor provided an orientation of the student teacher and teacher education handbooks.   | SA A D SD U |
| 6. The student teacher benefited from written suggestions from the classroom observations.   | SA A D SD U |
| 7. The student teacher improved his/her teaching techniques as a result of suggestions from the cooperating teacher  | SA A D SD U |
| 8. The student teacher attended conferences with the cooperating teacher and university supervisor following each observation  | SA A D SD U |

9. The student teacher requested assistance with planning for instructional activities and selecting instructional materials and equipment SA A D SD U
10. The student teacher analyzed his/her classroom management techniques with assistance from the cooperating teacher SA A D SD U
11. The student teacher varied approaches for classroom as a result of feedback from the cooperating teacher SA A D SD U
12. The student teacher request detailed information, e.g., lessons plans SA A D SD U
13. The student teacher appeared to enjoy being supervised by the cooperative teacher SA A D SD U
14. The student teacher felt free to request help and information from the cooperating teacher SA A D SD U
15. The student teacher communicated freely and openly with the cooperating teacher SA A D SD U
16. One particular way in which the student teacher was helped by the cooperative teacher was:

17. One thing I wish the student had done was:

20. Other comments:

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS QUESTIONNAIRE. WRITE ON THE BACK OF THESE SHEETS IF MORE SPACE IS NEEDED.

**FORT VALLEY STATE UNIVERSITY**  
**College of Education**

**EVALUATION OF THE UNIVERSITY SUPERVISOR BY THE COOPERATING  
TEACHER**

STUDENT NAME: \_\_\_\_\_ SEMESTER (Circle One): FALL SPRING 201\_

You are being asked by the Office of Teacher Education at Fort Valley State University to evaluate the identified role. The items on the evaluation form relate that specific function. Please think carefully about each answer and be as accurate and candid as you can.

Please check the appropriate blank for each of the following:

1. Student teacher's major:  Early Childhood/Special Ed  Middle Grades Education  
 Agriculture Education  Health and Physical Education  Family and Consumer Science
2. Classroom teacher's name: \_\_\_\_\_
3. School: \_\_\_\_\_
4. University supervisor: \_\_\_\_\_

Indicate your responses to the following statements by circling the appropriate responses on each item. You may use either pen or pencil.

Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)	Undecided (U)
---------------------------	--------------	-----------------	------------------------------	------------------

- |   |    |   |   |    |   |
|---|----|---|---|----|---|
| 1. The university supervisor treated the student teacher with respect   | SA | A | D | SD | U |
| 2. Multicultural issues were treated as assets and not impediments  | SA | A | D | SD | U |
| 3. The university supervisor helped the student teacher to become familiar with his/her teaching assignment and classroom environment including: the cooperating teacher, students, schedule, classroom procedures, and teaching materials. | SA | A | D | SD | U |
| 4. The university supervisor clarified educational objectives and goals of the education department.  | SA | A | D | SD | U |
| 5. The university supervisor provided an orientation of the student teacher and teacher education handbooks.  | SA | A | D | SD | U |
| 6. The university supervisor made written suggestions during the classroom observations.  | SA | A | D | SD | U |
| 7. Suggestions from the university supervisor helped the student teacher to improve his/her teaching techniques   | SA | A | D | SD | U |
| 8. The university supervisor held conferences with the cooperating  |    |   |   |    |   |

- |   |             |
|---|-------------|
| teacher and student teacher following each observation  | SA A D SD U |
| 9. When requested to do so, the university supervisor assisted the student teacher in planning for instructional activities and selecting instructional materials and equipment | SA A D SD U |
| 10. The university supervisor helped the student teacher to analyze his/her classroom management techniques   | SA A D SD U |
| 11. The university supervisor provided the student teacher with varied approaches for classroom management  | SA A D SD U |
| 12. The university supervisor provided detailed information, e.g., lessons plans, if needed to illustrate effective instructional strategies                                    | SA A D SD U |
| 13. The university supervisor appeared to enjoy supervising a student teacher   | SA A D SD U |
| 14. The cooperating teacher felt free to request help and information from the university supervisor  | SA A D SD U |
| 15. This university supervisor communicated freely and openly with the cooperating teacher  | SA A D SD U |
| 16. The university supervisor is very knowledgeable in his/her subject area(s)  | SA A D SD U |
| 17. The university supervisor visited the student assignment six or more times  | SA A D SD U |
| 18. One particular way in which the university supervisor helped the student teacher was by:  |             |
| 19. One thing I wish the university supervisor had done is:   |             |
| 20. Other comments:   |             |

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS QUESTIONNAIRE. WRITE ON THE BACK OF THESE SHEETS IF MORE SPACE IS NEEDED.

**FORT VALLEY STATE UNIVERSITY**  
**College of Education**  
**Teacher Education Program Evaluation Form**

Date \_\_\_\_\_

Please check one:

Teacher Candidate \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_ College Supervisor \_\_\_\_\_

Part I. Please use the scale to indicate the extent of your agreement or disagreement with each statement below.

1= Strongly Disagree; 2 = Disagree; 3 = Undecided; 4= Agree; 5 = Strongly Agree;  
6 = Don't Know

- a. The participating partners at this site (college supervisor, cooperating teacher, school administrators, etc.) share a common vision regarding teacher preparation goals. {1 2 3 4 5 6}
- b. The participating partners at this site collaborate in making decisions about teacher preparation program implementation. {1 2 3 4 5 6}
- c. There are sufficient supplies and equipment to accomplish candidate teaching objectives. {1 2 3 4 5 6}
- d. School faculty receives adequate incentives for working with candidates. {1 2 3 4 5 6}
- e. Best instructional practices are modeled at this site. {1 2 3 4 5 6}
- f. The partnership emphasizes the use of a variety of instructional methods. {1 2 3 4 5 6}
- g. The partnership emphasizes the use of technology as a teaching tool. {1 2 3 4 5 6}
- h. The partnership emphasizes reflection as a part of teaching and learning. {1 2 3 4 5 6}
- i. The partnership promotes the use of standards based instruction. {1 2 3 4 5 6}
- j. The partnership emphasizes usage of alternative forms of assessment for evaluating student learning (e.g., portfolios, interviews, exhibits). {1 2 3 4 5 6}
- k. The supervising faculty members (cooperating teachers) have been helpful to teaching preparation. {1 2 3 4 5 6}

l. The school principal has been helpful to teaching preparation. {1 2 3 4 5 6}

## Part II.

I feel the teacher candidate has been well prepared to:

- a. Teach in his/her area of preparation. {1 2 3 4 5 6}
- b. Involve parents and the community in developing/implementing school activities. {1 2 3 4 5 6}
- c. Meet the educational needs of all students and to include students from different ethnic and cultural backgrounds. {1 2 3 4 5 6}
- d. Work cooperatively with colleagues. {1 2 3 4 5 6}
- e. Implement and adjust instructional plans. {1 2 3 4 5 6}
- f. Use a variety of instructional methods, including those that increase student interactions (e.g., cooperative learning). (1 2 3 4 5 6)
- g. Teach for understanding and higher-order reasoning. {1 2 3 4 5 6}
- h. Effectively use technology as an integral part of instruction. {1 2 3 4 5 6}
- i. Manage classroom activities and deal effectively with discipline problems. {1 2 3 4 5 6}
- j. Use alternative forms of assessment for evaluation of student learning (e.g., a portfolio, interviews, exhibits) {1 2 3 4 5 6}
- k. Meet the educational needs of special needs students. {1 2 3 4 5 6}
- l. Reflect on their own teaching and student learning. {1 2 3 4 5 6}
- m. Balance the varied demands of teaching. {1 2 3 4 5 6}
- n. Develop long-and short-range plans to meet the developmental and academic needs of their students. {1 2 3 4 5 6}
- o. Server as a resource for parents and members of the community. {1 2 3 4 5 6}
- p. Demonstrate knowledge of his/her subject matter. {1 2 3 4 5 6}
- q. Be a power for good in schools and communities. {1 2 3 4 5 6}



**Part III.**

Overall, what do you feel are the strengths of Fort Valley State University's College of Education Teacher Preparation program?

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Overall, what do you feel are the weaknesses of Fort Valley State University's College of Education Teacher Preparation program?

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THANK YOU!