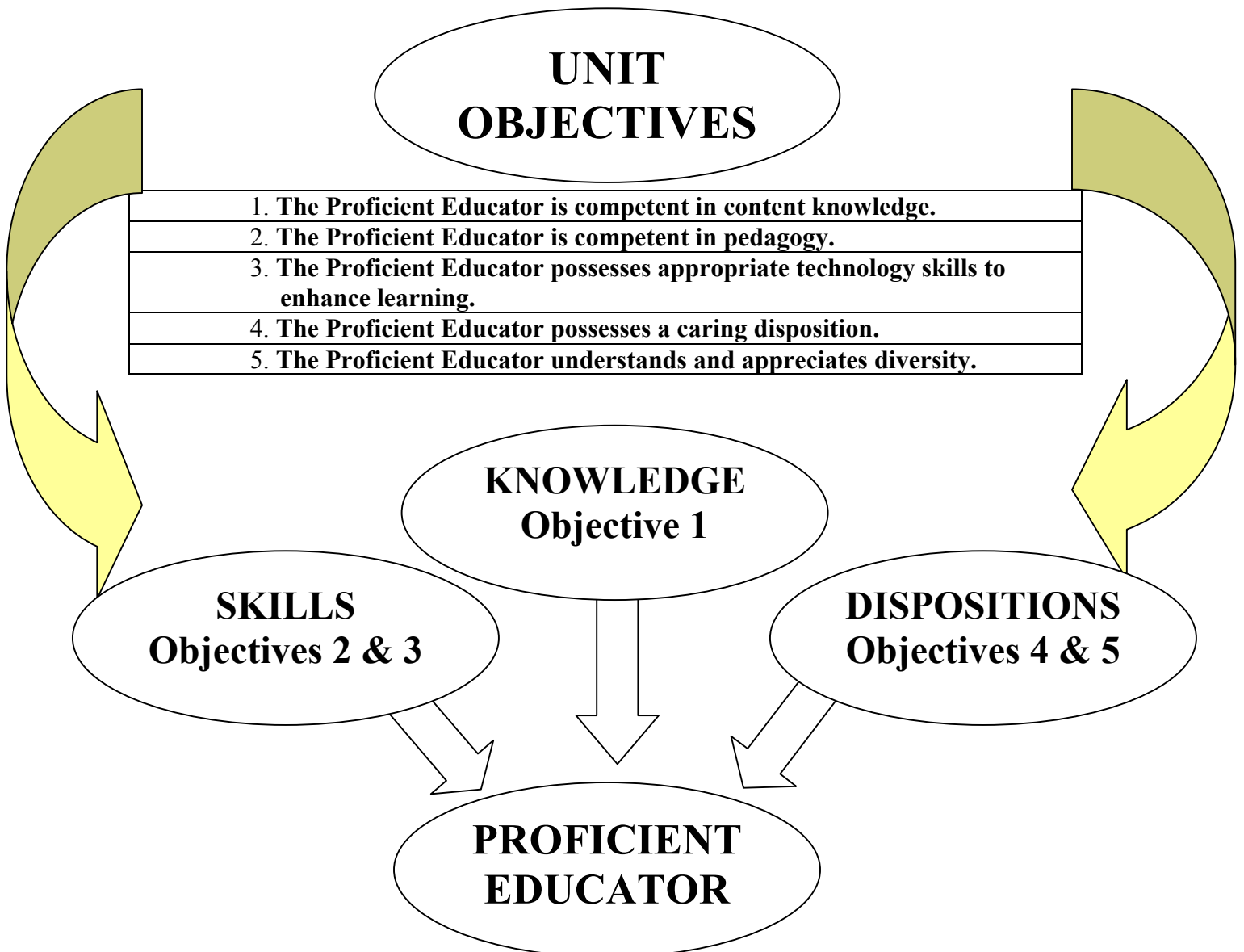


# Fort Valley State University Educator Preparation Program

## Professional Field Experiences Handbook



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**The instructors for the four methods courses and the Practicum I and Practicum II supervisors distribute assignments for Field Experiences associated with Professional Education Courses taken after the candidate is admitted to the program. Some of the forms included in this handbook are also used in the continuing field experience practice.**

**A separate handbook addresses Directed Teaching.**

## PREFACE

The purpose of this *Professional Field Experience Handbook* is to provide candidates with a preview of their field experiences. The handbook includes some of the forms and rubrics that are used for enrolling in and completing field experiences and some of the field experience forms and rubrics used in evaluating the candidate and the experiences. This handbook also is designed to guide instructors who teach courses requiring field experiences 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 professional field experiences/practica at Fort Valley State University. The handbook includes the objectives, policies, procedures and organizational structure of the field experience program. The responsibilities of all participants are also outlined.

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

## INTRODUCTION

The College of Education, its school partners and other members of the professional community, design, deliver and evaluate field experiences and clinical practice to help candidates develop their knowledge, skills and dispositions through actions recommended by the Educator Preparation Advisory Committee (EPAC) to the Professional Education Faculty Council (PEFC) and the College of Education (CoE). Members of the EPAC include representatives from school partners, community, college faculty/staff and teacher education candidates. The EPAC reviews data that have been collected, analyzed and presented to the Assessment Committee regarding the field experience sites. The EPAC uses the results of these data to make decisions about appropriate sites, as well as field activities and experiences for candidates. In addition, the Director of Clinical/Field Experiences coordinates activities between Fort Valley State University (FVSU) faculty and school partners to match course activities with appropriate sites.

The educator preparation program at FVSU hosts two training sessions throughout the year. The purpose of the training sessions is to provide information to individuals who are qualified to supervise a student teacher. These training sessions give school partners an opportunity to learn about the teacher education program at FVSU and to understand the expectations of the program. In addition, school administrators as well as classroom teachers provide input on field experiences that occur at the sites.

Professional field experiences are 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

## 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 field-based experiences, and to facilitate successful teaching/learning outcomes in diverse environments.

**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, field experiences, assessment, and evaluation.

Our five performance objectives are explained in some detail below. They also have delineating learner outcomes that are presented after the knowledge base information. Our learner outcomes become the basis for the results of our programs. 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 bases that is integrative and focuses attention on the interactive relationship between knowledge and practice. Cochran-Smith and Lytle (1999) refer 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.

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

One cannot teach what one does not know. Content knowledge and knowledge of the profession constitute the foundation on which the proficient educator is built. Candidates gain knowledge in the liberal arts and sciences through the university's general education core curriculum, build upon that knowledge through upper-division course work in the relevant disciplines, develop conceptual knowledge of teaching practices through study and research in relevant content areas, and apply this knowledge through clinical experiences and other field-based activities. Further, the proficient educator continuously refines teaching through exposure to and utilization of the current research.

Knowledge-for-practice is the content knowledge in the general education core and in the disciplines that the candidates will teach and the knowledge of pedagogy that is necessary for the candidates to become proficient educators. This includes the liberal arts and sciences, upper-division course work in the teaching disciplines, and general knowledge of technology as part of the general education core and knowledge in the use of technology in the

instructional process, which is provided through course work and clinical experiences in the educator preparation programs.

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

Candidates must not only know what to teach but how to teach it. There should be a strong relationship between knowledge and practice. Teachers must be willing and able to connect with their students and to link new knowledge with existing knowledge in ways that are meaningful to students. Teachers must be flexible, culturally responsive, student-oriented, and capable of using emerging technologies to make the needed connections between students' interests, needs and aptitudes and the subject matter. Upon admission to directed teaching, FVSU candidates are expected to enter the classroom with a repertoire of instructional strategies, a personal plan for establishing a classroom climate full of high academic and behavioral expectations, and a respect for the diverse learning needs of the students they teach.

Knowledge-in-practice is addressed through clinical experiences and other field-based activities in the candidate preparation program. These experiences and activities are designed to provide candidates with the opportunities to practically apply the knowledge gained through the curriculum in supervised classroom and clinical situations. These experiences also provide the candidate with opportunities to make the connection between what is taught, how to teach, and how to use this knowledge to actually improve student learning.

Knowledge-of-practice refers to knowledge of research that informs the practice of teaching that all candidates are required to utilize. This component of the program is dynamic and fluid and takes into account the changing nature of the teaching profession and the information knowledge base, born out of on-going research on teaching practice. The unit faculty believes the model "inquiry as stance" encourages candidates to view themselves as lifelong learners.

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

Proficient educators recognize the need for lifelong learning. They are motivated to acquire knowledge and information to support lifelong learning and to ensure that their students learn these skills (Ntiri, 2001). Their efforts are directed toward achieving the following goals outlined by the North Central Regional Educational Laboratory:

- ensuring that faculty members and candidates are prepared to use technologies effectively in their everyday teaching and staff development;
- integrating technology throughout the curriculum to achieve higher standards and more effective teaching and learning; and

- placing emphasis on understanding the concept of connectivity, that is the ability to use computers to create linkages between the readiness state of learners and the goal of instruction, as well as linking the teacher education program throughout the university, the schools, the local community, the state, and the world. (McNabb Valdez, Nowakowski, & Hawkes, 2003, p. 3)

The CoE promotes the use of technology for teaching and learning and for managing information through various means.

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

The dictum “know thyself” is still the cornerstone for effective practice. The CoE prepares professional educators to understand themselves so that they may better know their students.

Knowledge about the dispositions of candidates can and should be identified and used strategically by professional education programs. Proficient educators at FVSU will demonstrate the following dispositions: (a) a belief that all students can learn; (b) a commitment to standards-based instruction; (c) acceptance of assessment and evaluation of teaching and learning as both personal and professional responsibilities; (d) understanding of the need to adapt teaching to student learning styles; (e) willingness to participate in learning communities; (f) respect for students’ prior knowledge; (g) consideration for the social contexts of learning; (h) appreciation for the diversity among cultural beliefs; (i) dedication to lifelong learning; and (j) upholding of ethical standards. These dispositions are assessed in the contexts of candidates’ work with students, families, and communities and their interactions with other candidates, staff, and faculty within the CoE.

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

In the CoE, candidates learn about their own culture and that of others through liberal arts courses. Candidates also learn or gain knowledge of the changing world of men and women and of socioeconomic issues. Educator candidates at FVSU are encouraged to interact and relate successfully to people who are diverse in ethnicity, race, geographical areas, religion, sexual orientation, languages, socioeconomic status, and exceptionalities.

Teacher candidates must be able to demonstrate the knowledge, skills, and dispositions to respect, value, and learn from differences. The answer to creating diverse instructional practices for all children and youth is empowering teachers to make better decisions for themselves within their own teaching contexts (Gay, 1993). As John Goodlad’s study of schooling shows, the intellectual terrain of the classroom is laid out by teachers who play a major role in deciding what, when, and how students learn. Diversifying instruction and experiences provides increased access to the curriculum and results in successful learning.



## FIELD EXPERIENCES

### Purpose

The purpose of the field experience is to provide students with significant opportunities through a series of experiences in the public schools that leads to a career in teaching. The field experience will provide exposure to various types of teaching methods, strategies, and techniques employed in a variety of public school settings.

### Goals

The goals of the field experiences are designed to:

1. Enable college students to interact in various settings with public school students with diverse backgrounds and different learning styles.
2. Provide an opportunity for college students to observe instruction and the instructional setting.
3. Provide an opportunity for college students to participate in the mechanics of classroom organization, classroom management, learning styles and strategies, and other school-related experiences.
4. Provide college students with an opportunity to reflect and confirm their professional and personal interest in the field of education.

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

The field experience will enable college students to:

1. Apply content knowledge and 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)

## Dismissal from Field Experience

An education major may be dismissed from the field experiences program when it is determined that one or more of the following criteria exist:

- Excessive absences. No more than three absences (excused or unexcused) are allowed. Failure to notify appropriate school personnel and college supervisors of absences in a timely manner may also result in dismissal. This includes absences in seminars as well as scheduled observations.
- Excessive tardiness. No more than two tardies to scheduled field experiences or required observations will be allowed.
- Inadequate interpersonal skills. The teaching profession requires the ability to relate to others in an accepting, nonjudgmental way. The candidate's interpersonal skills with faculty, staff, peers, students in the classroom, and other professionals will be evaluated. Significant deficiencies in this area may be cause for dismissal.
- Personal problems. If a teacher candidate demonstrates personal problems, i.e., addictions or emotional problems that interfere with performance during the field experience or in college classes the candidate may be dismissed. Candidates will be encouraged to seek appropriate counseling.
- **Field Experience Performance-Expectations and Experience/Clinical Requirements.** Completion of assignments that affect the pedagogical preparation during field experiences. Assignments associated with teacher preparation includes lesson planning, planning and collaboration among stakeholders (mentor teacher, university supervisor, school staff, etc.). Significant deficiencies can initiate a Professional Development Plan (PDP) that guides the teacher candidate through steps to correct issues and return to field placement site. See Professional
- Dressing in an inappropriate/unprofessional manner. Consistent disregard for proper dress codes may result in dismissal.
- Violations of ethical standards. Dismissal from field experiences program may occur if there is a violation of the Professional Standards Commission Code of Ethics or the FVSU Student Code of Conduct. Violations include but are not limited to:
  - Academic cheating, lying, plagiarizing
  - Acting in a discriminatory manner toward a P-12 student in the classroom or toward other school professionals, including peers.
  - Engaging in illegal behavior, e.g., carrying or using a weapon, physical assault, theft, and distribution of controlled substances, aiding a coworker/student in illegal activities.
  - Falsifying documentation in college, school, or field experience site records.
  - Stealing field experience site property/resources or intentional destruction of site property/resources
  - Initiating physical confrontation with a P-12 student, a student's family members, college supervisor, or field experience site staff.
  - Exploiting P-12 students or a student's family
  - 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 towards a P-12 student, a students' family, cooperating teacher or colleague, or college supervisor.

All education programs have a professional responsibility to assess teacher candidates' suitability for the profession. If it is determined that a candidate should be dismissed from the field experience program the following procedures apply:

The University Supervisor, Director of Field/Clinical Experiences, and Chair of the Major Department will discuss the reasons for dismissal with the candidate and will notify the candidate in writing of the reasons for dismissal from the program. Upon dismissal, this group may assign a grade of F for the field experience. The University Supervisor, the candidate, and the director of Field/Clinical Experiences develop a remediation plan; this plan must be completed before the candidate may re-enroll in the field experience. A candidate may repeat a field experience only once. The decision to allow the candidate to repeat a field experience will be at the judgment of the Director of Clinical/Field Experiences, the University Supervisor, and the Chair of the Major Department. A candidate wishing to appeal a grade should follow the procedures outlined in the College Student's 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 Handbook which may be found on the CoE website and in the Documents room in LiveText.

## 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 (3) years** of 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 in Livetext (in person or electronically).

### **University supervisors must:**

1. participate in the FVSU training program;
2. have at least five (5) years of teaching experience in the public school;
3. have preparation in professional education and in the teaching major of the practicum student; 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.

## **DUTIES AND RESPONSIBILITIES**

### **The Director of Clinical/Field Experiences**

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

1. serves as the College of Education's official contact person for all public school placements.
2. meets with the instructor of the field experience/practicum class to obtain information as to what is required for the completion of the field experience/practicum.
3. meets with the School District Office designee to explain the FVSU field experience 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 field/practicum experience.
6. meets with instructor of the field experience/practicum 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 assigned 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 professional field experience program.

### **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 practicum 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. offer opportunities for the practicum students to participate in school activities;

5. support the teacher in observing and assisting in the evaluation of the practicum student; and

### **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 practicum student.

The cooperating teacher is expected to:

1. attend the FVSU orientation program;
2. accept the practicum student as a beginning professional;
3. provide a warm, supportive atmosphere in the classroom and in the general school environment;
4. acquaint the practicum student 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 practicum student on a weekly basis.

### **College Supervisor**

The college supervisor is the liaison between FVSU and the local school system where teacher candidates are placed for their practicum experiences. The primary functions of the supervisors are to assist the practicum students in developing teaching competency and to provide support to the cooperating teacher.

The college supervisor is expected to:

1. assist the practicum student in becoming self-reflective;
2. observe and evaluate that progress of the practicum student;
3. counsel the practicum student concerning problems;
4. act as a resource for the cooperating teacher;
5. maintain open communication with the cooperating teacher regarding the progress of the practicum student; and
6. maintain contact with the school administrator and other school personnel to promote and sustain good working relations between the public school and the college.

### **Practicum Student**

The practicum student is a student and an apprentice in a public school setting. The college supervisor is the course instructor. The cooperating teacher and the college supervisor will work to assist the practicum student in becoming a successful professional who is competent

in content knowledge and pedagogy, is skillful in planning and delivering instruction, is skillful in the selection of and use of technology to enhance student learning, is caring and concerned for all students, and is aware of and acknowledges the diversity of students.

The practicum student is expected to:

1. present a log to the cooperating teacher and college supervisor with a detailed listing of all of the completed hours (as required by the practicum class);
2. be punctual and dependable for practicum activities;
3. complete the specified period of observation hours in the designated time;
4. obey all rules and regulations of the assigned school, of FVSU, of the Teacher Education Program, and of the Professional Standards Commission Code of Ethics.
5. keep a daily journal of all time spent observing and participating;
6. maintain confidentiality about the school and students; and
7. complete all field experience assignments designated by the college instructor.

## FIELD EXPERIENCES AND DIRECTED TEACHING BY PROGRAM

Program	Field Experiences (Observation and/or Practicum)	Total Number of Hours
<b>Early Childhood Special Education</b>	<b>EDCU 2110P- Pre-Professional Block Practicum</b> EDUC 2110 – Investigating Critical and Contemporary Issues in Education EDUC 2120 – Exploring Socio Cultural Perspectives on Diversity EDUC 2130 – Exploring Teaching and Learning	<b>50</b>
	<b>ECSP 3131 – Nature &amp; Curriculum Needs of the ECSP Learner</b> ECSP 3132 – Classroom Management Strategies	<b>80</b>
	<b>ECSP 3171 –Practicum I Methods Block I</b> ECSP 3232 – Methods of Teaching Language Arts/Reading in the ECSP 3432 – Methods of Teaching Social Studies in the Early Childhood Special Ed	<b>135</b>
	<b>ECSP 3172 –Practicum II Methods Block II</b> ECSP 3332 - Methods of Teaching Math in the Early Childhood Special Ed ECSP 3532 – Methods of Teaching Science in the Early Childhood Special Ed	<b>135</b>
	<b>May Experience</b> Completed at the end of the Junior year, before August experience and before Directed Teaching	<b>24-40 hours</b>
	<b>August Experience</b> Completed in the fall of the year the candidate will be completing Directed Teaching	<b>24- 56 hours</b>
	<b>ECSP 4895- Directed Teaching/Seminar</b> <b>ECSP 4813 and 4823-Internship I/II</b>	<b>600</b> <b>300+ per semester</b>



<b>Program</b>	<b>Field Experiences (Observation and/or Practicum)</b>	<b>Total Number of Hours</b>
<b><u>Middle Grades Teacher Education</u></b>	<b>EDCU 2110P- Pre-Professional Block Practicum</b> EDUC 2110 – Investigating Critical and Contemporary Issues in Education EDUC 2120 – Exploring Socio Cultural Perspectives on Diversity EDUC 2130 – Exploring Teaching and Learning	<b>50</b>
	<b>EDMG 3131 – Nature &amp; Curriculum Needs of the Middle School Learner</b> EDMG 3132 – Classroom Management Strategies	<b>80</b>
	<b>EDMG 3171 –Practicum I Methods Block I</b> EDMG 3232 – Methods of Teaching Language Arts/Reading in the Middle Grades EDMG 3432 – Methods of Teaching Social Studies in the Middle Grades	<b>135</b>
	<b>EDMG 3172 –Practicum II Methods Block II</b> EDMG 3332 - Methods of Teaching Math in the Middle Grades EDMG 3532 – Methods of Teaching Science in the Middle Grades	<b>135</b>
	<b>May Experience</b> Completed at the end of the Junior year, before August experience and before Directed Teaching	<b>24-40 hours</b>
	<b>August Experience</b> Completed in the fall of the year the candidate will be completing Directed Teaching	<b>24-56 hours</b>
	<b>EDMG 4895- Directed Teaching/Seminar</b> <b>EDMG 4813 and 4823-Internship I/II</b>	<b>600</b> <b>300+ per semester</b>

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<b>Program</b>	<b>Field Experiences (Observation and/or Practicum)</b>	<b>Total Number of Hours</b>
<b><u>Agriculture Education</u></b>	<b>AGRI 1801 Ag. Orientation</b> Orientation to Ag. Education & Agriscience	<b>45 Hours</b>
	<b>EDCU 2110P – Pre-Professional Block Practicum</b> EDUC 2110, 2120, 2130 Pre-Professional Block of Education courses Orientation to Education	<b>50 Hours</b>
	<b>AGED 2821 Youth Leadership Development</b> Management of Educational Youth Leadership Development Organizations	<b>50 Hours (Fall) 50 Hours (Spring)</b>
	<b>AGED 3823 Curriculum Development &amp; Program Planning</b> Curriculum, Exceptionalities and Supervised Agricultural Experiences	<b>50 Hours</b>
	<b>AGED 4821 Assessment Seminar</b> Evaluation of Instruction & Professionalism	<b>50 Hours</b>
	<b>AGED 4883 Methods of Teaching Agriculture</b> Classroom Management	<b>50 Hours</b>
	<b>AGED 4895 Directed Teaching</b> Planning, Delivery and Evaluation of Instruction <b>AGED 4813 and 4823 – Internship I/II</b>	<b>600 Hours</b>  <b>300+ per semester</b>

<b>Program</b>	<b>Field Experiences (Observation and/or Practicum)</b>	<b>Total Number of Hours</b>
<b><u>Health and Physical Education</u></b>	<b>EDCU 2110P- Pre-Professional Block Practicum</b> EDUC 2110 – Investigating Critical and Contemporary Issues in Education EDUC 2120 – Exploring Socio Cultural Perspectives on Diversity EDUC 2130 – Exploring Teaching and Learning	<b>50</b>
	<b>HPER 2402 – Introduction to HPER</b>	<b>40</b>
	<b>HPER 3901 –Practicum I Methods Block I</b>	<b>100</b>
	<b>HPER 3902 –Practicum II Methods Block II</b>	<b>100</b>
	<b>May Experience</b> Completed at the end of the Junior year, before August experience and before Directed Teaching	<b>40 hours</b>
	<b>August Experience</b> Completed in the fall of the year the candidate will be completing	<b>40 hours</b>

	Directed Teaching	
	<b>HPER 4895- Directed Teaching/Seminar</b>	<b>600</b>

## DESCRIPTION OF PRACTICA

### Early Field Experience

#### **EDCU 2110P—Pre-Professional Block Practicum—50 clock hours (Taken by ALL candidates in any FVSU initial teacher preparation program)**

Candidates in the B.S.Ed. Teacher Education program will complete a nine semester hour pre-professional block in which they complete a 50 clock hour field experience during their sophomore year. Teacher candidates will observe and implement specific principles of teaching in public schools during the first phase of observation. The principles, procedures, and methods will be practiced as the future teacher shadows a classroom teacher who is tutoring small groups, and demonstrates whole class instructional strategies. Teacher candidates will work as academic assistants in small and large groups of culturally diverse students in lesson planning and assisting in grading student work, and working collaboratively with professional team/school departments. Application of a variety of developmentally appropriate experiences that demonstrate varied approaches to knowledge construction will be studied. This phase provides opportunities for teacher candidates to learn and to process initial information and experiences. Teacher candidates are expected to become proficient with daily classroom procedures, to identify and reflect on behaviors modeled by their cooperating teacher, to continue to collect evidence for their Professional Education Portfolio, and to demonstrate the professional behaviors and appropriate dispositions necessary for effective teaching.

### Continuing Field Experiences

Teacher candidates will plan, implement, assess, and reflect on instructional procedures and specific principles of teaching in public schools and school –like settings during this phase. Future teachers experience a progression of increasing responsibilities from tutoring to working with small and large group instruction. Other activities will include lesson planning, assessment and grading, evaluation, doing case studies, and explaining classroom management strategies. The GaPSC and the FVSU evaluation processes for professional teaching will be addressed and practiced. Teacher candidates will be experienced in working with students of various abilities, exceptionalities, and cultural and linguistic diversities.

Each teacher candidate is expected to work collaboratively with the cooperating teacher in all classroom activities, to demonstrate growth in INTASC behaviors, to plan, teach, and assess lessons using the grade level appropriate Georgia Performance Standards, to continue developing the Professional Education Portfolio, and to continue to demonstrate the appropriate dispositions and professional behaviors.

The phases of Continuing Field Experiences begin with admission to the Teacher Education Program and continue through the culminating semester of Directed Teaching/Seminar. The phases are aligned with courses that provide the pedagogical knowledge base that candidates need to be successful in a classroom. These phases include:

**ECSP/EDMG 3131—The Nature and Curriculum Needs of the Middle Grades Learner and ECSP/EDMG 3132—Classroom Management Strategies—80 clock hours**

Upon admission to the Teacher Education Program, candidates complete an 80-clock hour field experience during the first semester of their junior year as part of EDMG 3131, Nature and Curriculum Needs of the Middle School Learner and EDMG 3132, Classroom Management Strategies. The course and field experience provide candidates an opportunity to examine the curriculum, instruction, and organization of middle level schools and different learning environments and the nature, needs, and development of young adolescents. The field experience provides observation through the completion of two shadow studies (Key Assessment #8) and through assignments related to middle school teachers and students. Candidates also participate in daily routines such as taking attendance, leading students in a discussion, grading papers, preparing materials, teaching a mini-lesson, and other teaching tasks. Candidates should successfully complete both the coursework and field component in order to pass the course and enroll in Methods Block I. Candidates who fail a portion of this block must have the Dean's permission to continue to the next block.

Candidates also begin work on Key Assessment #5 – Effect on Student Learning Form.

**ECSP/EDMG 3731—Practicum I—135 clock hours**

During the second semester of the professional program, post-bac candidates enroll in Methods Block I (based on the semester entering the program). This block is a team-based, integrated approach to language arts, reading, and social studies education and consists of three courses: ECSP/EDMG 3332, Language Arts/Reading Methods; ECSP/EDMG 3432, Social Studies Methods; and ECSP/EDMG 3731, Practicum I.

Practicum I is the field component for the block and candidates spend 135 hours in two middle school classrooms under the direct and active supervision of the cooperating teachers and the Practicum I instructor.

Generally, the field experience is organized as follows:

Three weeks of observation, participation, and assisted teaching for four hours each  
Tuesday–Friday in one subject area classroom (48 hours)

Two weeks of unit teaching for four hours each Monday–Friday (40 hours)

One week of observation, participation, and assisted teaching for four hours each  
Tuesday–Friday in second subject area classroom (20 hours)

One 5-day unit of teaching for four hours each Monday–Friday (20 hours)

Two days of wrap up (8)

Completion of hours as needed to total at least 135 hours.

Candidates complete instructional units (Key Assessment #3) in both Language Arts/Reading and Social Studies, teach the units (Key Assessment #4), assess their impact on student learning (Key Assessment #5), examine their attitudes toward teaching (Key Assessment #6), and evaluate educational resources (Key Assessment #7).

Non-traditional post-bac candidates, who may be confined to one classroom, will complete the two methods courses and will observe in classrooms for language arts and social studies as often as possible during their planning time. They should document at least 25 – 40 hours of observation during the semester. These candidates will use their observation experiences and their coursework knowledge to integrate content from these two subjects into the instructional units they use in their regular employed assignment.

### **ECSP/EDMG 3732 – Practicum II - 135 clock hours**

After successful completion of Methods Block I, candidates enroll in Methods Block II. Three courses comprise this block: ECSP/EDMG 3532, Methods of Teaching Mathematics; ECSP/EDMG 3232, Methods of Teaching Science; and ECSP/EDMG 3732, Practicum II. Practicum II is the field experience component and candidates are placed in two middle school classrooms during the semester; one is a math placement, and the other is a science placement. Candidates complete instructional units in both math and science and teach both units. Non-traditional post-bac candidates will be allowed the same modifications as they had in Methods Block I, writing units for their own classrooms that integrate math and science. Candidates are again assessed using Key Assessments #3, #4, #5, #6, and #7. The experience is generally arranged in the same manner as is Practicum I.

- Three weeks of observation, participation, and assisted teaching for four hours each Tuesday–Friday in one subject area classroom (48 hours)
- Two weeks of unit teaching for four hours each Monday–Friday (40 hours)
- One week of observation, participation, and assisted teaching for four hours each Tuesday–Friday in second subject area classroom (20 hours)
- One 5-day unit of teaching for four hours each Monday–Friday (20 hours)
- Two days of wrap up (8)
- Completion of hours as needed to total at least 135hours.

NOTE: The final configuration for each post-bac candidate may vary because of the school day configuration at his site. For example, the candidate may be able to split his observation time between both classrooms each day. Or it may be necessary for the candidate to observe in one classroom for five weeks straight and then change to another classroom. These options are available for regular undergraduate candidates as well as regular post-bac candidates. Further modifications may be necessary for non-traditional post-bcc candidates.

### **May Experience – 5 days/ 40 hours**

During the last week of public school, the candidate will be placed in a middle grades school to observe the closing activities of the year. The candidate will report to the field placement for the last two or three days of student attendance and then to the post-planning sessions for that school. The exact number of days observing students and working with teachers to close school will depend on the number of post-planning days in the assigned system. For example, if there are only two days of post planning, then the candidate will spend the last three days of school observing students in the classroom and helping the teacher perform end of year tasks and then attend the two days of post-planning.

The candidate will complete the May Experience at the end of his/her junior year and prior to completing the August Experience. The candidate will keep a log of his experiences and will complete an evaluation of the experience. These hours do not count as part of the 600 hours for Directed Teaching/Internship.

A non-traditional post-bacc candidate will complete the experience and log and evaluation in his employing school.

### **August Experience – 7 - 10 days/24 - 56 hours**

Two weeks before fall directed teaching/internship begins, all fall and spring candidates for directed teaching/internship will spend at least 3 - 10 days in a school setting shadowing a teacher. This activity begins on the first day teachers return to school for pre-planning in the fall and concludes with the end of the first week of student attendance. 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 directed teaching. This activity is called the August Experience.

Post-baccalaureate (Post-Bac) candidates keep a log of their experiences and complete an evaluation of the experience. Non-traditional Post-Bac candidates will complete August Experience in their employing school.

### **ECSP/EDMG 4895—Directed Teaching/Seminar—600 clock hours EDMG 4813 and EDMG 4823 – Internship I and Internship II**

Post-bac candidates who successfully complete Methods Block II, as well as meet the additional program retention criteria, are admitted into Directed Teaching/Seminar or into Internship I. Directed Teaching/Seminar is a 12-semester hour directed teaching clinical experience. Directed Teaching is a 600-clock hour all day clinical experience over a 14 week period. Regular post-bac candidates work closely with both a university supervisor and a clinical supervisor in a middle level classroom. Candidates are expected to perform all the duties and responsibilities of a veteran teacher, with a **minimum** of four weeks (20 days) of full-time, all day teaching.

This clinical practice is a culmination of the program that synthesizes the performance outcomes introduced and practiced in previous field experiences. Common assessments are used in Practicum I, Practicum II and Directed Teaching to provide candidates opportunities to refine and extend the knowledge, skills, and dispositions associated with planning,

teaching, and assessing student learning. These assessments are the Instructional Unit, Teaching Performance Assessment Form, the Effect on Student Learning Form, the Evaluation of Candidate's Dispositions and Professional Behaviors and the Electronic Portfolio, and they serve as key program assessments (Key Assessments #3-#7). Candidates must demonstrate competence in each of the performance outcomes in order to receive satisfactory performance in directed teaching, complete the program, and receive a recommendation from the College of Education for initial certification.

Teacher candidates 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. Each teacher candidate completes a minimum of 600 hours of directed teaching during one semester. The directed teaching experience may, however, continue for more than 600 hours until the program objectives have been met, depending on the performance of the teacher candidate. Directed Teaching candidates are expected to demonstrate the INTASC principles at an acceptable level.

Non-traditional post-bacc candidates complete two semesters of internship in lieu of the directed teaching. Because these candidates are denied the fulltime supervision of a clinical supervisor, they use two semesters of internship to hone their knowledge, skills, and dispositions. They work closely with a university supervisor, a mentor teacher, their peer teachers, and their school administrators. As frequently as possible, they observe their colleagues and log their experiences. Non-traditional post-bacc candidates are assessed on Key Assessment #2 - #8 both semesters. The post-bacc candidate who receives acceptable scores on all assessments and completes all other criteria needed to exit the program will be recommended for initial certification.

### Assessment of INTASC Principles

INTASC Principles	Target	Acceptable	Emerging	Unacceptable	Score
1. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.					
2. The teacher understands uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.					
3. The teacher works with others to create environments that support					

<p>individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</p>					
<p>4. The teacher understands the concepts, tools of inquiry, structures of the discipline(s) he or she teaches and creates learning experiences that take these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p>					
<p>5. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>					
<p>6. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress and to guide the teacher's and learner's decision making.</p>					
<p>7. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>					
<p>8. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>					
<p>9. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others( learners, families, other professionals, and the community) , and adapts practice to meet the needs of each learner.</p>					
<p>10. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student</p>					



learning, to collaborate with learners, families, colleagues, other professionals, and community members to ensure learner growth, and to advance the profession.					
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### **Background Checks**

Each candidate is required to complete an official background check before he/she begins field experiences. These forms are available with the Director of Clinical/Field Experiences. They must be completed by law enforcement officials and returned to the Director of Clinical/Field Experiences before the candidate begins the field experience in EDCU 2110P. At least one other background check will be conducted before the candidate begins Directed Teaching. An unacceptable background check will result in a candidate's not completing the program. (Some systems require a background check each time a candidate is working in that system.) See the form in the EDCU 2110P section.

### **Proof of Liability Insurance**

Candidates are required to have proof of liability insurance before they enter a classroom for any field experience. The candidate may provide proof from many sources. One source may be proof of membership in a student professional organization, which is also required for admission to candidacy. Several professional organizations include this insurance in their membership fees. See the form in the EDCU 2110P section.

## ASSIGNMENT PACKET FOR EDUC 2110P

### Early Field Experience

#### **EDUC 2110P—Pre-Professional Block Practicum—50 clock hours (All teacher education candidates enroll in this course regardless of their program.)**

Candidates in the B.S. Ed. Middle Grades program will complete a nine semester hour pre-professional block in which they complete a 50 clock hour field experience during their sophomore year. Teacher candidates will observe and implement specific principles of teaching in public schools during the first phase of observation. The principles, procedures, and methods will be practiced as the future teacher shadows a classroom teacher who is tutoring small groups, and demonstrates whole class instructional strategies. Teacher candidates will work as academic assistants in small and large groups of culturally diverse students in lesson planning and assisting in grading student work, and working collaboratively with professional team/school departments. Application of a variety of developmentally appropriate experiences that demonstrate varied approaches to knowledge construction will be studied. This phase provides opportunities for teacher candidates to learn and to process initial information and experiences. Teacher candidates are expected to become proficient with daily classroom procedures, to identify and reflect on behaviors modeled by their cooperating teacher, to teach at least two lessons using the grade level appropriate Georgia Professional Standards, to continue to collect evidence for their Professional Education Portfolio, and to demonstrate the professional behaviors and appropriate dispositions necessary for effective teaching.

**The Office of Teacher Education has scheduled a variety of public school experiences to provide pre-education majors with opportunities to participate in teaching and learning activities with students and teachers in the Fort Valley, Georgia area. Below are instructions that will guide you through the early field experience.**

#### Instructions:

1. Sign up for your experiences on the appropriate forms provided by your instructor. These forms will be given to the contact person at each of the schools sites so that they will know whom to expect for each activity.
2. Mark your calendar to make sure you know exactly which school and the time you have chosen to report to that school site.
3. Sign in at the main office each time you visit a school. Also, make sure you inform the contact person that you are at the school as scheduled.
4. Complete the attendance log as well as the assignments indicated on the enclosed pages. Note that you must complete a reflection entry for at least five (5) of your school visits.
5. Submit all documentation and assignments for your field experiences to the Director of Clinical/Field Experiences or to the instructor for EDUC 2110P in Hubbard Education Building.

6. If you will not be able to attend your assigned field experience, you must call the instructor for EDUC 2110P, the director of Clinical/Field Experiences, and your cooperating teacher at the school site. Failure to do so could result in removal from the filed site.
7. Likewise, if you will not be able to attend or if you will be late to the class/seminar for EDUC 2110P, you must call the instructor or the main office of the College of Education at 478 825-6250.

### EDUC 2110P Assignment Cover Sheet

Name \_\_\_\_\_

Date Submitted \_\_\_\_\_

EDUC 2110P Instructor \_\_\_\_\_

#### EDUC 2110P Pre-Professional Block Practicum Assignment Information

The field experience for this course will be evaluated on a one hundred (100) point #scale. This page should be attached to the front of your work that is due to your university supervisor no later than 5:00 p.m. on \_\_\_\_\_.

	Points Earned
I. Public School Visits (25 points) (A minimum of 50-clock hours required.) (Provide documentation by turning in the Attendance Log) The attendance log is attached.	_____
II. Reflective Journals (15 points) (A minimum of five journal entry forms must be submitted.) The journal entry forms are attached	_____
III. Conceptual Framework/Critical Incident Analysis (10 points)	_____
IV. Dispositions Evaluations scores (10 points)	_____
V. Field Experience Evaluations (10 points)	_____
VI. Recommendations (3) (10 points)	_____
VII. Pre-Professional Portfolio (20 points) (Includes mini-lessons, philosophy of education, five reflective journal entries, and so forth. SEE PORTFOLIO GUIDELINES AND RUBRICS FOR DETAILS	_____
Total Points	_____



## Conceptual Framework Critical Incident Analysis

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

Instructor and Course \_\_\_\_\_

Describe one critical incident that you observed during your school experience for this course that reflects the Fort Valley State University Conceptual Framework. (Refer to page 5-10 for a brief description of the conceptual Framework.) Be sure to identify the key event and explain what happened and what the teacher did that exemplified one of the characteristics defined by the conceptual framework. The answers to #2 and #3 should be typed and attached to this page.

**1. The aspect of the FVSU Conceptual Framework that this observation best fits is (circle one):**

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

**2. The critical incident that I observed was.....**

**3. Explain how the teacher demonstrated the aspect of the conceptual framework circled in the first section above.**



**FORT VALLEY STATE UNIVERSITY  
BACKGROUND INVESTIGATION QUESTIONNAIRE AND RELEASE FORM  
CONFIDENTIAL  
DEPARTMENT: COLLEGE OF EDUCATION**

I understand that this form will be kept separately from my employment application during the interview process and that the information regarding my date of birth, place of birth, and list physical characteristics will not be available to the hiring supervisor and that this information can not be used as a basis for an employment decision. I further understand that any employment decision will be made based on my qualifications, employment record and police record as related to the requirement to furnish position for which I am being considered. Please note: if applicable, you may be required to furnish the FVSU Personnel office a copy of your driver's history for the Georgia Department of Public Safety.

**PLEASE PRINT**

**NAME:** \_\_\_\_\_  
**Last**
**First**
**Middle**

Other names used: (maiden name, name by former marriages, former names changed legally or otherwise, e.g., aliases and nicknames. Please specify which and show dates used.

**Driver's License Number:** \_\_\_\_\_ **Social Security Number:** \_\_\_\_\_

**Address:** \_\_\_\_\_ **Phone Number:** \_\_\_\_\_  
**Street**
**City**
**State/Zip**

**Date of Birth:** \_\_\_\_\_ **Place of Birth:** \_\_\_\_\_ **Sex:** \_\_\_\_\_ **Race:** \_\_\_\_\_

**Height:** \_\_\_\_\_ **Weight:** \_\_\_\_\_ **Eye Color:** \_\_\_\_\_ **Hair Color:** \_\_\_\_\_

Do not include anything that happened before your seventeenth birthday. Do not include minor traffic violations for which a fine of \$100.00 or less was imposed. All other convictions must be included even if they were pardoned. (Pleas of *nolo contendere* should be included.)

Have you ever been convicted of a misdemeanor? \_\_\_\_\_ Yes \_\_\_\_\_ No  
 List all convictions to include date, location, and agency involved.

Have you ever been convicted of a felony? \_\_\_\_\_ Yes \_\_\_\_\_ No

List all convictions to include date, location, and agency involved.

I hereby authorize **Fort Valley State University** to receive any criminal history record information pertaining to me that may be in the files of any local, state, or federal agency on this date or anytime during my employment.

I, \_\_\_\_\_, attest that the information furnished by me in the foregoing form is true and correct this \_\_\_\_\_ day of \_\_\_\_\_, \_\_\_\_.

**Legal Signature** \_\_\_\_\_

**Fort Valley State University  
College of Education**

VERIFICATION OF LIABILITY INSURANCE

As part of my professional preparation, I understand that I will be assigned professional laboratory experiences beyond the university campus. I am further aware that as a part of my professional responsibilities, I owe both myself and those students with whom I come in contact the benefit of tort liability insurance in the event of an unforeseen occurrence. I am also aware of the State Department of Education Guidelines for Professional Laboratory Experiences in Georgia Teacher Education:

“Liability-Priority to professional laboratory experience placement, all students must provide evidence of having adequate tort liability insurance.” Teachers under contract shall be exempt.

I, \_\_\_\_\_, \_\_\_\_\_-\_\_\_\_\_-\_\_\_\_\_, verify that I  
Full Printed Name Social Security Number

have tort liability insurance as follows:

\_\_\_\_\_  
Insurance Issuer

in the amount of \$ \_\_\_\_\_, for the period covering \_\_\_\_\_  
Liability Amount Date

to \_\_\_\_\_. This insurance covers my lab experiences in the following  
Date

courses during \_\_\_\_\_ semester:

**ATTACH A COPY OF THE EVIDENCE USED TO VERIFY COVERAGE**

Your major: \_\_\_\_\_

\_\_\_\_\_  
Candidate’s Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Person Verifying Coverage

\_\_\_\_\_  
Date



**FVSU College of Education- Key Assessment #6  
Evaluation of Candidate’s Dispositions and Professional Behaviors**

Candidate \_\_\_\_\_ Major \_\_\_\_\_

Course Instructor/ Cooperating Teacher \_\_\_\_\_ Date \_\_\_\_\_

Course \_\_\_\_\_ Absences \_\_\_\_\_ Tardies \_\_\_\_\_

**Instructions to Cooperating Teacher or Faculty Instructor:** For each statement, circle the number that describes the candidate’s level of performance. Please refer to the **Rubric for the Evaluation of Dispositions** for specific elements for each level of performance. The following ratings apply:  
**1- Unacceptable      2- Acceptable      3 - Target      N/A-Not Applicable**

1. Executes classroom practices that reflect the belief that all students can learn	1	2	3	NA
2. Displays the ability to work with diverse individuals	1	2	3	NA
3. Demonstrates the ability to work with students, families, colleagues and communities in a positive and professional manner	1	2	3	NA
4. Treats others with courtesy, respect, and open mindedness	1	2	3	NA
5. Interacts appropriately and positively with others	1	2	3	NA
6. Demonstrates enthusiasm, confidence, and initiative	1	2	3	NA
7. Exhibits professional behavior in accordance with ethical standards of the profession	1	2	3	NA
8. Meets deadlines	1	2	3	NA
9. Displays enthusiasm for the profession and a thirst for life - long learning	1	2	3	NA
10. Accepts and uses constructive criticism (feedback)	1	2	3	NA
11. Demonstrates appropriate self-monitoring and control of emotions and behavior	1	2	3	NA
12. Demonstrates acceptable professional appearance and practices appropriate hygiene	1	2	3	NA
13. Maintains confidentiality of records, correspondence and conversations	1	2	3	NA
14. Prepares thoroughly and consistently	1	2	3	NA
15. Exhibits a strict code of honesty related to tests and assignments	1	2	3	NA
16. Exhibits sound judgment and moral reasoning, especially in relating to and safe-guarding students	1	2	3	NA
17. Displays maturity and independence by following appropriate protocol when seeking solutions to problems	1	2	3	NA

See next page for additional areas.

**THIS FORM AND THE SELF-RATING FORM ARE USED IN ALL PROFESSIONAL COURSES**

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Comments:

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Is a conference needed? \_\_\_\_ Yes \_\_\_\_ No      If yes, who should be involved:

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SCORING: total possible points = 51. Target is A = 42 – 51 points; Acceptable is B = 32 – 41 points OR C = 22 – 31 points; Unacceptable is 0 – 30 points. **Candidate's SCORE** \_\_\_\_\_

#### 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 and the following rubric are adaptations of an assessment instrument and accompanying rubric found on the Columbus State University website.

**Rubric for the Evaluation of Teacher Candidate's  
Dispositions and Professional Behaviors  
Teacher Education Programs**

<b>Disposition or Professional Behavior</b>	<b>Unacceptable (1)</b>	<b>Acceptable (2)</b>	<b>Target (3)</b>	<b>NCATE Element Addressed</b>
<b>1. Executes classroom practices that reflect the belief that all students can learn</b>	Uses a harsh tone of voice, language that is critical of students, and 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 multiple intelligences as well as for exceptionalities; provides motivating opportunities that let students be responsible for their own learning	PPKS SL
<b>2. Displays the ability to work with diverse individuals</b>	Communicates an inability or unwillingness to work with some students, other teacher candidates, or teachers	Works harmoniously and effectively with diverse individuals	Displays the ability to work with diverse individuals and may seek opportunities to include or show appreciation for those excluded	PPKS Diversity
<b>3. Demonstrates the ability to work with students, families, colleagues, and community members in a positive professional manner.</b>	Does not involve students or parents in student progress; does not work with colleagues; does not engage in community activities or support community involvement in schools	Includes students and families in planning for student success; communicates regularly with students and families; works with colleagues; recognizes the community's role in school improvement	Frequently involves 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	PCK PPKS Diversity SL
<b>4. Treats others with courtesy, respect and open-mindedness</b>	At time treats others rudely and with disrespect; words or actions are insulting or	Treats others with courtesy and respect; words and actions are polite and professional	Treats others with courtesy, respect and open-mindedness; listens to and	Diversity SL

	show contempt for others		shows interest in the ideas and opinions of others	
<b>5. Interacts appropriately and positively with others</b>	Interactions with peers, colleagues, or authority figures are at times negative, demeaning, sarcastic, combative, or inappropriate	Interactions with peers, colleagues, or authority figures are appropriate and positive	Interactions, with peers, colleagues, or authority figures are appropriate, positive, and respectful of differing opinions	Diversity
<b>6. Demonstrates enthusiasm, confidence, and initiative</b>	Lacks enthusiasm and confidence in teaching and does not take initiative	Exhibits enthusiasm and confidence in teaching and takes initiative	Is enthusiastic, confident, and takes initiative beyond what is expected	PPKS
<b>7. Exhibits professional behavior in accordance with ethical standards of the profession</b>	Exhibits behavior that violate the Code of Ethics; disregards policies of the school	Complies with the Code of Ethics for Professional Educators; upholds the policies of the institution and the public schools	Complies with the Code of Ethics for Professional Educators; consistently displays professional behavior not only in the classroom but in association with peers, supervisors, and community members	PCK PPKS Diversity
<b>8. Meets deadlines</b>	Does not consistently abide by deadlines for assignment, including projects and presentations	Consistently abides by deadlines for assignments, including projects and presentations	Always abides by deadlines for assignments including projects and presentations	PPKS
<b>9. Displays enthusiasm for the profession and a thirst for life-long learning</b>	Prepares minimally for teaching; does not elect to participate in professional development	Willingly attends required professional development activities; keeps up with current trends through scholarship and reading	Looks for opportunities for professional growth; displays enjoyment in learning activities; has membership in professional organizations	PCK PPKS
<b>10. Accepts and uses constructive criticism (feedback)</b>	Is not receptive to constructive comments and shows no signs of	Is receptive to constructive comments and implements	Is receptive to constructive comments, implements	PPKS

	implementing change	changes	changes, and seeks feedback from others	
<b>11. Demonstrates appropriate self-monitoring and control of emotions and behavior</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	PPKS
<b>12. Demonstrates acceptable professional appearance and uses appropriate hygiene</b>	Appearance, attire, and/or hygiene are often inappropriate	Appearance, attire, and hygiene are appropriate	Is a role model of professionalism through personal appearance, attire, and hygiene	PPKS
<b>13. Maintains confidentiality of records, correspondence and conversations</b>	Does not maintain confidentiality of records; participates in gossip about P-12 students, faculty, or school personnel; does not respect confidentiality of professional correspondence or conversations	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 gossiping or abuses of confidentiality by others	PPKS
<b>14. Prepares thoroughly and consistently</b>	Seldom displays a thorough preparation of academic materials	Consistently displays a thorough preparation of academic materials	Always displays a thorough preparation of academic materials and goes beyond required criteria	C PCK PPKS SL
<b>15. Exhibits a strict code of honesty related to tests and assignment</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	PPKS
<b>16. Exhibits sound judgment and moral reasoning, especially in relating to and safeguarding students</b>	Uses objectionable language; reveals inappropriate sensitive and personal information about himself/herself in	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;	PPKS SL

	the classroom setting; is unable to control his/her temper		maintains a warm but professional attitude with students; guides the behavior of students in a caring and gentle way	
<b>17. Displays maturity and independence by following appropriate protocol when seeking solutions to problems</b>	Enlists participation of family members or other individuals to seek solutions on his/her behalf; fails to identify the appropriate personnel with whom to address the problem; focuses on blaming other rather than seeking solutions; does not demonstrate discretion when discussing problems	If unable to resolve problem independently, enlists the help of faculty or staff in identifying the appropriate person to assist; follows through with that person to seek a resolution; uses discretion in discussing the problem; focuses on seeking solutions rather than assigning blame	Seeks solutions independently and/or identifies the faculty or staff member who can assist; addresses that problem with the appropriate person and is prepared with any necessary documentation; uses discretion in discussing the problem; focuses on seeking solutions	PPKS

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).

### Candidate Dispositions Self - Rating Form

Candidate \_\_\_\_\_ Major \_\_\_\_\_ Semester \_\_\_\_\_

Course Name \_\_\_\_\_ Instructor \_\_\_\_\_ Date \_\_\_\_\_

**Place an X in the box under the number that best corresponds with your truthful evaluation of yourself on each item. The scale is:**

**1 = Almost Never (Unacceptable)                      2= Most of the Time (Acceptable)**

**3 = All of the time (Target)**

<b>Personal Characteristics for consideration by the student observer</b>	1	2	3
I am careful about my personal appearance, dress and grooming			
I am conscious of the effect of my voice and speech on people			
I make every effort to keep physically fit			
I make every effort to keep mentally fit			
I have a considerate attitude toward students			
I have a considerate attitude toward colleagues			
<b>Classroom Management/Skills</b>			
I believe a room should be neat and clean, attractive and cheerful			
I believe a classroom should be well ventilated, heated/cooled, and lighted			
I will arrange my room in such a way to accommodate a variety of instructional activities and groups			
I will have students seated according to their physical needs			
I will have routines in place to handle distribution and collection of supplies and materials			
I will have routines and rules to govern student behavior			
Rules of student behavior reflect respect for students			
Students will participate in the creation of classroom rules			
I will/do model behavior expectations			
<b>Relationships with Students</b>			
Classroom procedures should be democratic			
I believe one should use self-control when dealing with students in tense situations			
I will attempt to develop a learning community within my classroom			
I encourage rather than criticize whenever possible			
I will seek desirable conduct from every student in my classroom			
I am fair, firm, and friendly with all people			
I will help students think critically			
<b>Teaching Techniques</b>			
I understand the objectives of education and attempt to relate them to learning			
I plan my work effectively, allowing for democratic pupil participation			
I am competent in my content knowledge			
I am competent in the stages of child development and the learning stages			

I will encourage pupil effort that shows initiative and originality			
I will experiment with methods and strategies to make my instruction more effective			
I am sufficiently flexible so that I can meet unexpected situations gracefully and cheerfully			
I am flexible enough to seize a teachable moment and use it effectively			
I believe a teacher should make the daily performance objectives known to students			
Every lesson should plan include modifications for exceptional learners			
I plan to include remediation activities in my plans			
I know how to include the use of technology in my teaching procedures and in student activities			
I intend to include lessons for multiple intelligences			
I will diversify my instruction to include cultural literacy			
I intend to solve problems as they arise			
I use Standard English and expect the same from my students			
I participate in professional growth opportunities (explain below)			
I read professional magazines and books (explain below)			
I reflect on my teaching and make adjustments as necessary			
I am open to criticism from my colleagues and my superiors			
I do not discuss classroom situations and personalities with outsiders			
I do not exhibit petty religious, racial, or social bias			
I follow established codes of professional conduct			
I support the teaching of all students			

Comments \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Instructor's Signature \_\_\_\_\_ Date \_\_\_\_\_



## Fort Valley State University EDUC 2110P Field Experience Evaluation Form

Candidate's Name \_\_\_\_\_ Major \_\_\_\_\_ Date \_\_\_\_\_

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

Subject(s) and Grade Level(s) \_\_\_\_\_ Week of Practicum \_\_\_\_\_

Person/Title Completing This Form \_\_\_\_\_

This form is used to assess the performance of a FVSU teacher candidate who has expressed interest in a career as a teacher. The candidate is completing a field experience of 50 clock hours while taking three introductory education courses. The field experience is part of these courses. The candidate in these courses may not have applied for admission to the FVSU teacher preparation program at this time and **the data from this and other evaluations will be used to determine the candidate's suitability for admission to the teacher preparation program and a career in education.**

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 candidate in your classroom; 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 English grammar	0 1 2 3
2. Applies knowledge of content in solving problems or critical thinking situations	0 1 2 3
3. Uses the subject matter correctly in the construction of logical arguments.	0 1 2 3
4. Communicates appropriately in oral and written forms of Standard English	0 1 2 3
5. Exhibits some traits of an instructional leader	0 1 2 3
6. Demonstrates some confidence with subject matter in classroom and school interactions	0 1 2 3
7. Evidences knowledge of cultural literacy	0 1 2 3
8. Exhibits an attitude of reflection and perseverance	0 1 2 3

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

1. Demonstrates some effective classroom management techniques	0 1 2 3
2. Reflects on practice and makes necessary adjustments to enhance student learning	0 1 2 3
3. Recognizes the appropriate and inappropriate uses of technology in the classroom	0 1 2 3
4. Commits to ethical practices and moral judgment	0 1 2 3
5. Shows understanding of diversity	0 1 2 3
6. 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. Structures learning experiences that incorporate technology appropriately	0 1 2 3
2. Illustrates some ability with small and large group instructional strategies in using technology to individualize instruction	0 1 2 3
3. Demonstrates some appreciation for the value of using technology to develop students' basic skills	0 1 2 3
4. Creates user-friendly experiences to assuage students' fears of technology usage	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
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

Strengths of the field experience

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Weaknesses of the field experience

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THANK YOU!!!!

**FORT VALLEY STATE UNIVERSITY  
Teacher Education Program**

**Requirements for Admission to the Teacher  
Education Program Form**

Prior to receiving permission to take upper-division (3000- and 4000-level) course work in the teacher education program, prospective candidates must meet the following requirements:

Have a cumulative GPA of 2.7 or better, with no grade below C, on all attempted core hours.

GPA @ entry \_\_\_\_\_

Complete 50 or more semester hours of core courses and institutional requirements.

Term completed \_\_\_\_\_

Pass both sections of the Regents' Exam. Term completed \_\_\_\_\_

Pass GACE Basic Skills exams or be exempted. (1000 on SAT verbal and math; 43 on ACT English and math.) Test Date \_\_\_\_\_

Complete Pre-Professional Block (PPB) courses, EDCU 2110P, and Pre-Professional Block Portfolio Review. Term completed \_\_\_\_\_

Have an acceptable rating on 3 dispositions instruments \_\_\_\_\_

Pass Ethics Assessment I \_\_\_\_\_

Complete the interview process with an average rating of acceptable or better  
\_\_\_\_\_

Submit three (3) letters of recommendation with ratings of acceptable or better  
\_\_\_\_\_

Have an acceptable background check. Date received \_\_\_\_\_

Have proof of membership in GAESP, SPAGE or Content SPA  
\_\_\_\_\_

GET A COPY OF THE APPLICATION FOR ADMISSION FROM THE SECRETARY FOR THE COLLEGE OF EDUCATION.

**FORT VALLEY STATE UNIVERSITY**  
**College of Education**  
**Interview Rating for Admission to Teacher Education/Advancement to Candidacy**

Name of Candidate/Applicant \_\_\_\_\_ Date \_\_\_\_\_  
 Time of Interview \_\_\_\_\_ Location \_\_\_\_\_  
 Desired Teaching Field \_\_\_\_\_ Classification \_\_\_\_\_

**To Interviewer:** Please rate the applicant on the items listed below according to the following scale: Superior - 5 Excellent - 4 Good - 3 Fair - 2 Poor - 1  
 Your rating should indicate your impressions of the applicant's teaching ability.

AREA	RATING	COMMENTS
1. Student answered questions clearly.		
2. Student spoke in well organized manner.		
3. Student spoke using clear distinct speech.		
4. Student spoke using well pronounced words.		
5. Student spoke in pleasing voice (well modulated and meaningful inflections).		
6. Student used correct Standard English.		
7. Student evidenced alertness.		
8. Student evidenced enthusiasm.		
9. Student demonstrated knowledge of current events and issues.		
10. Student demonstrated some knowledge of his/her teaching area.		
11. Student evidenced consistency in viewpoint.		
12. Student was appropriately attired.		
13. Student was well groomed.		
14. Student was well poised.		
15. Student's present views on professional ethics, standards and expectations of teachers were consistent with those of FVSU, PSC, etc.		
16. Student presented ideas, concepts, and plans for the use of technology in education as well as indications of the student's computer literacy.		
17. Your general impression of applicant.		

Additional Comments: \_\_\_\_\_

**Fort Valley State University**

**College of Education**

1005 State University Drive \* Fort Valley, GA 31030 \* 478- 825-6365

**Recommendation for Teacher Education Program**

**To Be Completed by the Applicant:**

Name \_\_\_\_\_

Social Security Number (requested) \_\_\_\_\_

Intended Teacher Education Program \_\_\_\_\_

Public Law 93.390 allows the applicant a choice regarding access to letters requested after January 1, 1975. Because the university believes that letters submitted in confidence carry greater weight, it is suggested that the right to access be waived.

***It is essential that the applicant complete the following statement.***

I hereby  waive  do **not** waive access to this letter.

Signature \_\_\_\_\_

**To Be Completed by the Recommender and Returned to the Applicant**

Please place your completed form in an envelope addresses to the applicant, seal the envelope, and sign and date it across the seal. **Return it to the applicant**, who will forward it to the university, unopened, with the application materials. The student has indicated above whether access to this recommendation has been waived. We appreciate your cooperation. If additional space is needed, please feel free to attach a separate sheet. If you prefer, you may type your entire statement on your organization’s official stationery and attach it to this form. If you use this form, please use the reverse side to add any comments that might assist the department in making a judgment about the applicant’s admission to the Teacher Education Program.

How long have you known the applicant? \_\_\_\_\_ In what capacity? \_\_\_\_\_

Please evaluate the applicant by placing a check in the column that most nearly represents your opinion. If you lack the knowledge to make a definite rating, please check “Inadequate Opportunity to Observe.”

Area of Evaluation	Inadequate Opportunity to Observe	Below Average	Average	Above Average (Upper 25%)	Superior (Top 10%)
Intellectual Ability					
Ability to Communicate					
Writing Skills					
Reading Skills					
Attendance					
Punctuality					
Meeting Deadlines					
Self-Reliance/Independence of Thought					
Motivation					
Professional Interest					
Potential for Becoming a Successful Teacher					

Recommendation based on applicant’s ability to enter and complete the program (check one):

Strongly recommend       Recommend       Recommend with reservation       Do not recommend

On the reverse side of this form, please add any comments that might assist the department in making a judgment about the applicant’s admission to graduate school.

Signature \_\_\_\_\_ Date \_\_\_\_\_

*Please print clearly below:*

Name \_\_\_\_\_ Position \_\_\_\_\_

Address: Street \_\_\_\_\_ City/State/Zip \_\_\_\_\_

E-mail \_\_\_\_\_ Phone (W) \_\_\_\_\_ (H) \_\_\_\_\_

**B. S. in Middle Grades Education Program – Fort Valley State University**  
**Pre-Professional Block Electronic Portfolio**  
**Standards 1, 2, 3, 5, & 7**

You will begin to create an electronic portfolio to represent your work during EDUC 2110P and the three EDUC courses in Area F. The portfolio must be up-loaded in LiveText . The purpose of the portfolio is to demonstrate the application of the content and skills learned in the Area F courses and the related field experiences. The portfolio will be organized into six sections. The sections and an explanation of the required evidence for each are outlined below.

This portfolio will be the foundation for development of a professional portfolio that you maintain throughout much of your undergraduate course work and field experiences. **The evidence list will change with each block or practicum in which you are enrolled.**

1. Personal Information
  - a. Autobiography
  - b. Resume
  - c. Philosophy of Education
  - d. Reflection on the semester's field experience
  - e. Analysis of Conceptual Framework Critical Incident
  
2. Conceptual Framework Principle 1: **The Proficient Educator demonstrates competence in content knowledge**
  - a. Rationale Statement
  - b. Transcript with overall GPA highlighted in yellow
  - c. Grades in Primary concentration highlighted in green
  - d. Grades in Secondary concentration highlighted in blue
  - e. Copy of I or GACE Program Assessment scores/report
  - f. Copy of concentration areas test(s) and research project
  - g. Copy of Ethics Score completion /report
  
3. Conceptual Framework Principle 2: **The Proficient Educator uses effective pedagogical skills.**
  - a. Rationale Statement
  - b. Copy of cooperating teacher's Field Experience Evaluation of pre-professional candidate
  - c. Artifacts from EDUC 2110P
    - Weekly summaries of observation notes
    - Assignments/Worksheets from practicum class (Observation form, textbook evaluation forms, class cultural survey, etc.)
    - Five reflective journals
  - f. Artifacts from other Area F EDUC courses (see next page)
    - Lesson Plans
    - Reflections
    - Other relevant artifacts
  
4. Conceptual Framework Principle 3: **The Proficient Educator uses technology appropriately to enhance learning**
  - a. Rationale Statement
  - b. Include one or two assignments that were completed with a word processor; reference them on a single sheet of paper if they appear in another section of the portfolio.
  - b. Include a sampling of the handouts from any PowerPoint presentations and **an explanation of the assignments and the grading rubric showing your grade.**
  - c. Include a copy of any video of your interaction/teaching, etc. **along with an explanation of the assignment, the rubrics involved, and your graded evaluation (with rubric), if applicable.**
  - d. Educational Software evaluation form
  
5. Conceptual Framework Principle 4: **The Proficient Educator evidences a caring disposition.**
  - a. Rationale Statement
  - b. Copy of the self-rating disposition form from the first of the semester and from the end of the semester, clearly marked as pre-test and post-test.

- c. Copies of three completed dispositions forms: cooperating teacher, university supervisor, one Area F instructor
- d. copies of three completed recommendations
- e. Reflection on an incident observed during field experience involving dispositions.

6. Conceptual Framework Principle 5: **The Proficient Educator has an understanding of \_\_\_\_\_ and appreciation for diversity**

- a. Rationale Statement
- b. Class cultural survey and reflection
- c. Artifacts from EDUC 2120 and/or EDUC 2503
- d. Reflection on an event or incident observed in field experience related to diversity

**Organization of the Portfolio**

**Your portfolio should have a cover sheet that includes your name, the title or purpose of the portfolio/document, the block in which you are enrolled, the semester, and the instructor's name.**

For each portfolio section, include the following components:

- I. Objectives: a listing of any COURSE, COLLEGE, PROGRAM, INTASC, CAEP, or PSC objectives that the contents address
- II. Rationale Statement: how the contents of this section meet the objectives listed. **THIS IS IMPORTANT.**
- III. Contents/ Artifacts as listed in the Section Table of Contents and described in the Rationale Statement

**Contents:** Collect and organize your artifacts for each section of the portfolio. Artifacts may be lesson plans, student work that you facilitated at your placement site, teaching ideas (written) that you have developed, assessments you developed for students at your placement site, multimedia presentations you used in your observations of teaching/classroom interactions, EDUC 2110P or EDUC 2110, 2120, or 2130 assignments, reflective notes related to your teaching, a narrative account of a teaching episode, teaching evaluations, or other materials that relate to program objectives and your work this semester.

Artifacts must represent your application of program or course objectives. **Articles, chapters from textbooks or books, class handouts, etc., are not acceptable artifacts.**

**Objectives:** Identify and list Teacher Preparation Program/College of Education Objectives, course objectives, professional organization's objectives, INTASC objectives, CAEP/ PSC standards that are addressed for each section. These objectives are posted on LiveText under EDUC 2110P objectives.

**Rationale Statements:** Write a rationale statement for each section of the portfolio. Your rationale statements must explicitly state **how** the artifacts demonstrate your **knowledge** and **application** of the identified program objectives. **These statements are the synthesis points of your portfolio; be sure they are fully and completely developed. They should represent your very best work. If done correctly, these statements will address each artifact included in the section. The statement should be at least ½-FULL page or more in length.**

**Grading Criteria:** See Portfolio Rubric

**NOTE: Developing the portfolio is an on-going process throughout the program from the Pre-Professional Block through Methods Block II. The portfolio will be turned in each semester to the instructor supervising each methods block practicum (another portfolio is assembled during directed teaching). Candidates are strongly encouraged to meet with the instructor regularly throughout the semester to discuss progress and to submit sample rationale statements and artifacts for feedback. The portfolio grade counts as 25% of the final course grade for EDUC 2110P, Practicum I, and Practicum II.**

## Fort alley State University College of Education Pre-Professional Block Portfolio Rubric

Student \_\_\_\_\_

Date \_\_\_\_\_

Criteria Section	Target (3)	Acceptable (2)	Unacceptable (1)	Unacceptable (0)	Score
Personal Information: Autobiography; Resume/picture; Background report, proof of professional membership; philosophy of education; reflection on the semester's field experiences, and critical incident analysis.	All items included; relatively free of grammatical and mechanical errors	All items included; some errors in grammar and mechanics that do not interfere with meaning	One or two items missing; some errors in grammar and mechanics, some meaning distorted, some mistakes occur more than once.	More than two items missing; Numerous errors in written material.	
CF I: content Knowledge: Transcript highlighted; GACE test results; samples of work form concentration courses.	All items included; work samples evidence "A" subject area knowledge aligned with national standards.	Most items included; work samples demonstrates "B" evidence of subject area knowledge; aligned with national standards.	One or two items missing; work samples evidence demonstrates some subject area knowledge; some alignment to national standards.	Several items not included; work samples demonstrate little evidence of subject area knowledge; no alignment.	
Rationale Statement	Is completely developed; explicitly states how the artifacts in the section demonstrate the candidate's knowledge and application of the CF principle. Contains a minimum number (1-4) of errors in grammar and mechanics.	Is partially developed; somewhat states how the artifacts in the section demonstrate the candidate's knowledge and application of the CF principle. Contains few (5-7) errors in grammar and mechanics.	Is under development; minimally explains how the artifacts in the section demonstrate the candidate's knowledge and application of the CF principle. Contains more than a few (7-10) errors in grammar and mechanics.	Is very under developed; explicitly states how the artifacts in the section demonstrate the candidate's knowledge and application of the CF principle. Contains errors (more than 12) in grammar and mechanics that impede readability and understanding.	
CF II: Pedagogical Content Knowledge: Transcript; tests and projects from Area F courses; CT's FE Eval.; artifacts from EDUC 2110P – observation notes, summaries of notes, assignment worksheets, 5 reflective journals, etc.	All items included; work samples evidence A+ pedagogical content knowledge; most of FE Eval. is at acceptable level.	Most items included; work samples evidence Pedagogical content knowledge; some of FE Eval. is acceptable level.	One or two items are missing; work samples evidence some pedagogical content knowledge; some of the FE Eval. is at Unacceptable level.	Several items not included; work samples inadequate to evidence pedagogical content knowledge; much of the FE Eval. is at unacceptable level.	
Rationale Statement SEE ABOVE	Target/3	Acceptable/2	Unacceptable/1	Unacceptable/0	
CF III: Use of Technology: Work samples of word processing; handouts of electronic presentations with graded rubrics; videos with graded rubrics; documentation of educational websites/apps uses; etc.	All items included; work samples evidence A+ use of technology;	All items included; work samples evidence acceptable use of technology.	One or two items missing; work samples evidence limited use of technology;.	Several items not included; work samples do not evidence acceptable technology use;	
Rationale Statement SEE ABOVE	Target/3	Acceptable/2	Unacceptable/1	Unacceptable/0	
CF IV: Evidences a Caring Dispositions; Professionalism; self-	All items included; artifacts	Most items included; artifacts evidence	One or two items not included; some artifacts do not evidence	Several items not included; artifacts do not evidence	



rating of dispositions (pre/post); 3 completed dispositions forms; one reflection on dispositions incident from observation	evidence professional-ism and caring disposition; most of dispositions form ratings (3) are at acceptable level.	professional-ism and caring disposition; most of dispositions form ratings (3) are at acceptable level.	professional-ism and caring disposition; some of dispositions form ratings (3) are at unacceptable level.	professional-ism and caring disposition; much of dispositions form ratings (3) are at unacceptable level.	
Rationale Statement SEE ABOVE	Target/3	Acceptable/2	Unacceptable/1	Unacceptable/0	
CFV: Understanding of and Appreciation for Diversity; Class cultural survey; artifacts from EDUC 2120; reflection on event related to diversity	All items included; artifacts evidence understanding of and appreciation for diversity.	Most items included; most artifacts support the category.	One or two items missing; some artifacts support the category.	Several items missing; most artifacts do not support the category.	
Rationale Statement SEE ABOVE	Target/3	Acceptable/2	Unacceptable/1	Unacceptable/0	
TOTALS					

Scoring: 0 – 11 = F; 12 – 15 = D; 16 - 22= C; 23 – 29= B; 30 – 31 = A

Comments:

## Rubric for Portfolio Presentation (Pre-Professional Block Electronic)

**This presentation should be a synthesis of your portfolio. You will want to highlight the most representative items in each section.**

Name \_\_\_\_\_  
 Course \_\_\_\_\_  
 Major \_\_\_\_\_

Date \_\_\_\_\_  
 Professor \_\_\_\_\_

<b>Outcome Assessed</b>	<b>Target 4</b>	<b>Acceptable 3</b>	<b>Unacceptable 2</b>	<b>Unacceptable 1</b>	<b>Score</b>
<b>Content Relevancy</b>	Good examples of coursework, lessons, related field experiences, evaluated student work, etc.	Examples of coursework, lessons, related field experiences, etc.	Mostly personal information, no Coursework, etc.	Only personal information.	
<b>Technical Quality</b>	Media is readily comprehensible, requiring no interpretation on the part of the audience.	Media is comprehensible, requiring minimal interpretation on the part of the audience.	Media is mostly comprehensible, and somewhat supports the presentation.	Media is barely comprehensible. Visuals do not support the presentation.	
<b>Captions/ Reflections</b>	Excellent rationales provided links between experiences and standards, thoughtful reflections explain why pieces were included.	Good rationales were provided making some links between experiences and standards greater depth of reflection needed.	Mostly descriptive; not telling why pieces were included.	No captions or reflective pieces.	
<b>Performance Indicators</b>	Well documented and organized; format is accurate, complete and easy to follow; excellent, well thought out; shows superior effort.	Fairly well documented and organized; format is mostly accurate, complete and/or easy to follow; good, quality portfolio shows excellent effort.	Portions may be poorly or inaccurately documented and/or organized; may not be complete and may be hard to follow; average adequate portfolio shows good effort.	Unorganized, poorly documented, large parts are incomplete and/or inaccurate; difficult to follow; poor quality shows poor effort.	
<b>Mechanics (paper &amp; Power Point presentation)</b>	Few or no errors in spelling, pronunciation, use of punctuation and/ or capitalization.	Mostly accurate spelling, pronunciation, punctuation and/or capitalization.	Inaccurate spelling, pronunciation, punctuation and/or capitalization.	Frequent grammar errors (written and oral) that cause difficulty in understanding the information.	
<b>Public speaking quality</b>	Candidate is dressed professionally, is poised, makes eye contact frequently, presents rather than reads presentation, speaks clearly, uses standard American English, and responds appropriately to questions. Length is appropriate.	Candidate is dressed professionally, may be somewhat nervous, makes eye contact most of the time, presents more often than reads presentation, speaks clearly using standard American English, and correctly, and responds appropriately to most questions. Length is appropriate.	Candidate is dressed somewhat casually, is too relaxed or too nervous, seldom makes eye contact, reads from power point, does not speak clearly or frequently does not use Standard American English, and frequently responds inappropriately to questions. Too short or too long.	Candidate is not professionally dressed; is very nervous or too relaxed, seldom makes eye contact, is ill prepared to present and reads, does not speak clearly or use standard American English, and does not respond to questions well. Too short.	

\_\_\_\_\_ **Total Points = Grade of** \_\_\_\_\_

## **FORMS FOR CONTINUING FIELD EXPERIENCES**

### **Continuing Field Experiences**

Teacher candidates will plan, implement, and assess instructional procedures and specific principles of teaching in public schools during this phase. Future teachers experience a progression of increasing responsibilities from tutoring to working with small and large group instruction. Other activities will include, lesson planning, assessing, evaluation, and grading, doing case studies, explaining classroom management strategies, and becoming familiar with the state evaluation process for professional teaching will be addressed and practiced. Teacher candidates will be experienced in working with students of various abilities, exceptionalities, and cultural and linguistic diversities.

Each teacher candidate is expected to work collaboratively with the cooperating teacher in all classroom activities, to demonstrate growth in INTASC behaviors, to plan, teach, and assess lessons using the grade level appropriate Georgia Performance Standards, to continue developing the Professional Education Portfolio, and to continue to demonstrate the appropriate dispositions and professional behaviors.

The phases of Continuing Field Experiences begin with admission to the Teacher Education Program and continue through the culminating semester of Directed Teaching/Seminar. The phases are aligned with courses that provide the pedagogical knowledge base that candidates need to be successful in a middle grades classroom.

### **Introductory Block**

**EDMG 3131 – Nature and Curriculum Needs of the Middle Grades Learner**

**EDMG 3132 – Classroom Management Strategies**

**35 clock hours**

Upon admission to the Teacher Education Program, candidates complete a 80-clock hour field experience during the first semester of their junior year as part of EDMG 3131, Nature and Curriculum Needs of the Middle School Learner and EDMG 3132, Classroom Management Strategies. The course and field experience provide candidates an opportunity to examine the curriculum, instruction, and organization of middle level schools and the nature, needs, and development of young adolescents. The field experience provides observation through the completion of two shadow studies and through assignments related to middle school teachers and students. Candidates also participate in daily routines such as taking attendance, leading students in a discussion, grading papers, preparing materials, teaching a mini-lesson, and other teaching tasks. Candidates must successfully complete both coursework and field component in order to pass the course and enroll in one Methods Block. Key Assessment #8, the Shadow Study, is used in this block. Candidates are introduced to lesson plans and instructional units in this block, and the templates for these are included here. Other forms used in this block include The Evaluation of Candidate's Dispositions and Professional Behaviors form, the

scoring rubric, the self-rating form, and Key Assessment #5, the Effect on Student Learning Form. These forms were either presented earlier or follow.

Candidates are introduced to Key Assessment #3 – Candidate’s Ability to Plan Instruction with the Lesson Plan and Unit Plan forms as well as the rubrics for scoring these plans. Another assessment rubric introduced to students in this block is the Assessment of Teaching Performance, Key Assessment #4. These are used in both Methods Block and will be presented in that section of the manual.

## Forms for ECSP and EDMG 3131

### PSC/NCATE Key Assessment #8: Additional Assessment Meeting Standards

#### ECSP and EDMG 3131 - Nature and Curriculum Needs of the Learner

##### Shadow Study INTASC Standards 1 and 2

The Shadow Study technique supplies realistic snapshots of the educational experience individuals undergo during an actual school day. By focusing on a specific pupil and the minute-by-minute activities and actions of that pupil, a revealing picture of the educational process may be viewed. Although the actions of the teacher are part of this picture, by looking at the day's events through the eyes of the pupil, a different, and in many ways, more valid perspective is secured. Many researchers and thousands of students have used this research procedure as an effective way to get closer to the reality of organized middle grades education. Candidates in EDMG/ECSP 3131 shadow an elementary student in grades four or five and a middle school student in grade six, seven, or eight. As part of learning about the realities of teaching at the middle level, candidates will become an "observer for a day" in a local middle grades environment. During the day, candidates will observe an early adolescent experiencing the school day as he or she does, recording events and impressions and subsequently reflecting on these observations in a formal written report. The experience provides the raw data needed to deepen candidate understanding of the realities of teaching early adolescents in the middle grades.

#### Shadow Study Cover Sheet:

Your Name:

Name of school:

Grade Level of Observation: 4 5 6 7 8 (Circle one)

Student Gender: M F

Day of Shadow Study:

Time of Arrival:

Time of Departure:

Please note the following important issues:

1. Do NOT include the student's name anywhere. Simply use 'the student' or make up a name.
2. One half day is required for each shadow study. A half-day is defined as no less than 4 ½ hours. You may NOT leave in the middle of a period/block/class.

**Shadow Study Observation Form\*:**

TIME (7-10 minute intervals)	Specific Behavior observed behaviors listed; facts only	Environment Description of the room, etc.	Comment Personal observations; opinions; reflections

*\*Add lines to the table as needed.*

**Narrative Reflection:**

This final section of the report is critical. It should provide the reader with a reflective analysis of the experience of shadowing a student during his or her school day. Reflecting on reactions to the experience is important to deepen candidate understanding of the myriad realities of teaching in public schools. Thus part of this narrative ought to address what the experience may mean to a candidate's professional future. Finally, it should not be simply a rehash of the observation form. Narrative reflections should be a minimum of two full pages in length.

**PSC/NCATE Key Assessment #8: Additional Assessment Meeting Standards  
Teacher Education Program – Fort Valley State University  
ECSP and EDMG 3131 – Shadow Study Rubric  
INTASC Standards 1 & 2**

<b>Required Components</b>	<b>Unacceptable 0 points</b>	<b>Acceptable 3 points</b>	<b>Target 5 points</b>	<b>Points and comments</b>
<b>Grammar/Mechanics</b>	The narrative has not been edited for spelling/grammar errors; many errors are present, taking away from the message of the content	The narrative may need some editing or revision; few spelling/grammar errors may be present	Narrative reflection is edited for spelling, punctuation, and grammar errors	
	<b>0 points</b>	<b>3 points</b>	<b>5 points</b>	
<b>Observation Form</b>	Observation form is often inaccurate; one or more of the columns may contain false or inadequate information	Observation form is accurate; a few columns may lack clarity or information may be vague/unclear	Observation form is complete and accurate; guidelines for each column are followed; the comment column should contain personal observations, opinions, and reflections; the environment column should contain a description of the room; the specific behavior column is for observed behaviors listed and facts only	
	<b>0 points</b>	<b>3 points</b>	<b>5 points</b>	
<b>Critical Reflection</b>	The narrative reflection does not reflect the observation form; much of the commentary lacks a fair, non-judgmental stance; the reflection lacks critical commentary regarding the student; the reflection is merely a summary of the observation form without the development of critical	The narrative reflection represents facts and observations recorded on the form; comments professional and appropriate; commentary is provided but may lack alternative ideas, solutions, and critical questions about this student and/or school	The narrative reflection is representative of the observation form; Comments are fair and non-judgmental; Questions about behavior or practice are posed; Alternative solutions or ideas are present; Reflections are more than a summary of the observation form; critical thinking is apparent in all reflections	

	commentary			
	<b>0 points</b>	<b>3 points</b>	<b>5 points</b>	
<b>Knowledge of Learner</b>	The narrative lacks a connection young adolescent concerns; candidate's knowledge of young adolescent development is not known; no commentary is present regarding implications on teaching and learning	The narrative represents a clear understanding of young adolescent development; the reflection links observations to young adolescent developmental concerns and often connects to teaching and learning	Narrative reflects an understanding of the major concepts, principles, theories and research related to young adolescent development; candidate recognizes the range of individual differences which exists among all young adolescents and considers implications on teaching and learning	
	<b>0 points</b>	<b>3 points</b>	<b>5 points</b>	
<b>Knowledge of Teaching and Learning Strategies Related to Learners' Development</b>	The reflective commentary lacks a focus on observed or possible teaching and learning strategies; additional ideas are not offered	The candidate does shares a variety of teaching and learning strategies related to the observation; the reflection offers some additional ideas for teaching and learning based on the observation	Through critical reflection and commentary, it is clear that the candidate knows a variety of teaching/learning strategies that take into consideration and capitalize upon the developmental characteristics of all young adolescents	
	<b>0 points</b>	<b>3 points</b>	<b>5 points</b>	
<b>Knowledge of Diversity among Learners</b>	The narrative reflection does not demonstrate an understanding of the diversity of young adolescent needs and characteristics; commentary leads the audience to believe that the candidate does not view diversity as an asset.	The narrative reflection consistently demonstrates an understanding of the diversity of young adolescent needs and characteristics; it is clear that the candidate believes diversity among all young adolescents is an asset	Within the narrative reflection, the candidate demonstrates a comprehensive understanding of the interrelationships among the characteristics and needs of all young adolescents; through the critical reflective commentary, it is clear that the candidate believes that diversity among all young adolescents is an asset.	
<b>Total Score/Comments:</b>				
<b>0 – 17 = Unacceptable; 18 – 29 = Acceptable; 30 = Target</b>				



**PSC/NCATE Assessment #5: Assessment of Candidate Effect on Student Learning  
Teacher Education Program – Fort Valley State University  
Effect on Student Learning Form**

Standards 3, 4, & 5

This form 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 middle grades program. The following minimum documentation is required: two strategies from the Introductory Block level, five strategies from **each** of the methods blocks (10 total), and 10 strategies from directed teaching (or Internships in post-bacc) for **a minimum** of 22 different instructional strategies and/or assessments.

The chart below is filled in with titles of hyperlinks to the actual strategies and or assessments. Explanations in narrative form are coded or titled and are hyperlinked to the chart.

In the example provided, each entry in a column is a hyperlink to the actual strategy/artifact. In the case of the Effect on Student Learning the link should take the reader to a statistical grid and narrative analysis of findings whenever possible. The link for the last column should be to a narrative that is explicit in its description of what the candidate learned from using the strategy cited in the first column.

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

Select Discipline: \_\_\_\_\_ Language Arts \_\_\_\_\_ Reading \_\_\_\_\_ Science  
\_\_\_\_\_ Social Studies \_\_\_\_\_ Mathematics

Type of Strategy	Date and Purpose	Type of Assessment used to evaluate the strategy	Effect on Student Learning	Impact on Candidate Learning
<a href="#">Venn diagram</a>	<a href="#">9/17/06 Pre-assessment</a>	<a href="#">Formative or Summative</a>	<a href="#">Statistical Data Chart Format</a>	<a href="#">Commentary</a>

\* Additional spaces and rows should be added as needed \*Attach hyperlink to sample artifact or narrative account for each entry. \*Document should be created in MS Word.

**Effect on Student Learning Form Rubric  
Teacher Education Program – Fort Valley State University**

Candidate’s Name \_\_\_\_\_

Evaluator’s Name \_\_\_\_\_ Date \_\_\_\_\_

Select Discipline: \_\_\_\_\_ Language Arts \_\_\_\_\_ Reading \_\_\_\_\_ Science  
 \_\_\_\_\_ Social Studies \_\_\_\_\_ Mathematics

*Evaluator’s Note: Checklists aligned with SPA standards and GACE frameworks are provided to aid in your assessment of candidate’s content knowledge*

Category and Points Earned	Unacceptable 6 points	Acceptable 8 points	Target 10 points
Instructional Strategies x 2  Points earned:	Does not include the required minimum number of different instructional strategies OR purpose for choosing each strategy is either not included or inappropriate for the grade or ability level of the students.	Includes the required minimum number of different instructional strategies and the purpose for choosing each strategy is stated; instructional strategies are appropriate for the content taught and the ability and developmental level of students.	Exceeds minimum number, purpose for choosing each strategy is appropriate and clearly explained; instructional strategies are appropriate for the <b>content</b> and level of students; strategies engage students in learning activities that are challenging, culturally sensitive, and developmentally responsive.
Assessment x 2  Points earned:	Does not link assessment to instructional strategy OR assessment is inappropriate for the strategy given.	Assessments are linked to the instructional strategy; assessment is appropriate for the strategy and the content; several assessment formats are included.	Assessments are clearly linked to the instructional strategy; assessments are appropriate for the strategy, <b>content</b> , and the diversity of learners in the classroom; a variety of assessment formats (formal, informal, and performance) are included;.
Effect on Student Learning x 3  Points earned:	Effect on student learning statement is included but explanations are vague or poorly explained.	Effect on student learning statement addresses student learning and links learning to the instructional strategy selected; supporting documentation is included. <b>(Documentation in methods blocks and Directed Teaching must be statistical for at least one artifact. Teacher Work Samples are appropriate.)</b>	Effect on student learning statement clearly demonstrates candidate’s ability to assess student learning; includes the candidate’s criteria for selecting the instructional and assessment strategies; assessment of student learning is supported with documentation <b>(see previous column)</b> .
Impact on Candidate Learning x 2  Points earned:	Impact on candidate learning is generalized or vague—does not clearly identify what the candidate learned about teaching, learning, or assessment.	Statement clearly identifies what the candidate learned about teaching, learning, and assessment process and how this information will be used to adjust future teaching and assessment activities.	Statement critically analyzes what the candidate learned about teaching, learning, and assessment; provides specific examples of how this information will be used to modify and plan future teaching and assessment activities to enhance learning for all

			students.
Format x 1  Points earned:	Documentation is not included at all levels OR number per level is not met, Or sample artifact is not included OR document is not created in MS Word.	Documentation is included at all levels; number per level is met, sample artifact is included that demonstrates student learning.	All artifacts are easy to read, clearly presented, logically connected, and effectively demonstrate student learning.
Total Points			

Scoring Guide: 95 – 100 = A, 84 – 94 = B, 73 – 83 = C, 61 -72 = D , 60 or below = F.

Final Score \_\_\_\_\_

Comments:

## Forms for Methods Block I

### ECSP/EDMG 3731– Practicum I – at least 135 clock hours

During the one semester of their junior year, candidates enroll in Social Studies /Language Methods Block . This block is a team-based, integrated approach to language arts, reading, and social studies education and consists of three courses: ECSP/EDMG 3332, Language Arts/Reading Methods; ECSP/EDMG 3432, Social Studies Methods; and ECSP/EDMG 3731, Language Arts/Social Studies Practicum.

Social Studies /Language Practicum is the field component for the block and candidates spend 180 hours in a middle school classroom under the direct and active supervision of a clinical supervisor and the Practicum I instructor. The field experience is organized as follows:

- Four weeks of observation, participation, and assisted teaching for four hours each Wednesday–Friday in one subject area classroom (48 hours)
- Two weeks of unit teaching for four hours each Monday–Friday (40 hours)
- Four weeks of observation, participation, and assisted teaching for four hours each Wednesday–Friday in second subject area classroom (48 hours)
- Two weeks of unit teaching for four hours each Monday–Friday (40 hours)
- Completion of hours as needed to total 180 hours.

**Candidates, cooperating teachers, and the university supervisor will evaluate continuing field experiences.**

**The following forms are used in Methods Block I/Practicum I, Methods Block II/Practicum II, and in Directed Teaching:**

- **The Evaluation of Candidate’s Dispositions and Professional Behaviors Form, Scoring Rubric, and the Self-rating form in this block (Key Assessment #6)**
- **The Effect on Student Learning Form (Key Assessment #5).**
- **The Electronic Portfolio; begun in this block and used throughout the program (Key Assessment #7).**
- **Instructional Units (Key Assessment #3)**
- **Teaching Performance Assessment Rubric (Key Assessment #4).**
- **Forms for Key Assessment #5 and #6 have already been presented. The Forms for Key Assessments #3, #4, and #7 follow.**

Some variations occur in the content of Key Assessment #3 as used in Practicum II and in Directed Teaching; therefore, the instructions for completing these units will be presented. The templates for the unit and lesson plans and the checklists do not change.

PSC/NCATE Assessment #3: Assessment of Candidate Ability to Plan Instruction  
**Fort Valley State University – Teacher Education**  
**Instructional Teaching Unit for Methods Block I/Practicum I**  
**ECSP/EDMG 3332, Language Arts/Reading Methods, ECSP/EDMG 3432, Social Studies**  
**Methods, and**  
**ECSP/EDMG 3731, Practicum I**  
**1, 3, 4, & 5.**

**FORMAT**

I. Title Page

- a. **Discipline and Unit Name (Language Arts – Developing Plot; Social Studies – The Westward Expansion)**
- b. Teacher candidate's name
- c. Cooperating teacher's name
- d. Semester
- e. Grade level

II. Table of Contents

Designate each component of the unit as a separate section in the table of contents. Number the pages.

III. Introduction and Rationale

Identify grade level, number of students, topic of unit, and methods of instruction to be utilized. Provide a clear justification for teaching this unit.

IV. Diversity of Learners

- a. Age range of learners
- b. Ability range
- c. Ethnicity
- d. Student interests
- e. Gender
- f. Learning styles
- g. Special needs
  1. language/ESOL
  2. developmental characteristics
  3. behavior
  4. physical challenges
- h. Other

V. Responding to Student Diversity

Describe how you will respond to the diverse needs of your students.  
How will you address teaching and learning strategies, assessments, and assignments?  
How will you deal with student groupings and classroom organization?  
NOTE: Complete IV and V using the Student Diversity Form for Student Teachers.

VI. Essential Questions

**Identify the Essential Questions that will frame your unit and respond to the learning needs of your students. These essential questions should be enduring understandings of discipline content.**

VII. Pretest and Pretest Summary

Develop an appropriate assessment instrument utilizing your research and **content information** to determine the level of knowledge that the learners currently have about the unit topic. The pretest should be given before you write lesson plans. Summarize your test findings in a grid format and provide a narrative analysis of the findings. Discuss how you will use pretest data to plan your unit.

### VIII. Post-Test

After you have administered your post test, you will record your data in the statistical analysis format provided for you and will use this data to document your **effect on student learning**.

IX. Summarize your test findings in a grid format and provide a narrative analysis of the findings. Discuss how you will use pretest data to plan your unit.

### X. Lesson Plans

Use the lesson plan format provided in this packet to develop lesson plans.

Each lesson plan must be fully scripted. Write everything you expect to say. You do not have to include comments you think students will say, but you must provide answers to all questions that require a specific answer.

A copy of handouts, PowerPoint presentations, or any other written material that will be given to students must be included with the lesson plans.

An answer key must be included for all assignments.

### XI. Bulletin Board

Design a bulletin board that can be used as a learning tool during this unit. **The bulletin board must be content focused and must be used in each lesson.**

### XII. Technology Integration

Candidates must integrate the use of various technologies in the development and teaching of the integrated unit.

Each lesson must contain at least two visual aids including, but not limited to, the following: transparencies, pictures, charts, maps, time lines, artifacts, videos, books, recordings, and multimedia.

At least two Power Point presentations must be incorporated into the unit.

### XIII. Assessments

All written work that is to be graded and put into the grade book must be clearly identified.

Quizzes and daily grades for homework or class work must be identified as such. Formative assessments should be used and identified as such.

A posttest or end of unit assessment must be included and identified as such.

Answer keys must be included with these assessments.

### XIV. Unit Reflection

Upon completion of the unit discuss how your unit responded to the diverse learning needs of your students.

Discuss changes you made during the teaching of your unit based on assessment data in order to effect student learning.

Also, discuss any changes you would make if you teach this unit again.

Use the Student Diversity Form, Technology Checklist, and the Effects on Student Learning Form to assist you in your reflection. The reflection should be at least 2 pages (double-spaced) in length and should demonstrate thoughtful synthesis and analysis of your teaching and your students' learning.

### XV. Unit References.

**This section should include a minimum of ten resources.** These should be reputable academic resources and carefully developed instructional materials.

Document your writing with bibliographies and citations using standard APA style. For clarifications regarding APA style see:

<http://owl.english.purdue.edu/owl/resource/560/01/>

**You must have your unit completed and approved by your cooperating teacher and your university supervisor before you begin to teach it. The unit must be typed.**



\*Unit Template from McTighe, J. and Wiggins, G. (2004) *Understanding by Design Professional Development Workbook*. Arlington, VA: ASCD Publications  
Page 1

### LESSON PLANS

Teacher	Room	Subject	Block	Date & Day
<b>Text(s), Materials, Equipment needed for this lesson:</b>				
<b>GPS and/or National Standards:</b> <i>(This is the BIG IDEA you want your students to know and understand when you finish the unit.)</i>				
<b>Assessment Strategies:</b> <i>(Describe how you will assess student learning. Align to essential questions).</i>				
<b>Performance Outcomes/Essential Questions:</b> <i>(What will the student know and be able to do? Be sure that the outcome you desire can easily be linked to the GPS or National Standard that is the focus of this lesson.)</i>				
<b>Review and/or Anticipatory Set:</b> <i>(How you activate schema, set up the day's lesson, motivate or arouse interest, connect this new knowledge to previously learned material etc.)</i>				



\*Adapted from McTighe, J. and Wiggins, G. (2004) *Understanding by Design Professional Development Workbook*. Arlington, VA: ASCD Publications.

**Page 2**

**Developmental Activities/Strategies:** *[Presentation of Content (teaching procedures), Active Learning (student activities), and Guided Practice].*

**Modifications:**

**Extension:**

**Remediation:**

**Closure:**

**References:**

**Reflection on Lesson's Effectiveness: Effectiveness**

\*See explanation of terms and of each section on the next page.

### **Explanation of Terms and Steps in Writing Lesson and Learning Plans**

**Teacher:** Place your name and your CT's name in this block.

**Room:** Give the room number where you are teaching.

**Subject:** List the subject area – math, science, language arts, reading, social studies.

**Block:** This is the time period. Give the exact time rather than first period.

**Date and Day:** Give the exact date and also the day in the sequence of your plans. For example, Day 2 of a 10 day plan.

**Text(s), Materials, Equipment:** List and explain these items for each lesson. Be sure to explain the technology and how you are using it.

**Pre-Test:** This activity is not expected every day. A pre-test is usually given before a unit is taught or when a new concept or skill is introduced. It is good to know how much the students know about a concept before it is taught.

**GPS and National Standards:** Write out exactly the GPS and national standards that the lesson addresses. Be sure to list the elements of the standard that you are focusing on.

**Assessment Strategies:** Use multiple assessment modes and approaches aligned with lesson outcomes or essential questions to assess student learning before, during, and after instruction. Make sure you have clarity of criteria for student performance. Make adaptations based on individual needs of students.

**Performance Outcomes or Essential Questions:** this is where you state what it is you want your students to know and to be able to do after you have taught them. In the traditional lesson plan this section is called lesson outcomes; however, in the backward design model, it is called essential questions and stated as questions instead of statements.

**Review and Anticipatory Set:** If this is a continuation of a lesson, you will want to review before on move on. If this is a new lesson, you will want to introduce it with something exciting or innovative or maybe a thought-provoking question. You will want to activate schema.

**Developmental Activities/Strategies (Presentation of Content, Active Learning, and Guided Practice):** Lesson Plans must be fully scripted. Write everything you expect to say. Provide all directions, questions, and discussion starters in your lesson plans. You do not have to include comments you expect students to make, but you must provide answers to your questions. Be sure to make transitions from one part of a lesson to the next.

**Modifications:** Describe in this section the modifications you will make for special needs students, whether gifted or challenged. Give specific names based on prior assessments and IEPs.

**Extension:** These activities are not intended for the entire class. They are designed for learners who need further challenging because assessment indicates they have mastered the standard.

**Remediation:** These activities are not intended for the entire class. They are designed for the learners who need further instruction on a particular objective because they have not mastered the standard.

**Closure:** This is where you end the lesson. A review of main concepts is a good way to close.

**References:** Each item that you have borrowed from another source, any references you have used to prepare this lesson, should be cited within the lesson. In this area, give the required citation information.

**Reflection on Lesson Effectiveness (Complete this section after teaching each lesson. Use these lesson reflections to assist in writing your final unit reflection.)**

First, analyze student learning results. Provide a thorough analysis of the pre and post-test assessments in relation to students' achievement of the lesson's performance outcomes or essential questions. Compare pre and post-test results. How effective was the lesson? Based on your assessment of student learning, how would you change the lesson if you were to teach it again? Why? What did you learn? Was the lesson over the students' heads? Did students lack sufficient prior knowledge? Did you pace your instruction appropriately? Were the lesson outcomes or essential questions appropriate to your students' needs?

**Note:** The reflection part of your lesson plan will help you determine how effective you are as a teacher as well as document your impact on students' learning (Key Assessment #5). Reflecting will help you to see your weaknesses as well as your strengths.

## LESSON PLAN RUBRIC

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

Unit / Lesson Title \_\_\_\_\_

### Part 1: Text, Materials, Equipment

<b>PROFICIENCY LEVEL</b>	<b>UNACCEPTABLE 0-1</b>	<b>ACCEPTABLE 2</b>	<b>TARGET 3</b>	<b>SCORE</b>
List and explain the items needed for this lesson.	Most items listed but without specifics of page numbers, etc.	Most necessary information is given about these items.	All necessary information is given.	
Technology list included with explanation of its use.	Incomplete list or descriptions of uses.	Most necessary information is given.	All necessary information is given.	

### Part 2: GPS or National Standards

<b>PROFICIENCY LEVEL</b>	<b>UNACCEPTABLE 0-1</b>	<b>ACCEPTABLE 2</b>	<b>TARGET 3</b>	<b>SCORE</b>
Standards addressed in this lesson are listed.	Standards are not listed.	Standards are listed.	GPS and national standards are listed.	
Lesson Content is related to the standards listed.	Content is not appropriate to the standards.	Most of the content is appropriate to the standards.	All of the content is appropriate to the standards.	

### Part 3: Assessment Strategies

<b>PROFICIENCY LEVEL</b>	<b>UNACCEPTABLE 0-1</b>	<b>ACCEPTABLE 2</b>	<b>TARGET 3</b>	<b>SCORE</b>
Formative assessments are included.	No formative assessment strategies are used.	At least one formative assessment is used in the lesson.	More than one formative assessment is used in the lesson.	
Assessments are	Assessments are not	Most of the	The	

appropriate.	aligned with the standards or the instructional activities.	assessment is aligned with the standards and the instruction.	assessment used is aligned to the standard and to instructional activities.	
Summative Assessment (if applicable)	The summative assessment does not align with standards and/or outcomes and content.	Some alignment with standards and/or outcomes and content is present.	Assessment is appropriately aligned with standards and/or outcomes and content.	

**Part 4: Performance Outcomes/Essential Questions**

<b>PROFICIENCY LEVEL</b>	<b>UNACCEPTABLE 0-1</b>	<b>ACCEPTABLE 2</b>	<b>TARGET 3</b>	<b>SCORE</b>
Outcomes are aligned with standards and instruction.	Outcomes are not aligned with standards and instruction.	Some of the stated outcomes are aligned with standards and instruction.	All outcomes are aligned with standards and instruction.	
Outcomes are measurable.	Outcomes are not stated in observable or measurable terms.	Some of the outcomes are stated in observable or measurable terms.	All of the outcomes are stated in observable or measurable terms.	

**Part 5: Review and Anticipatory Set**

<b>PROFICIENCY LEVEL</b>	<b>UNACCEPTABLE 0-1</b>	<b>ACCEPTABLE 2</b>	<b>TARGET 3</b>	<b>SCORE</b>
Describe how you will engage students in reviewing previous instruction.	Description does not include method for getting student attention, how lesson is linked to prior knowledge, how lesson is linked to previous lesson. (0/1 out of 3)	Description includes method for getting attention, linking to prior knowledge, OR linking to previous learning. (2/3)	Description includes method for getting attention, linking to prior knowledge, and linking	

			to previous learning. (3/3)	
Describe the anticipatory set for new content (the review does not have to occur before the anticipatory set)	Does not include description of anticipatory set.	Vague description of anticipatory set included.	Full description of anticipatory set included.	

**Part 6: Developmental Activities (Presentation of Content, Active Learning, and Guided Practice)**

<b>PROFICIENCY LEVEL</b>	<b>UNACCEPTABLE 0-1</b>	<b>ACCEPTABLE 2</b>	<b>TARGET 3</b>	<b>SCORE</b>
Lesson plans must be fully scripted. Write everything you expect to say.	Lesson plans presented in vague outline with little description.	Lesson plans scripted and include some anticipated student responses.	Lesson plans fully scripted, including anticipated student responses.	
Provide all directions, questions, and discussion starters in your lesson plan. You do not have to include comments you expect students to make, but you must provide answers to your questions	Directions hard to follow or incomplete; questions and discussion starters vague or unrelated to lesson. No expected responses given.	Directions complete; questions and discussion starters given; some expected comments or questions included.	Directions very thorough and easy to follow; questions, answers, and discussion starters provided; expected student comments included	
Be sure to make transitions from one part of the lesson to the next	Transitions not always present or they are inadequate or hard to follow.	Transitions are smooth and relevant.	Good transitions link other parts of the lesson to the next.	
Modifications: Modifications for special needs and/or other students are	Specifics of modifications for specific students are included.	General modifications are included without specific	No modifications included, but some are	

included where needed.		learners identified.	needed.	
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### Part 7: Concluding Activities

PROFICIENCY LEVEL	UNACCEPTABLE 0-1	ACCEPTABLE 2	TARGET 3	SCORE
Re-teach/Reinforce (as needed based on your assessment of student learning)	Little necessary re-teaching or reinforcing occurs	Some re-teaching and reinforcement occurs with some students.	Re-teaching and reinforcement occur almost every time it is needed.	
Closure (review of main concepts)	Lesson ends abruptly.	Lesson ends with some closure.	Lesson ends with a review of main points.	
Assessment of student learning	No assessment of student learning takes place during or at the end of the lesson.	Student learning is assessed at the end of the lesson.	Student learning is assessed throughout the lesson.	
Align to essential questions	Assessment is not aligned to essential questions.	Assessment is somewhat aligned with essential questions.	Each assessment activity is aligned with essential questions.	

### Part 8: Extension and Remediation Activities

PROFICIENCY LEVEL	UNACCEPTABLE 0-1	ACCEPTABLE 2	TARGET 3	SCORE
Extension Activities align with lesson and are appropriate for designated students based on level of mastery of previous content.	No extension activities provided OR activities are more like busy work for early finishers than true extension activities.	Activities would be extension if designed more appropriately for designated students.	Activities are designed appropriately for designated students and go beyond mastery of standard.	
Remediation activities align with lesson and are appropriate for designated students based on level of	No remediation activities provided OR activities are more of the same and will not aid in remediation.	Activities would serve as remediation if designed more appropriately for designated	Activities are designed appropriately for designated students and	

mastery of previous content.		students.	provide alternative content or strategies for remediation.	
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**Part 9: References**

PROFICIENCY LEVEL	UNACCEPTABLE 0-1	ACCEPTABLE 2	TARGET 3	SCORE
References should be included in each lesson for any borrowed material. APA style required.	All references are included and are in APA style.	Most references are included and some reference information is given. APA may not be correct.	References not provided and/or not properly cited.	

**Part 10: Reflection on Lesson Effectiveness** (Complete this section after teaching each lesson. Use these lesson reflections to assist in writing your final unit reflection.)

PROFICIENCY LEVEL	UNACCEPTABLE 0-1	ACCEPTABLE 2	TARGET 3	SCORE
Assessment of teacher effectiveness (How effective was the lesson? Based on your assessment of student learning, how would you change the lesson if you were to teach it again? Why? What did you learn?)	Reflection does not recognize candidate's strengths and weaknesses; no changes indicated; no statement of candidate learning.	Reflection acknowledges candidate's strengths and weaknesses and effect of lesson on student learning; candidate has plan and rationale for changes.	Reflection is thorough and includes strengths, weaknesses, and anticipated changes. Changes are based on recognition of student learning and student needs.	
Align to essential questions	Not aligned.	Somewhat aligned	Thoroughly aligned.	

Scoring Guide: Possible # of points = 72 in 24 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 = \_\_\_\_\_

Grading Scale: Target = 90%+; Acceptable = 70 – 89%; Unacceptable = 0 – 69%.

90-100 = A, 80-89 = B, 70 – 79 = C, 60 – 69 = D, 0 – 59 = F.



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

**Instructional Teaching Unit Rubric– Methods Block I, Methods Block II,  
& Directed Teaching  
Teacher Education Program – Fort Valley State University**

**INTASC Standards 1-8,TKES**

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

Evaluator's Name \_\_\_\_\_

Date: \_\_\_\_\_

Select Discipline: \_\_\_\_\_ Language Arts \_\_\_\_\_ Reading \_\_\_\_\_ Science  
\_\_\_\_\_ Social Studies \_\_\_\_\_ Mathematics

*Evaluator's Note: Checklists aligned with SPA standards and GACE frameworks are provided to aid in your assessment of candidate's content knowledge.*

<b>I. Content Knowledge (Standards addressed) INTASC #4 &amp; 5; COE 1 &amp; 2; ISTE 2, 3)</b>	<b>*Unacceptable 3 points</b>	<b>Acceptable 4 points</b>	<b>Target 5 points</b>
<b>a. Content is accurate, current, clearly presented, and exceeds the textbook, demonstrating the disposition of valuing the importance of staying current in their teaching field or curriculum areas taught.</b>	Content inaccurate, not clearly presented; content does not meet the level of the textbook	Content is accurate, presentation, meets the level of the textbook,	Content is accurate, well- presented, and clearly exceeds the textbook
<b>b. Demonstrates candidate's understanding of concepts and skills– identifies and clearly explains major concepts and skills covered in the unit.</b>	Candidate's understanding of concepts/ skills is not apparent; ideas and/ or concepts not clearly explained	Concepts and skills adequately explained through the use of a sufficient number of narratives, examples, visual aids, etc.	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.
<b>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.</b>	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, quantity, 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
<b>d. Demonstrates candidate's understanding of the Georgia Professional Standards and/ or QCCs and national professional standards for the content areas.</b>	QCCs or GPSs and national standards not present or are incorrectly matched to lesson	QCCs or GPSs and/ or national standards are present, but do not fully represent the	All appropriate QCCs or GPSs and national standards are clearly linked to unit objectives

	objectives	content covered in the unit	
<b>II. Instructional Planning</b> (Standards addressed) INTASC #2, 3,7 & 8; COE 2,3,5; ISTE Standards 1, 2, 3, 5, 6) <b>Pedagogical Content Knowledge</b>	<b>*Unacceptable 3 points</b>	<b>Acceptable 4 points</b>	<b>Target 5 points</b>
a. Designs instruction utilizing learner focused strategies (such as essential questions).	Questions are narrowly stated and/ or lower level, do not set the focus of the lesson or connect concepts	Questions organize and set the focus of the unit or lesson, ask for broad understanding, have some higher level question but mainly lower level	Questions organize and set the focus of the unit or lesson, ask for broad understanding have a balance of higher and lower level questions, connect or group concepts in a logical sequence
b. Engages students in 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 young adolescents.	Instructional strategies lack variety, are developmentally inappropriate, and/ or strategies utilized do not engage students in meaningful ways	An adequate number of developmentally appropriate instructional strategies are incorporated that will engage students throughout the unit	A variety of developmentally appropriate instructional strategies and materials are effectively incorporated that will engage students in meaningful ways throughout the unit
c. Ensures high levels of student learning– provides instructional strategies and learning experiences that are appropriate in difficulty and complexity for ensuring high levels of student learning, demonstrating the disposition of holding high, realistic expectations for student learning.	Students are not engaged in high levels of learning, critical thinking, and/ or learning experiences are not appropriately difficult or complex	Students are periodically engaged in high levels of learning; experiences are at least periodically complex and critical	Students are consistently engaged in meaningful, complex learning experiences
d. Integrates appropriate technology and other multimedia resources to maximize student learning, demonstrating the disposition of valuing the integration of technology in the teaching fields.	Technology integration is missing or inappropriately incorporated into the unit; technology, if present, is not meaningful, engaging, or complimentary to content	Technology is present within unit including at least two presentations, there is an adequate connection between the content and technology incorporated	Unit includes at least two meaningful and relevant technological tools; there is a clear connection between content and technology incorporated
e. Demonstrates acceptable and effective writing skills.	Unit narrative lacks focus, illustrates problems with	Unit narrative is edited for grammar and usage errors,	Unit narrative is clear, has been edited for

	grammar and usage, and/ or is not adequately edited	but may still lack clarity or focus at times	errors and demonstrates effective writing skills
f. Addresses student diversity- identifies modifications for diverse learners including, but not limited to, academic ability, learning styles, and motivational levels, thus demonstrating the disposition of a commitment to accommodate and support the learning of all students.	Modifications for diverse learners are not provided or are not appropriate	Modifications are adequately and appropriately identified and respond to most of the needs of the diverse learners represented	Modifications are clearly and appropriately identified throughout the unit and consistently respond to the needs of the diverse learners represented
g. Incorporates questions and discussion – lessons include higher-level questions and opportunities for student discussion, demonstrating the disposition of valuing the need for student participation.	Questions and discussions are not incorporated into the unit; students are not given adequate opportunity to engage and participate within the lessons	Questions and discussions are present throughout the unit; students are provided an adequate number of opportunities to participate and think at critical levels	Questions and discussions are consistently and effectively incorporated into the unit; students are provided numerous opportunities to participate and are required to think at critical levels
<b>III. Assessment</b> (Standards addressed) (INTASC 1- 5; COE 2,5; ISTE 4)	<b>Unacceptable 3 points</b>	<b>Acceptable 4 points</b>	<b>Target 5 points</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.	Formative assessments are limited or inappropriate; assessment data is not utilized for revising lessons; a summative assessment is missing or does not appropriately assess students’ learning during the unit	Unit includes appropriate formative assessments; assessment results are sometimes used to revise lessons; a summative assessment is adequately designed to assess student learning	A variety of appropriate formative assessments are included; formative assessment results are consistently used to revise lessons; a summative assessment effectively assesses student learning at higher levels
b. Assessment strategies– unit identifies multiple formal and informal strategies for assessment, including student self- evaluation, demonstrating the disposition of valuing the importance of on- going and varied assessment strategies.	Unit lacks formal and informal strategies for assessment; students are not required to	Unit incorporates formal or informal assessments, but some strategies are not consistently	Unit incorporates both formal and informal strategies for assessment in appropriate and

	engage in self- evaluation	utilized or applied appropriately	consistent ways; self- evaluation is present throughout the unit
c. 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.	Lesson modification statements 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; 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 are linked to assessment data; the effects on student learning from these modifications are thoughtfully analyzed.
<b>IV. Professionalism</b> (Standards addressed) (INTASC 9 & 10; COE 4; ISTE 5, 6)	<b>Unacceptable 3 points</b>	<b>Acceptable 4 points</b>	<b>Target 5 points</b>
a. Participates effectively as a team member (working with supervising teacher, university supervisor, and other team members) in developing unit, demonstrating the disposition of valuing membership in a larger learning community.	Candidate does not participate effectively as a team member during unit development (e. g., attends team planning meetings, fulfills unit development roles, engages in professional behavior during team meetings)	Candidate demonstrates adequate participation as a team member during the development of the unit	Candidate participates effectively as a team member, acting professionally, fulfilling responsibilities, and evincing appropriate team behaviors
b. Communicates effectively with university supervisor ( s) and cooperating teacher (when applicable), demonstrating the disposition of collegiality as an integral part of professional practice.	Candidate fails to communicate effectively with university supervisor(s) and cooperating teacher (if applicable)	Candidate communicates with university supervisor( s) and cooperating teacher (if applicable), but may not readily accept constructive criticism	Candidate communicates effectively with both university supervisor( s) and cooperating teacher (if applicable), considering and implementing feedback and constructive criticism
c. Meets all candidate responsibilities for preparing, submitting, and presenting the unit, thus demonstrating	Candidate fails to meet	Candidate adequately	Candidate meets and often exceeds

the disposition of maintaining high standards of ethical and professional	responsibilities outlined in the field experience guidelines	meets field experience responsibilities	responsibilities outlined in the field experience guidelines
<b>V. Format</b>	<b>Unacceptable 3 points</b>	<b>Acceptable 4 points</b>	<b>Target 5 points</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. Is completed and submitted by the established deadlines.	Unit not submitted on time	Unit submitted on time, but lacking in some areas; one deadline missed	All unit deadlines met
c. Is approved by the university supervisor( s) and cooperating teacher (when applicable).	Unit not presented and/ or approved by supervisor and/ or cooperating teacher; or more than 3 drafts needed for approval	Unit presented and approved by both supervisor and cooperating teacher with all revisions made and accepted at the third draft	Unit presented and approved by both supervisor and cooperating teacher with all revisions made and accepted at the second draft

Point Totals:

**Scoring Guide: 95 – 100 = A (Target), 86 – 94 = B (Acceptable), 76 – 85 = C (Acceptable), 69 – 75 = D (Unacceptable), 60 or below = F (Unsatisfactory)**

**All unsatisfactory ratings must be revised to an acceptable level in order to be cleared to teach instructional unit. Earned grades will not change.**

**Total Score/ Comments:**

## Checklist for Assessing Instructional Unit Narrative Sections

**Candidate's Name** \_\_\_\_\_ **Date** \_\_\_\_\_

**Course/ Instructor** \_\_\_\_\_

**Discipline/ Unit Title** \_\_\_\_\_

Section # Description	Comments: Include items missing, methods for improving section, etc.	Score 1-5 points
Title Page:		
Table of Contents		
Introduction and Rationale		
Details of Learners		
Response to Diversity		
Essential Questions		
Pretest and Summary		
Posttest		
Posttest Summary and Analysis		
Lesson Plans From Rubric		
Bulletin Board and Its Use		
Technology Integration		
Assessments from Lesson Plan rubric		
Unit Reflection		
Unit references		

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

Grading Scale:

Possible # of points = 75 in 15 areas

Number of items marked NA \_\_\_\_\_ (Subtract 5 points for each NA from 75 points possible to get this candidate's highest number of points possible. Write that number on the next line.)

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 = \_\_\_\_\_

Final Score = \_\_\_\_\_

COMMENTS:

**PSC/NCATE Key Assessment #4: Assessment of Student Teaching**  
**TEACHING PERFORMANCE ASSESSMENT RUBRIC**  
**Teacher Education Program - Fort Valley State University**  
**Standards 1, 2, 3, 4, 5, 6, &7**

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

Select Discipline: \_\_\_\_\_ Language Arts \_\_\_\_\_ Reading \_\_\_\_\_ Science \_\_\_\_\_  
 \_\_\_\_\_ Social Studies \_\_\_\_\_ Mathematics \_\_\_\_\_ UNIT TITLE \_\_\_\_\_

Performance Criteria (Standards addressed)	Unacceptable (3 points)	Acceptable (4 points)	Target (5 points)	Point Totals and Comments
<b>Performance in the Classroom: Content</b> (AMLE 4; COE 2,3; ISTE 2, 3)	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.  E. Content presented: (To be completed by observer)	A. Content taught exceeds 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.  E. Content presented: (To be completed by observer)	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;  E. Content presented: (To be completed by observer)	A.  B.  C.  D.  E.
<b>Performance in the Classroom: Instructional Planning</b> (AMLE 1, 2, 3, 5; COE 1,2,5; ISTE 1, 2, 3)	A. Instructional objectives are missing or are inappropriate; QCCs or GPSs and national standards not present or are incorrectly matched to lesson objectives.  B. Instructional strategies lack variety, are inappropriately applied, and/or strategies utilized do not	A. Instructional objectives are appropriate; are linked to QCCs or GPSs and national standards.  B. An adequate number of instructional strategies are appropriately incorporated that will engage	A. Instructional objectives are appropriate, demonstrable, measurable, complete, and accurate; objectives reflect GPS objectives and National Professional Content Standards and are based on student needs and achievement levels.  B. A variety of instructional strategies and materials are appropriately	A.  B.

	<p>engage students in meaningful ways.</p> <p>C. Students are not engaged in high levels of learning, critical thinking, and/or learning experiences are not appropriately difficult or complex.</p> <p>D. Technology integration is missing or inappropriately incorporated;</p> <p>E. Technology, if present, is not meaningful, engaging, or complimentary to content;</p> <p>F. Modifications for diverse learners are not provided or are not appropriate;</p> <p>G. Questions and/or discussions are limited; students are not given adequate opportunity to engage and participate within the lesson.</p>	<p>students throughout the lesson.</p> <p>C. Students are periodically engaged in high levels of learning; experiences are at least periodically complex and critical.</p> <p>D. Technology, if used, is appropriately integrated to support student learning.</p> <p>E. There is an adequate Connection between content and technology incorporated;</p> <p>F. Modifications are adequately and appropriately identified and respond to most of the needs of the diverse learners represented;</p> <p>G. Questions and/or discussions are present; students are provided an adequate number of opportunities to participate and think at critical levels</p>	<p>incorporated that will engage students in meaningful ways throughout the lesson.</p> <p>C. Students are engaged in instruction which emphasizes important themes and topics that make connections across disciplines; students are provided numerous opportunities to participate and are required to think at critical levels.</p> <p>D. Technology is integrated in meaningful and relevant ways to maximize student learning.</p> <p>E. There is a clear connection between content and technology incorporated;</p> <p>F. Modifications are clearly and appropriately identified and consistently respond to the needs of the diverse learners represented;</p> <p>G. Questions and/or discussions are consistently and effectively incorporated into the lesson;</p>	<p>C.</p> <p>D.</p> <p>E.</p> <p>F.</p> <p>G.</p>
<p><b>Performance in the Classroom: Instruction</b></p> <p>INTASC #3 COE 1,2,3,4,5; ISTE 1, 2, 5, 6)</p>	<p>A. Fails to engage students in meaningful learning or to academically challenge students;</p> <p>B. uses a limited number of instructional strategies and materials; strategies and materials are generally age appropriate;</p> <p>C. technology</p>	<p>A. Demonstration of instructional planning and skill that leads to student learning;</p> <p>B. has a repertoire of effective instructional strategies and an adequate supply of supplementary resources; materials and strategies are age appropriate;</p> <p>C. technology</p>	<p>A. Engages students in meaningful learning; uses a variety of appropriate</p> <p>B. uses instructional strategies 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>C. integrates technology</p>	<p>A.</p> <p>B.</p>



	<p>integration does not enhance student learning;</p> <p>D. exhibits poor language, questioning, and discussion skills in the classroom;</p> <p>E. fails to address student diversity within the classroom in planning, instructing, or responding to students;</p> <p>F. fails to provide sufficient feedback to students;</p> <p>G. does not use non-verbal communication appropriately.</p>	<p>integration supports student learning; acceptable language, questioning, and discussion skills;</p> <p>D. demonstrates acceptable and effective oral and written language and provides clear directions and explanations to students;</p> <p>E. lessons and instruction responds to student diversity;</p> <p>F. provides appropriate feedback to students;</p> <p>G. uses appropriate non-verbal communication.</p>	<p>and other multimedia resources to maximize student learning;</p> <p>D. demonstrates acceptable and effective oral and written language and provides clear directions and explanations to students;</p> <p>E. lessons and instruction respond to student diversity;</p> <p>F. engages in high quality questioning which engages all learners; provides timely, quality, and constructive feedback to students;</p> <p>G. uses appropriate non-verbal communication.</p>	<p>C.</p> <p>D.</p> <p>E.</p> <p>F.</p> <p>G.</p>
<p><b>Classroom Environment</b> (AMLE 1, 5; COE 2,4,5; ISTE 2)</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><b>Monitoring Student Progress</b> (AMLE 3, 5, 6; COE 2; ISTE 4)</p>	<p>A. Fails to modify instruction to meet needs of students;</p> <p>B. fails to use a variety of</p>	<p>A. Modifies instruction to meet needs of students;</p> <p>B. uses a variety of formative and</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 and</p>	<p>A.</p> <p>B.</p>

	<p>formative and summative evaluation formats;</p> <p>C. seldom communicates assessment results to students or parents.</p>	<p>summative evaluation formats;</p> <p>C. reports and communicates assessment results to students, parents, and administrators.</p>	<p>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 communicating assessment results to students, parents, and administrators.</p>	<p>C.</p>
<p><b>Professionalism</b> (AMLE 7; COE 4; ISTE 2, 5, 6)</p>	<p>A. Exhibits lack of professional judgment in areas of conduct, ethics, dress, instructional planning and teaching;</p> <p>B. no or inadequate reflection on performance in planning for instruction, teaching in the placement setting, and in campus-based classes;</p> <p>C. frequently fails to communicate effectively with teachers, administrators, parents, or staff;</p> <p>D. is not an effective team member.</p>	<p>A. Demonstrates professional judgment in areas of conduct, ethics, dress, instructional planning, and teaching;</p> <p>B. minimal reflection on performance in planning for instruction, teaching in the placement setting, and in campus-based classes;</p> <p>C. most of the time communicates effectively with other teachers, administrators, parents, and staff;</p> <p>D. participates in all team activities.</p>	<p>A. Makes decisions consistent with professional standards and ethics regarding conduct, ethics, dress, planning, and teaching;</p> <p>B. reflects on teaching; accepts constructive criticism, assumes responsibility for actions and seeks opportunities to make changes and improvement in teaching performance;</p> <p>C. communicates effectively with other teachers, administrators, parents and staff;</p> <p>D. participates effectively as a team member.</p>	<p>A.</p> <p>B.</p> <p>C.</p> <p>D.</p>

\* This rubric assessment will be aligned to each program's standards (Middle Grades-AMLE, Early Childhood Special Education –NAYC, et.c)

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

Grading Scale:

Possible # of points = 145 in 29 areas

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

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

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

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

Final Score = \_\_\_\_\_

Scoring Guide: 28 – 30 = Target, 23 – 27 = Acceptable, Below 23 = Unacceptable

Grading Scale: 28 – 30 = A, 26 – 27 = B, 23 – 25 = C, Below 23 constitutes failure.

PSC/NCATE Assessment #7: Assessment that Addresses Additional NMSA Standards

**Teacher Education Program – Fort Valley State University  
Practicum I, II, & Directed Teaching Electronic Portfolio  
Standards 1, 2, 3, 5, & 7**

You will create an electronic portfolio to represent your work during Methods Block I/Practicum I, Methods Block II/Practicum II, and Directed Teaching. The portfolio must be up-loaded in LiveText. The purpose of the portfolio is to demonstrate the application of the content and skills learned in the continuing field experiences and directed teaching. The portfolio will be submitted each semester and will be counted as 25% of the grade in the Practicum courses. It will be the foundation for development of a professional portfolio that you maintain throughout your much undergraduate course work and field experiences. The portfolio will be organized into six sections. The sections and an explanation of the required evidence for each are outlined below.

1. Personal Information

- a. Autobiography
- b. Resume
- c. Philosophy of Education
- d. Reflection on the semester's field experience
- e. Analysis of Conceptual Framework Critical Incident

2. Conceptual Framework Principle 1: **The Proficient Educator demonstrates competence in content knowledge**

**Section Cover Sheet - Table of Contents**

- a. Rationale Statement
- b. Transcript with overall GPA highlighted in yellow
- c. Grades in Primary concentration highlighted in green
- d. Grades in Secondary concentration highlighted in blue
- e. Copy of GACE Subject Area Assessments scores/report
- f. Copy of concentration areas test(s) and research project (Directed Teaching)
- g. Copy of cooperating teacher's Field Experience Evaluation of pre-professional candidate (Arrange by Methods Blocks: Methods Block I, Methods Block II, Directed Teaching)
- h. Copy of the University Supervisor's and Cooperating Teacher's concentration checklists used to score content knowledge in the Instructional Units and in Teaching Performance (Include those evaluations for each block respectively.)

3. Conceptual Framework Principle 2: **The Proficient Educator uses effective pedagogical skills**

**Section Cover Sheet - Table of contents**

- a. Rationale Statement
- b. Transcript with grades from Pedagogy courses highlighted in yellow ( EDMG 3232, EDMG 3332, EDMG 3731 EDMG 3432, EDMG 3532, EDMG 3732, and EDMG 4895; artifacts from EDMG 3131 and EDMG 3132 may be included in Methods Block I artifacts if appropriate)
- c. Test(s) and major projects from Pedagogy courses; must include:  
Key Assessment #3 - Instructional Units

Key Assessment #4 - Teaching Performance

Key Assessment #5 – Effect on Student Learning

- d. Copy of Cooperating Teacher’s Field Experience Evaluation (Include by block.)
- e. Copy of University Supervisor’s Field Experience Evaluation (Include by block.)
- f. At least one self-evaluation of Field Experiences per block
- g. Artifacts from Methods Block I/Practicum I, Methods Block II/Practicum II, or Directed Teaching, respectively.

Weekly summaries of observation notes

Assignments/Worksheets from practicum class (Observation form, textbook evaluation forms, class cultural survey, etc.)

Reflective journals

Lesson Plans and Instructional Unit with evaluations by block

August and May Experience Evaluations and Reflections (Directed Teaching portfolio only)

Other relevant artifacts supporting the candidate’s demonstration of effective pedagogical knowledge and skills

#### 4. Conceptual Framework Principle 3: **The Proficient Educator uses technology**

**appropriately to enhance learning**

**Section Cover Sheet - Table of Contents**

- a. Rationale Statement
- b. Include one or two assignments that were completed with a word processor; reference them on a single sheet of paper if they appear in another section of the portfolio.
- b. Include a sampling of the handouts from any Power Point presentations and **an explanation of the assignments and the grading rubric showing your grade.**
- c. Include a copy of any video of your teaching, etc. **along with an explanation of the assignment, the rubrics involved, and your graded evaluation (with rubric).**
- d. Educational Software evaluation form
  - Complete a software evaluation for a social studies and a language arts/reading software program that is available at your Practicum I placement site.
  - Complete a software evaluation for a math and a science software program that is available at your Practicum II placement site.
  - Complete a software evaluation for a software program from the subject area of your Directed Teaching experience that is available at your placement site.
  - Complete four web-site reviews for the appropriate subject areas during each Practicum, two for teacher-focused websites studies and two for student-focused websites. (Forms available on LiveText “Evaluating Websites.” Select a different evaluation format for each website)
  - Complete the technology checklist.
  - Complete a textbook evaluation for a social studies text and a language arts/reading text

#### 5. Conceptual Framework Principle 4: **The Proficient Educator evidences a caring disposition.**

**Section Cover Sheet - Table of Contents**

- a. Rationale Statement
- b. Copy of the self-rating disposition form from the first of the semester and from the end of the semester, clearly marked as pre-test and post-test, if appropriate.

- c. Copies of three completed dispositions forms: cooperating teacher, university supervisor, one Block instructor – Key Assessment #6
- d. Artifacts, narrative accounts and reflections on the development of a positive classroom environment observed and/or conducted during the each block field experience.

6. Conceptual Framework Principle 5: **The Proficient Educator has an understanding of and appreciation for diversity**

**Section cover Sheet – Table of Contents**

- a. Rationale Statement
- b. Class cultural survey and reflection by block
- c. Artifacts, narrative accounts, and reflections on the development of a positive understanding of and appreciation for diversity observed and/or conducted during the each block field experience.

**Organization of the Portfolio**

**Your portfolio should have a cover sheet that includes your name, the title or purpose of the portfolio/document, the block in which you are enrolled, the semester, and the instructor’s name.**

For each portfolio section, include the following components:

- I. Cover Sheet with the title of the Conceptual Framework Principle as the title, followed by a Table of Contents in that section
- II. Objectives: a listing of any COURSE, COLLEGE, PROGRAM, INTASC, NCATE, or PSC objectives that the contents address. These should be the first entry in your table of contents for each section.
- III. Rationale Statement: how the contents of this section meet the objectives listed. (Mask a general observation and then speak to specific artifacts.)
- IV. Contents/ Artifacts as listed in the Section Table of Contents and described in the Rationale Statement

**Contents:** Collect and organize your artifacts for each section of the portfolio. Artifacts may be lesson plans, student work that you facilitated at your placement site, teaching ideas (written) that you have developed, assessments you developed for students at your placement site, multimedia presentations you used in your teaching, methods courses assignments, reflective notes related to your teaching, a narrative account of a teaching episode, teaching evaluations, or other materials that relate to program objectives and your work this semester. Artifacts must represent your application of program or course objectives. **Articles, chapters from textbooks or books, class handouts, etc., are not acceptable artifacts.**

**Objectives:** Identify and list Teacher Program/College of Education Objectives, course objectives, NMSA objectives, INTASC objectives, NCATE/ PSC standards that are addressed for each section. These objectives are posted in LiveText. These should be the first entry in each section.

**Rationale Statements:** Write a rationale statement for each section of the portfolio. Your rationale statements must explicitly state **how** the artifacts demonstrate your **knowledge and application** of the identified program objectives. **These statements are the synthesis points of your portfolio; be sure they are fully and completely developed. They should represent**

**your very best work. If done correctly, these statements will address each artifact included in the section. The statement should be a FULL page or more in length.**

**Grading Criteria:** See Portfolio Rubric

**NOTE:** Developing the portfolio is an on-going process throughout the program from the Pre-Professional Block through Methods Block II. The portfolio will be turned in each semester to the instructor supervising each methods block practicum (another portfolio is assembled during directed teaching). Candidates are strongly encouraged to meet with the instructor regularly throughout the semester to discuss progress and to submit sample rationale statements and artifacts for feedback. The portfolio grade counts as 25% of the final course grade for EDUC 2110P, Practicum I, and Practicum II.

**PSC/NCATE Assessment #7: Assessment that Addresses Additional NMSA Standards**

**Teacher Education Program – Fort Valley State University**  
**Practicum I, Practicum II and Directed Teaching Electronic Portfolio Rubric**  
**NMSA Standards 1, 2, 3, 5, & 7**

**Rubric for Electronic Professional Block Portfolio**

Student \_\_\_\_\_

Date \_\_\_\_\_

Section	Target 3	Acceptable 2	Unacceptable 1	Unacceptable 0	Score
Personal Information: Autobiography; Resume/picture; Background report, liability form, proof of professional membership; philosophy of education; reflection on the semester’s field experiences, and critical incident analysis.	All items included; relatively free of grammatical and mechanical errors	All items included; some errors in grammar and mechanics that do not interfere with meaning	One or two items missing; some errors in grammar and mechanics, some meaning distorted, some mistakes occur more than once.	More than two items missing; Numerous errors in written material.	
CF I: Content Knowledge: Transcript highlighted; copy of GACE test results; samples of work form pedagogy and concentration courses; Field Exp. Evaluations from CT, University Supervisor, completed checklists used to evaluate Units and teaching, etc..	All items included; work samples evidence A+ subject area knowledge; most of FE Evaluation is on acceptable level.	Most items included; work samples evidence subject area knowledge; some of FE Evaluation is acceptable level.	Three or four items missing; work samples evidence some subject area knowledge; some of FE Evaluation is at Unacceptable level.	More than four items not included; work samples evidence inadequate subject area knowledge; much of FE Evaluation is unacceptable level	
CF II: Pedagogical Content Knowledge: Transcript; tests and projects from methods and concentration courses; field experience evaluations; artifacts from observation; summaries of notes, assignment worksheets, reflective journals, Key Assessments #3, #4, #5.	All items included; work samples evidence A+ pedagogical content knowledge; most of FE Evaluations are at acceptable level.	Most items included; work samples evidence Pedagogical content knowledge; some of FE Evaluations are at acceptable level.	Three or four items are missing; work samples evidence some pedagogical content knowledge; some of the FE Evaluations are at Unacceptable level.	More than four items not included; work samples inadequate to evidence pedagogical content knowledge; much of the FE Evaluations are at unacceptable level.	
CF III: Use of Technology: Work samples of word processing; handouts of ppt presentations with graded rubrics; videos with graded rubrics; software evaluations; website evaluations, textbook	All items included; work samples evidence A+ use of technology; most of FE Evaluations are at acceptable	Most items included; work samples evidence acceptable use of technology; many of FE Evaluations are at acceptable level.	Three or four items missing; work samples evidence limited use of technology; some of FE Evaluations are at acceptable level.	More than four items not included; work samples do not evidence acceptable technology use; much of FE Evaluations are at unacceptable level.	

evaluations, etc.	level.				
CF IV: Evidences a Caring Dispositions; Professionalism; self-rating of dispositions (pre/post); 3 completed dispositions forms; artifacts, accounts, reflections on dispositions and classroom environment from observation	All items included; artifacts evidence professional-ism and caring disposition; most of dispositions form ratings are at acceptable level.	Most items included; artifacts evidence professional-ism and caring disposition; most of dispositions form ratings are at acceptable level.	Three or four items not included; some artifacts do not evidence professional-ism and caring disposition; some of dispositions form ratings are at unacceptable level.	More than four items not included; artifacts do not evidence professional-ism and caring disposition; much of dispositions form ratings are at unacceptable level.	
CFV: Understanding of and Appreciation for Diversity; class cultural survey; artifacts, accounts and reflections on diversity from field experiences, etc.	All items included; artifacts evidence understanding of and appreciation for diversity.	Most items included; most artifacts support the category.	Three or four items missing; some artifacts support the category.	More than four items missing; most artifacts do not support the category.	
Rationale Statements	Are completely developed; explicitly state how the artifacts in the section demonstrate the candidate's knowledge and application of the CF principle. Contain a minimum number (3-5) of errors in grammar and mechanics.	Are partially developed; somewhat state how the artifacts in the section demonstrate the candidate's knowledge and application of the CF principle. Contain few (5-10) errors in grammar and mechanics.	Are under developed; minimally explain how the artifacts in the section demonstrate the candidate's knowledge and application of the CF principle. Contain more than a few (10 -20) errors in grammar and mechanics.	Are very under developed; do not state how the artifacts in the section demonstrate the candidate's knowledge and application of the CF principle. Contain many errors (more than 20) in grammar and mechanics that impede readability and understanding.	
TOTALS					

Scoring: 0 – 11 = F; 12 = D; 13-14 = C; 15-16 = B; 17– 18 = A

Comments:



## Rubric for Electronic Portfolio Presentation

**This presentation should be a synthesis of your portfolio. You will want to highlight the most representative items in each section.**

Name \_\_\_\_\_  
 Course \_\_\_\_\_  
 Major \_\_\_\_\_

Date \_\_\_\_\_  
 Professor \_\_\_\_\_

<b>Outcome Assessed</b>	<b>Target 3</b>	<b>Acceptable 2</b>	<b>Unacceptable 1</b>	<b>Unacceptable 0</b>	<b>Score</b>
<b>Content Relevancy</b>	Good examples of coursework, lessons, related field experiences, evaluated student work, etc.	Examples of coursework, lessons, related field experiences, etc.	Mostly personal information, no Coursework, etc.	Only personal information.	
<b>Technical Quality</b>	Media is readily comprehensible, requiring no interpretation on the part of the audience.	Media is comprehensible, requiring minimal interpretation on the part of the audience.	Media is mostly comprehensible, and somewhat supports the presentation.	Media is barely comprehensible. Visuals do not support the presentation.	
<b>Captions/ Reflections</b>	Excellent rationales provided links between experiences and standards, thoughtful reflections explain why pieces were included.	Good rationales were provided making some links between experiences and standards greater depth of reflection needed.	Mostly descriptive; not telling why pieces were included.	No captions or reflective pieces.	
<b>Performance Indicators</b>	Well documented and organized; format is accurate, complete and easy to follow; excellent, well thought out; shows superior effort.	Fairly well documented and organized; format is mostly accurate, complete and/or easy to follow; good, quality portfolio shows excellent effort.	Portions may be poorly or inaccurately documented and/or organized; may not be complete and may be hard to follow; average adequate portfolio shows good effort.	Unorganized, poorly documented, large parts are incomplete and/or inaccurate; difficult to follow; poor quality shows poor effort.	
<b>Mechanics (paper &amp; presentation)</b>	Few or no errors in spelling, pronunciation, use of punctuation and/ or capitalization.	Mostly accurate spelling, pronunciation, punctuation and/or capitalization.	Inaccurate spelling, pronunciation, punctuation and/or capitalization.	Frequent grammar errors (written and oral) that cause difficulty in understanding the information.	
<b>Public speaking quality</b>	Candidate is dressed professionally, is poised, makes eye contact frequently, presents rather than reads presentation, speaks clearly, uses standard American English, and responds appropriately to questions. Length is appropriate.	Candidate is dressed professionally, may be somewhat nervous, makes eye contact most of the time, presents more often than reads presentation, speaks clearly using standard American English, and correctly, and responds appropriately to most questions. Length is appropriate.	Candidate is dressed somewhat casually, is too relaxed or too nervous, seldom makes eye contact, reads from power point, does not speak clearly or frequently does not use Standard American English, and frequently responds inappropriately to questions. Too short or too long.	Candidate is not professionally dressed; is very nervous or too relaxed, seldom makes eye contact, is ill prepared to present and reads, does not speak clearly or use standard American English, and does not respond to questions well. Too short.	

Scoring: 0 – 11 = F; 12 = D; 13-14 = C; 15-16 = B; 17– 18 = A

\_\_\_\_\_ **Total Points = Grade of** \_\_\_\_\_

**Fort Valley State University**  
**Practicum I 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 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
Social Studies	0 1 2 3
2. Knows about some of the issues in the discipline and is aware of some of the 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 some knowledge of various instructional strategies that help diverse learners understand the subject matter being taught	0 1 2 3
3. Uses that knowledge of 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 some effective classroom management techniques	0 1 2 3
6. Reflects on practice sometimes and sometimes 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 some 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
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### III. The Proficient Educator uses technology appropriately to enhance learning.

1. Uses knowledge of connectivity sometimes 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 sometimes in assigning the learner a task on the computer	0 1 2 3
3. Demonstrates some 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 sometime incorporate technology appropriately	0 1 2 3
5. Illustrates some small and large group instructional strategies in using technology to individualize instruction	0 1 2 3
6. Demonstrates some 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 some 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 some interests in life-long learning opportunities	0 1 2 3
3. Demonstrates some 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 some 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 some 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!!!!

## Forms for Methods Block II

### ECSP/EDMG 3732 - Practicum II - 135 clock hours

After successful completion of Methods Block I, candidates enroll in Methods Block II. Three courses comprise this block: ECSP/EDMG 3532, Methods of Teaching Mathematics in the Teacher; ECSP/EDMG 3232, Methods of Teaching Science in the Teacher Education; and ECSP/EDMG 3732, Practicum II. Practicum II is the field experience component and candidates are placed in two middle schools during the semester, one is a math placement, and the other a science placement. Candidates will plan and teach an instructional unit at one placement and will plan and will teach at least five lessons in the other placement. The field experience is arranged in a fashion similar to that described in the Practicum I section and final arrangements in both practica will depend on the university, system, school, and cooperating teacher's schedules.

The schedule for Practicum II is:

- Three and one half weeks of observation, participation, and assisted teaching for four hours each Wednesday–Friday in one subject area classroom ( 40 hours)
- Two weeks of unit teaching for four hours each Monday–Friday (40 hours)
- Three and one half of observation, participation, and assisted teaching for four hours each Wednesday–Friday in second subject area classroom (40 hours)
- Two weeks of unit teaching for four hours each Monday–Friday (40 hours)
- Completion of hours as needed to total 160 hours.

Candidates will use the same forms and assessments in this methods Block/practicum as in Methods Block I/Practicum I. The explanations for the Instructional Unit are presented here because there are some variations from the instructions for Methods Block I instructional unit. The templates for the unit and lesson plans as well as the rubrics for assessment and the checklists for content are the same as in the previous section.

**PSC/NCATE Key Assessment #3: Assessment of Candidate Ability to Plan Instruction  
Fort Valley State University – Teacher Education  
Instructional Teaching Unit for Methods Block II/Practicum II  
ECSP/EDMG 3232, Science Methods, ECSP/EDMG 3532, Math Methods,  
and ECSP/EDMG 3732, Practicum II  
NMSA 1, 3, 4, & 5**

**FORMAT**

I. Title Page

- a. **Discipline and Name of Unit (e.g. Science – How Atmospheric Pressure Impacts Weather; Math – Multiplying Fractions)**
- b. Student teacher's name
- c. Clinical supervisor's name
- d. Semester
- e. Grade level

II. Table of Contents

Designate each component of the unit as a separate section in the table of contents.  
Number the pages.

III. Introduction and Rationale

Identify grade level, number of students, topic of unit, and methods of instruction to be utilized.  
Provide a clear justification for teaching this unit.

IV. Diversity of Learners

- a. Age range of learners
- b. Ability range
- c. Ethnicity
- d. Student interests
- e. Gender
- f. Learning styles
- g. Special needs
  1. language/ESOL
  2. developmental characteristics
  3. behavior
  4. physical challenges
- h. Other

V. Responding to Student Diversity

Describe how you will respond to the diverse needs of your students.

How will you address teaching and learning strategies, assessments, and assignments?

How will you deal with student groupings and classroom organization?

NOTE: Complete IV and V using the Student Diversity Form for Teacher Student Teachers.

VI. Essential Questions

**Identify the Essential Questions that will frame your unit and respond to the learning needs of your students. These essential questions should be enduring understandings of discipline content.**

VII. Pretest and Pretest Summary

Develop an appropriate assessment instrument utilizing your research and **content information** to determine the level of knowledge that the learners currently have about the unit topic.

The pretest should be given before you write lesson plans.

Summarize your test findings in a grid format and provide a narrative analysis of the findings.  
Discuss how you will use pretest data to plan your unit.

#### VIII. Post-Test

After you have administered your post test, you will record your data in the statistical analysis format provided for you and will use this data to document your **effect on student learning**.

IX. Summarize your test findings in a grid format and provide a narrative analysis of the findings.  
Discuss how you will use pretest data to plan your unit.

#### X. Lesson Plans

Use the lesson plan format provided in this packet to develop lesson plans.

Each lesson plan must be fully scripted. Write everything you expect to say. You do not have to include comments you think students will say, but you must provide answers to all questions that require a specific answer.

A copy of handouts, PowerPoint presentations, or any other written material that will be given to students must be included with the lesson plans.

An answer key must be included for all assignments.

#### XI. Bulletin Board

Design a bulletin board that can be used as a learning tool during this unit. **The bulletin board must be content focused and must be used in each lesson.**

#### XII. Technology Integration

Candidates must integrate the use of various technologies in the development and teaching of the integrated unit.

Each lesson must contain at least two visual aids including, but not limited to, the following: transparencies, pictures, charts, maps, time lines, artifacts, videos, books, recordings, and multimedia.

At least two Power Point presentations must be incorporated into the unit.

#### XIII. Assessments

All written work that is to be graded and put into the grade book must be clearly identified.

Quizzes and daily grades for homework or class work must be identified as such. Formative assessments should be used and identified as such.

A posttest or end of unit assessment must be included and identified as such.

Answer keys must be included with these assessments.

#### XIV. Unit Reflection

Upon completion of the unit discuss how your unit responded to the diverse learning needs of your students.

Discuss changes you made during the teaching of your unit based on assessment data in order to effect student learning.

Also, discuss any changes you would make if you teach this unit again.

Use the Student Diversity Form, Technology Checklist, and the Effects on Student Learning Form to assist you in your reflection. The reflection should be at least 2 pages (double-spaced) in length and should demonstrate thoughtful synthesis and analysis of your teaching and your students' learning.

#### XV. Unit References.

**This section should include a minimum of ten resources.** These should be reputable academic resources and carefully developed instructional materials.

Document your writing with bibliographies and citations using standard APA style. For clarifications regarding APA style see:

<http://owl.english.purdue.edu/owl/resource/560/01/>

**You must have your unit approved by your cooperating teacher and your university supervisor before you begin to teach it. The unit must be typed.**

**Use the Instructional Unit and Lesson Plan Templates presented in a previous section.**

## Fort Valley State University Practicum II 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
Mathematics	0 1 2 3
Science	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 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!!!!



## REMINDERS AND NOTES

The Unit Template and Lesson Plan Template for Practicum II are the same as for Practicum I. These templates were presented in the Methods Block I section. Make copies as needed. **Please note the few additions to the information and steps required in preparing, teaching, and analyzing the unit for Practicum II that are not included in Practicum I.**

Other forms presented in this document, such as the reflective journal entry form, may be used throughout the program as requested by the instructor.

### **Directed Teaching/Seminar**

A candidate who successfully completes Practicum II and Methods Block II is eligible to apply for Directed Teaching/Seminar. Application information is available from the Director of Clinical/Field Experiences. Candidates will need to complete another Background Check before beginning their directed teaching experience.

### **NOTES**

FORT VALLEY STATE UNIVERSITY  
Agriculture Education  
Field Experience Manual



## INTRODUCTION

The collaboration between the FVSU Agriculture Education Program and public school personnel to provide effective field experiences and clinical practice increased when the program became more field based as a result of an alumni follow - up survey conducted in 1998. Since, the 1998 survey revealed graduates were less confident in their ability to prepare students for Career Development Events (CDE) and conduction of Supervised Agricultural Experience (SAE) Programs than for conducting classroom and laboratory instruction the hours of required field experience was modified. We now require field experiences in schools that are strong in CDE and SAE activities. Specific required Agriculture Education courses were identified as providing content related to CDE and SAE activities and were matched with the identified schools. Specific field experience activities involving CDE and SAE activities were defined for candidates to participate in as follows:

### Agriculture Education Program Field Experience Sites and Descriptions

Course	Content	School(s)	Minimum Hours
AGRI 1801 Ag. Orientation	Orientation to Ag. Education & Agriscience	Perry High and Peach County High	45 Hours
EDUC 2110, 2120, 2130 Pre-Professional Block of Education courses	Orientation to Education	Perry Middle and Fort Valley Middle School	50 Hours
AGED 2821 Youth Leadership Development	Management of Educational Youth Leadership Development Organizations	Perry High and Northeast High in Bibb County	50 Hours (Fall) 50 Hours (Spring)
AGED 3823 Curriculum Development & Program Planning	Curriculum, Exceptionalities and Supervised Agricultural Experiences	Peach and Houston County High Schools	50 Hours
AGED 4821 Assessment Seminar	Evaluation of Instruction & Professionalism	Perry High, Peach County High	50 Hours
AGED 4883 Methods of Teaching Agriculture	Classroom Management	Peach County High and Northeast High in Bibb County	50 Hours
AGED 4895 Directed Teaching	Planning, Delivery and Evaluation of Instruction	Perry High, Peach County High or School on State Approved List	600 Hours

The total number of hours in field and clinical experiences usually exceeds 900 hours. The Agriculture Education Field Experience Manual is turned in as a field experience report and is graded at the end of each semester.

### **Agriculture Education**

#### Discussion of the Specific Purposes of Field Experiences

<b>AGED 4895 Directed Teaching/Seminar</b>	
Activities	How You Participated
1. Plan Instructional Activities	
2. Deliver Instruction on a Topic from Agriscience Curriculum CD	
3. Evaluate Instruction	
4. Curriculum Development	
5. Selection of SAE Projects	
6. Supervision of SAE Projects	
7. Evaluation of SAE Programs	
8. Prepare Students for Career Development Events	
9. Advise (FFA) Student Organization	
10. Evaluate Student Organizations	
<b>AGED 3823 Curriculum Development &amp; Program Planning</b>	
1. Curriculum Development	
2. Selection of SAE Projects	
3. Supervision of SAE	
4. Evaluation of SAE	
<b>AGED 2821 Youth Leadership Development</b>	
1. Prepare Students for Career Development Events	
2. Advise (FFA) Student Organization	
3. Evaluate Student Organizations	
<b>AGED 1801 Agricultural Orientation</b>	
1. Agriscience Curriculum Supplies & Equipment	
2. Deliver Ag. Orientation Instruction	
3. Evaluate Agriscience Instructional Materials and Equipment	
<b>AGED 4895 Directed Teaching/Seminar</b>	
1. Plan Instructional Activities	
2. Deliver Instruction on Topics from Agriscience Curriculum CD	
3. Evaluate Instruction	
4. Curriculum Development	

Field Observation Information Form

Course Title \_\_\_\_\_

Setting \_\_\_\_\_

Mentoring Teacher's Name \_\_\_\_\_

Field Experience Supervisor's Name \_\_\_\_\_

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

Field Experience Course Number and Title \_\_\_\_\_ (In the space above, the pre-service teacher should indicate the course(s) that this field experience is related to)

Phone Numbers \_\_\_\_\_

Observation Site (Phone Number): \_\_\_\_\_  
(Mentoring Teacher)

Department Phone \_\_\_\_\_

Field Experience Supervisors Phone Number \_\_\_\_\_

Candidate's Phone Number \_\_\_\_\_

Date of Pre-observation Interview \_\_\_\_\_

Principal's Signature \_\_\_\_\_

Mentor Teacher's Signature \_\_\_\_\_

Field Experience Supervisor's Signature \_\_\_\_\_

## **AGRICULTURE EDUCATION PROGRAM FIELD EXPERIENCE REPORT**

### **Course - AGED 3823 Curriculum Development & Program Planning**

#### **Objectives of AGED 3823 Field Experience:**

Field experience requirements in this course are designed to help students to develop technical skills needed to develop an agricultural education curriculum.

Field experience requirements in this course also help prospective teachers to develop technical skills needed in order to plan, supervise, and evaluate student supervised agricultural experience programs.

Prospective teachers enrolled in the course also develop technical skills needed to properly advise, motivate, and evaluate public school students participating in FFA (Future Farmers of America) activities.

#### **AGED 3823 - FIELD EXPERIENCE REQUIREMENTS**

Responsibilities of students directly related to field experiences in a junior high and high school:

##### **I. Attendance**

- A. Check with principal's office immediately after arriving on campus.
- B. Report to Agricultural Department

##### **II. Personal Appearance**

- A. Appropriate dress for school: boys wear a tie for the first school visit; girls wear appropriate attire for teaching.
- B. Attention to personal grooming and hygiene

##### **II. \* Information to Acquire From the Teacher**

- A. Types of SAE programs participated in by students
  - 1. Supervised Farming Program (Production SAE)
  - 2. Cooperative Agricultural Education (Placement SAE)
  - 3. Frequency and duration of SAE program visitations

4. What does the teacher attempt to accomplish as a result of the visitations?
  5. Record kept of visitations
  6. Directed lab (on campus SAE projects)
- B. How multiple teacher departments were organized.

III. \* Required reports

A. A summary of the observations and information acquired from the teacher is to be included in the written report of all observations. University personnel and college students in cooperation with the cooperating classroom teacher will help (high school) students to select and plan supervised agricultural experience programs. (Report worth 100 points toward final grade.

## AGRICULTURE EDUCATION PROGRAM

### **FIELD EXPERIENCE REPORT**

Course - AGED 4883 FLD- Methods of Teaching Agriculture  
(NOTE: FLD indicates field experience component required)

Objectives of AGED 4883 Field Experience:

Field Experiences in this course helps students to develop a variety of teaching techniques.  
**(Conceptual Framework Objective 2)**

Field experiences in this course are also designed to help students to develop skills needed to plan, deliver and evaluate classroom and laboratory instructional activities.

This course also helps prospective teachers to develop skills needed in order to coordinate classroom instruction with student supervised agricultural experience programs.

Prospective teachers enrolled in the course also develop skills needed to coordinate classroom instruction with FFA (Future Farmers of America) activities.

### AGED 4883 - FIELD EXPERIENCE REQUIREMENTS

Responsibilities of students directly related to field experiences in a junior high and high school:

- I. Attendance
  - A. Check with principal's office immediately after arriving on campus.
  - B. Report to Ag. Department
- II. Personal Appearance
  - A. Appropriate dress for school: boys wear a tie for the first school visit; girls wear appropriate attire for teaching.
  - B. Attention to personal grooming and hygiene
- III. \* Teacher Observations
  - A. Introduce yourself to the teacher
  - B. Take your cue from the teacher concerning where to sit and/or what to do while he/she is teaching
  - C. Make the following observations:



1. Class arrangement
2. Instructional material available
3. Instructional units being taught
4. Classroom management techniques used
5. Teaching methods used
6. Types of tests used
7. Methods of handling discipline
8. Learning styles of students
9. Effectiveness of instruction
10. Student interest demonstrated

IV. \* Information to Acquire From the Teacher

- A. Types of SAE programs participated in by students
  1. Supervised Farming Program (Production SAE)
  2. Cooperative Agricultural Education (Placement SAE)
  3. Frequency and duration of SAE program visitations
  4. What does the teacher attempt to accomplish as a result of the visitations?
  5. Record kept of visitations
  6. Directed lab (on campus SAE projects)
- B. How multiple teacher departments were organized.

V. \* Teaching Requirements

- A. Teach four lessons in a public school in either Peach, Houston or Crawford County
- B. The cooperating classroom teacher(s) and university supervisor will evaluate you each time you teach a lesson. A summary of the observations and information acquired from the teacher is to be included in the written report of all observations.

(Report worth 100 points toward final grade). Your final lesson presentation must be delivered via computer technology. The final presentation will be videotaped and included as part of your electronic portfolio of teaching experiences.

**AGED 4895 STUDENT TEACHING EVALUATION: FIRST VISIT**

*The following are the apprentice teacher should have completed by the time of the first visit of the University supervisor.*

- Scale:        3 = Completed in exemplary manner  
                  2 = completed satisfactorily  
                  1 = partially completed but needs further effort  
                  0 = not completed

1. Completed community survey .....0 1 2 3
2. Reviewed the supervising teacher’s program of instruction (copy in notebook) .....0 1 2 3
3. Developed a schedule of activities for the quarter (copy in notebook) .....0 1 2 3
4. Identified first class to be taught and completed lesson plans for the first week .....0 1 2 3
5. Completed schedule for visiting students in the first class .....0 1 2 3
6. Identified topic areas for adults classes.....0 1 2 3
7. Determined units to be taught and developed a unit teaching calendar (copy in notebook)...0 1 2 3
8. Secured personal liability insurance coverage for the quarter .....0 1 2 3
9. Determined regulations for driving school vehicles and transporting students in personal vehicle...0 1 2 3
10. Met with administrators and discussed school policy.....0 1 2 3
11. Met with agricultural personnel in the county (Extension Service, ASCS, SCS, etc).....0 1 2 3
12. Observed the supervising teacher as he/she teaches.....0 1 2 3
13. Met with school guidance counselor on enrollment procedure and level of first class.....0 1 2 3
14. Learned to use the supervising teacher’s filing system.....0 1 2 3
15. Has begun a daily diary of apprentice teaching activities.....0 1 2 3

Overall, the apprentice teacher’s progress is: Superior (90-100%); Good (80-89%); Fair (70-79%); Poor (60-69%); Unacceptable (below 60%)

Supervising Teacher	Student Teacher	Supervisor	Date
		071408	101

AGED 4895 STUDENT TEACHING EVALUATION: SECOND VISIT

The following are tasks and/or competencies the student teacher should have completed by the time of the second visit of the University supervisor.

Scale: 3=completed in exemplary manner; 2=completed satisfactorily; 1=partially completed but needs further effort; 0=Not completed

1. Completed at least 10 SAEP visits and recorded in monthly report.....0 1 2 3
2. Guided students in the selection of SAEP.....0 1 2 3
3. Directed students in keeping record books.....0 1 2 3
4. Helped students develop training plans and training agreement for their SAEPs.....0 1 2 3
5. Directed student laboratory experiences.....0 1 2 3
6. Taught informational, skill, and problems solving lessons.....0 1 2 3
7. Determined procedures for purchasing tools, equipment, teaching materials and supplies...0 1 2 3
8. Developed a competency based budget for units to be taught (copy in notebook).....0 1 2 3
9. Developed a safety checklist for shop equipment.....0 1 2 3
10. Dissued cooperating teacher's summer program of work (copy in notebook).....0 1 2 3
11. Observed an outstanding teacher at the school.....0 1 2 3
12. Reviewed FFA Chapter Program of Activities with cooperating teacher.....0 1 2 3
13. Served as FFA advisor at a regular meeting.....0 1 2 3
14. Helped FFA officers plan an agenda for an FFA meeting (copy in notebook).....0 1 2 3
15. Completed plans for adult classes.....0 1 2 3
16. Developed lesson plans for all classes taught (in a notebook or on file).....0 1 2 3
17. Made plans for an improvement project to leave in the department.....0 1 2 3
18. Completed tasks not completed from first visit.....0 1 2 3
19. Daily diary complete and up to date.....0 1 2 3

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Overall, the student teacher's progress is: Superior(90-100%); Good(80-89%); Fair(70-79%); Poor(60-69%); Unacceptable (below 60%)

---

\_\_\_\_\_  
Supervising Teacher

\_\_\_\_\_  
Student Teacher

\_\_\_\_\_  
Supervisor

\_\_\_\_\_  
Date

**AGED 4895 STUDENT TEACHING EVALUTION: THIRD VISIT**

The following are tasks and/or competencies the student teacher should have completed by the time of the third visit of the University supervisor..

Scale: 3=completed in exemplary manner; 2=completed satisfactorily; 1=partially completed but needs further effort; 0=Not completed

- 
1. Assumed the full teaching load for at least one week.....0 1 2 3
  2. Completed SAEP visits to all students in the first class taught.....01 2 3
  3. Planned, conducted, and evaluated at least one field trip.....0 1 2 3
  4. Sent follow up letter after field trip (copy in notebook).....0 1 2 3
  5. Resource person utilized in instruction (lesson plan and correspondence in notebook).....0 1 2 3
  6. Attended at least one advisory council meeting (copy of minutes in notebook).....0 1 2 3
  7. Wrote at least one news article and submitted it to the local newspaper (copy in notebook).....0 1 2 3
  8. Assisted a student in filling out a proficiency award application.....0 1 2 3
  9. Assisted a student in filling out a State FFA Degree application.....0 1 2 3
  10. Served as advisor to the FFA Chapter in conducting at least one chapter project (BOAC, fund raising, etc.).....0 1 2 3
  11. Prepared bulletin board displays for each unit taught.....0 1 2 3
  12. Attended all school activities that the cooperating teacher attended (list in notebook).....0 1 2 3
  13. Reviewed all reports that are required of the cooperating teacher (list in notebook).....0 1 2 3
  14. Selected and copied teaching materials from cooperating teacher's files (copies in notebook).....0 1 2 3
  15. Improvement project completed.....0 1 2 3
  16. Taught at least two adult classes (lesson plans in notebook).....0 1 2 3
  17. Completed lesson plans for all classes taught (copies in notebook).....0 1 2 3
  18. Completed all tasks from first and second visits.....0 1 2 3
  19. Kept daily diary complete and up to date.....0 1 2 3

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Overall, the student teacher's progress is: Superior(90-100%); Good(80-89%); Fair(70-79%); Poor(60-69%); Unacceptable (below 60%)

---

\_\_\_\_\_  
Supervising Teacher

\_\_\_\_\_  
Student Teacher

\_\_\_\_\_  
Supervisor

\_\_\_\_\_  
Date

## **Mentoring Teacher's Comments, Recommendations and Assessments**

Comments:

Recommendations:

Assessment:

Description of Observation Site

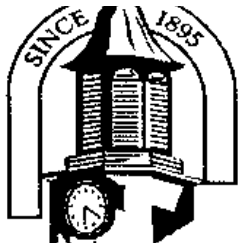
General Description:

Collaborative Learning Centers:

Active Learning Centers:

Independent Learning Centers:

Bulletin Boards and Walls:



**Fort Valley State  
University**

**AGRICULTURE EDUCATION PROGRAM**

A State and Land Grant University

P.O. Box 4450 FVSU - Fort

Valley, Georgia 31030

University System of Georgia

MEMORANDUM

TO: Public School Administrators and Teachers

FR: Curtis Borne  
Professor of Agricultural Education

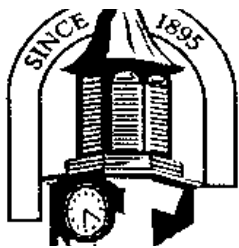
RE: Field Experience for Teacher Education Majors in AGED 3823 "Curriculum Development and Program Planning"

The student(s) listed below are required to observe and assist public school teachers as an assignment in my teacher education courses.

Please allow the student(s) listed below and I to visit your school on the following dates and times

Student(s) \_\_\_\_\_ Dates & times  
Student(s) \_\_\_\_\_ Dates & times  
Student(s) \_\_\_\_\_ Dates & times  
Student(s) \_\_\_\_\_ Dates & times

student	dates	time in time out	and	cooperating teacher verifying initial	university supervisor verifying initial



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University System of Georgia

MEMORANDUM

TO: Public School Administrators and Teachers

FR: Curtis Borne  
Professor of Agricultural Education

RE: Field Experience for Teacher Education Majors in AED 4883      “Methods of Teaching Agriculture”

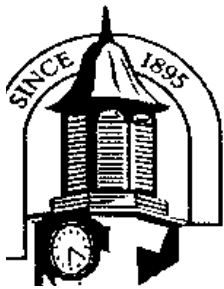
The student(s) listed below are required to observe public school teachers and teach micro lessons in a school setting as an assignment in my teacher education courses.

Please allow the student(s) listed below and I to visit your school on the following dates and times

Student(s) \_\_\_\_\_ Dates & times  
Student(s) \_\_\_\_\_ Dates & times  
Student(s) \_\_\_\_\_ Dates & times  
Student(s) \_\_\_\_\_ Dates & times

student	dates	time in and time out	cooperating teacher verifying initial	university supervisor verifying initial





# Fort Valley State University

## PROGRAM

## AGRICULTURE EDUCATION

A State and Land Grant University  
University System of Georgia

P.O. Box 4450 FVSU - Fort Valley, Georgia 31030

### MEMORANDUM

TO: Public School Administrators and Teachers

FR: Curtis Borne  
Professor of Agricultural Education

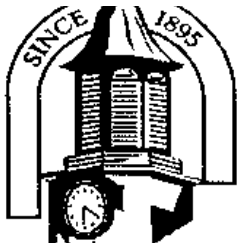
RE: Field Experience for Teacher Education Majors in AGED 2821 “Youth Leadership Development”

The student(s) listed below are required to observe and assist public school teachers as an assignment in my teacher education courses.

Please allow the student(s) listed below and I to visit your school on the following dates and times

- Student(s) \_\_\_\_\_ Dates & times
- Student(s) \_\_\_\_\_ Dates & times
- Student(s) \_\_\_\_\_ Dates & times
- Student(s) \_\_\_\_\_ Dates & times

student	dates	time in time out	and	cooperating teacher verifying initial	university supervisor verifying initial



**Fort Valley State  
University**

**AGRICULTURE EDUCATION PROGRAM**

A State and Land Grant University  
University System of Georgia

P.O. Box 4450 FVSU - Fort Valley, Georgia 31030

MEMORANDUM

TO: Public School Administrators and Teachers

FR: Curtis Borne  
Professor of Agricultural Education

RE: Field Experience for Teacher Education Majors in AGRI 1801 “Agricultural Orientation”

The student(s) listed below are required to observe and assist public school teachers as an assignment in my teacher education courses.

Please allow the student(s) listed below and I to visit your school on the following dates and times

- Student(s) \_\_\_\_\_ Dates & times
- Student(s) \_\_\_\_\_ Dates & times
- Student(s) \_\_\_\_\_ Dates & times
- Student(s) \_\_\_\_\_ Dates & times

student	dates	time in time out	and	cooperating teacher verifying initial	university supervisor verifying initial

## Recommendations

Discuss how we could improve the field experience requirements of the agricultural education program -

