Dear Teacher Candidate:

The Practicum field experience (Professional Practicum/Field Component IVA) is designed to give you an intensive field experience just prior to student teaching. You are expected to spend a minimum of sixty (60) hours to eighty (80) hours in the classroom over a period of the semester. Please work with your Cooperating Teacher to establish a schedule that is mutually beneficial and that meets the minimum time requirements. **A candidate should spend a minimum of two ½ days or one full day per week in the classroom.**

So that this Practicum experience may be as beneficial as possible, we have asked that your Cooperating Teacher utilize you to the maximum extent possible in the on-going classroom program. We recognize, however, that the overriding responsibility is to the students in your assigned classroom, and they must receive priority in all instances. We ask you to apply yourself diligently to assigned tasks and to seek your teaching potential in a professional manner.

The following list has been provided to your Cooperating Teacher to suggest ways he/she might be most helpful during this Practicum experience:

1. Assist you in becoming involved in the daily routine of the teaching/learning environment.
2. Provide as many opportunities as are possible and appropriate for you to observe varied instructional methods.
3. Provide constructive feedback and suggestions in regard to your observed teaching and professional behaviors.
4. Provide constructive feedback and suggestions, when appropriate, in regard to written instructional plans. Critiques should deal with the appropriateness of objectives, instructional procedures and materials, and evaluative procedures for assessments of each objective.

Your Cooperating Teacher and your University Supervisor will each make two classroom observations. The purpose of these observations is to note your progress, to make positive suggestions to you, and to receive feedback from you. The University Supervisor should make the first contact with the Cooperating Teacher within the first two-three weeks of the field experience.

The faculty of the Teacher Education Program at Mercer University is proud to see you reach this stage in your preparation to become a teacher. If you have any questions or problems, please contact the Office of Field Placement. Also, be sure to check the appropriate listserv, your Mercer email account, and the Office of Field Placement website frequently for any announcements and other information relative to Practicum.

Sincerely,

Kelly Reffitt, Ph.D.
Associate Dean
Tift College of Education
“The Transforming Educator,” the living link between the child and learning, is an educator who is changing internally through understanding, practicing, and reflecting such that, individually and collaboratively, he/she implements for all children appropriate and significant life-changing learning experiences that effectively provide for the needs of the whole child, that actively engage students in the learning process, and that promote life-long learning.

**Purpose of Course**
This field experience (Professional Practicum/Field Component IVA) relates to each of the three major premises of the Conceptual Framework (CF) of Mercer University’s Tift College of Education: (1) **To Know** the foundations of the education profession, (2) **To Do** the work of a professional educator, (3) **To Be** a Transforming Educator. The field experience offers a transitional experience from observation and limited teaching to more involved planning and teaching in preparation for the total responsibilities of student teaching/internship.

**Conceptual Framework**

<table>
<thead>
<tr>
<th>Transforming Educator Framework Elements</th>
<th></th>
<th>Transforming Educator Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Transforming Educator Principles</td>
<td></td>
<td>3A Engagement: The Transforming Educator designs developmentally appropriate lessons; integrates curriculum; engages learners.</td>
</tr>
<tr>
<td>1A To Know: The Transforming Educator knows the foundations of the education profession, content bases for curricula, and characteristics of learners.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1B To Do: The Transforming Educator does the work of a professional educator in planning and implementing well-integrated curricula using developmentally appropriate and culturally responsive instructional strategies, materials, and technology.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1C To Be: The Transforming Educator is a reflective, collaborative, and responsive decision-maker, facilitator, and role model within the classroom, school, community, and global environment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Transforming Educator Characteristics</td>
<td></td>
<td>3B Diversity: The Transforming Educator understands needs of diverse Teacher Candidate populations; responds appropriately to diverse groups; provides culturally responsive lessons.</td>
</tr>
<tr>
<td>3A Engagement: The Transforming Educator designs developmentally appropriate lessons; integrates curriculum; engages learners.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3B Diversity: The Transforming Educator understands needs of diverse Teacher Candidate populations; responds appropriately to diverse groups; provides culturally responsive lessons.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3C Collaboration: The Transforming Educator models understanding of community; collaborates inside and outside the classroom; interacts effectively with groups.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transforming Educator Dispositions</th>
<th></th>
<th>4 Transforming Educator Dispositions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Transforming Educator Processes</td>
<td></td>
<td>4A The Transforming Educator is respectful.</td>
</tr>
<tr>
<td>2A Understanding: The Transforming Educator understands foundations, curriculum, and development.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2B Practicing: The Transforming Educator plans, implements, and assesses; individualizes, differentiates, and adapts; varies instruction.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2C Reflecting: The Transforming Educator reflects, revises, and refines, models professionalism; grows professionally.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 The Transforming Educator takes responsibility.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4A The Transforming Educator is respectful.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4B The Transforming Educator takes responsibility.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4C The Transforming Educator is flexible.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4D The Transforming Educator values collaboration.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4E The Transforming Educator values reflection.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4F The Transforming Educator values collaboration.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4G The Transforming Educator is committed to life-long learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4H The Transforming Educator is committed to life-long learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 The Transforming Educator engages in effective communication.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Objectives**

1. Given access to a classroom, the teacher candidate will observe the demographics of the school and classroom and will develop a growing appreciation for the philosophical, historical, sociological, legal, and psychological aspects of education. (1A, 2A)
2. Given access to a classroom, the teacher candidate will demonstrate good communication skills both in planning and in implementing instructional plans. (1B, 2B, 4B, 4H)
3. Given access to a classroom, the teacher candidate will demonstrate an understanding of the content bases for curricula as well as the use of technology in the classroom. (1A, 2A, 1B)
4. Given access to a classroom, the teacher candidate will plan appropriate instruction using a variety of classroom instructional techniques and strategies. (1B, 2B, 3A, 4C)
5. Given access to a classroom, the teacher candidate will demonstrate the ability to work with and instruct students at a variety of rates and work with and instruct students with a variety of abilities and learning styles. (2B, 3B, 4A, 4C, 4G)
6. Given the opportunity to work in a classroom, the teacher candidate will be able to reflect on his/her teaching and its effect on student learning. (1C, 2C, 4E, 4F, 4G)
7. Given the opportunity to work in a classroom, a school, and a school system, the teacher candidate will both analyze and reflect upon his/her role as a decision maker, a facilitator of learning, and a role model within the classroom, the school, and the community. (1C, 2C, 3C, 4D, 4E, 4F, 4G)

In summary, during the Practicum experience, teacher candidates will have the opportunity to practice (To Do) what they have learned (To Know) and to continue to conceptualize their understanding of teachers as Transforming Educators (To Be).

**Course Requirements/Standards**

The following requirements/standards have been established for Practicum/Field Component IV A:

**Organizational Requirements**

1. Teacher candidates must subscribe to the appropriate listserv and must check their Mercer e-mail account and Office of Field Placement website regularly for announcements, updates, and other communications. All teacher candidates in the Teacher Education Programs are required to use Mercer e-mail accounts. Instructions for opening Mercer e-mail accounts are available in the education offices on each campus.
2. Teacher candidates must have a Practicum/Field Component IVA Notebook. Follow the directions given in this handbook for organizing the Notebook. There will be two (2) notebook checks scheduled by the University Supervisor: a check for organization at Seminar 1 and a check during the Practicum experience for continued organization and inclusion of appropriate content, including all lesson plans up to and including the day of the Notebook check. Ten (10) points are available for each notebook check.
3. Teacher candidates must meet with their assigned Cooperating Teacher and plan with him/her a calendar for meeting the requirements of this field experience. **Candidates must submit the Planning Calendar to the University Supervisor at Seminar 1.** Teacher candidates should make a copy of this form for their notebooks. During the first week of the Practicum and prior to the submission of the Planning Calendar, teacher candidates must include one full day or two half days in the assigned classroom during the first week of the experience.
4. The Placement Confirmation Form must be submitted in LiveText by the end of the first week in schools. Please see directions for completing.

**LiveText Requirements**

1. **A LiveText account.** If you do not already have a LiveText account, see instructions for purchasing and setting up a LiveText account at: [http://education.mercer.edu/current/assessment/livetext-accounts/](http://education.mercer.edu/current/assessment/livetext-accounts/)
2. **Dispositions Assessment.** At the end of the course, you will be provided with formative feedback on your development and on demonstration of the professional dispositions that are important for Transforming Educators. No grade or score from the dispositions assessment will affect your course grade. Even though it will appear in your list of assignments, you do not have to submit anything for this assessment to occur. You can, however, go into the assignment to see the rubric that will be used to give dispositions feedback. The list of professional dispositions will be discussed at a seminar. You can also access the rubric here: [http://education.mercer.edu/current/assessment/dispositions/](http://education.mercer.edu/current/assessment/dispositions/)
3. **LiveText Check-Up.** You can find the list of courses available to you in LiveText in any of three locations: (1) under the Course tab; (2) in the upper right corner when you are on your Dashboard; (3) the available tabs of Active Assignments on your Dashboard (courses only show up there if there is an assignment that is “active”, i.e., awaiting submission or awaiting assessment). Locate your courses in one of these three ways and do the following:
   a. Be sure this course section, with the name of your University Supervisor, appears in your list of courses.
   b. Be sure that you are enrolled in all courses listed in your account.

4. If you see problems with a field experience course (i.e., you have the wrong supervisor listed or you don’t see the field experience course at all), notify the Office of Field Placement. If you do not see ANY courses (and you know that you are registered for some that require LT), you have to go through the Activate Missing LiveText Courses process, explained at: [http://education.mercer.edu/current/assessment/missing-livetext/](http://education.mercer.edu/current/assessment/missing-livetext/)

5. **LiveText Assignments.** Courses requiring LiveText are listed in your LiveText account under the Course tab. Within each course, specific LiveText requirements are listed on the Assignments tab.

6. **How to submit required assignments in LiveText:** See the step-by-step instructions in the Help section of LiveText (In Help, under the For Students tab, see Flash video on Submit an Assignment or see Submit a Course Assignment under the Assignments section). **Important reminder: If you are submitting an assignment that includes a template for your use, you must use that template; do not simply submit a Word document unless that is clearly an option for the assignment.** If you need help understanding how to submit a portfolio assignment (not a usual assignment in field experiences), see the instructions at: [http://education.mercer.edu/current/assessment/program-portfolios/submitting-portfolio/](http://education.mercer.edu/current/assessment/program-portfolios/submitting-portfolio/)

7. **Use the Help section in LiveText – it is excellent.** The Help link is located in the upper right corner of your window from within your LiveText account.

**Instructional Requirements**

1. Teacher candidates should plan with the Cooperating Teacher to determine opportunities for a **minimum** of five (5) instructional lessons and one two-day connected learning segment. ECE/SPED candidates should complete at least one literacy and one math lesson; the connected learning segment also needs to be in literacy or math. MG/SEC candidates should develop lessons in your content area.

   All of these instructional lessons must be submitted in filed in your Notebook, and you must use the Mercer Lesson Plan Template included in this handbook. (Template is in LiveText). Consult the Cooperating Teacher’s letter for suggested progression of the lessons and learning segment. You will choose two (2) of these lessons AND the two-day connected learning segment to upload to LiveText, after you have delivered/taught the lessons. You may be asked to teach more than five lessons. If so, you may use an informal lesson plan outline for any additional teaching events. You must have a lesson plan for any teaching event for which you are responsible. All lesson plans/instructional plans must also indicate that the Cooperating Teacher has approved a lesson before it is taught (CT’s initials and date), and all lesson plans. Informal plans taught must include date, lesson title, standard, diversity, material needed, and procedures.

2. Teacher candidates are required to complete an Analysis and Reflection assignment during the Practicum experience. Details for the assignment are given in Live Text. This assignment must be linked to the Portfolio.

3. Teacher candidates must complete a Placement Confirmation Form for the placement school, using the required LiveText format. (Link this report to your Portfolio.) **If not completed on time, candidates will incur a 5-point penalty.**

4. There will be a Dispositions Assessment completed by the Cooperating Teacher and the University Supervisor. At the end of the semester, be sure to review the evaluation that will be based on assessments from your Cooperating Teacher and your University Supervisor. The dispositions assessment will provide you with formative feedback on your development and on your demonstration of the professional dispositions that are important for Transforming Educators. No grade or score from the dispositions assessment will affect your course grade; however, failure to submit the dispositions documents will impact your final grade.

5. Teacher Candidates must videotape one teaching lesson. After viewing the videotape, teacher candidates will submit a critique of their teaching performance using the LiveText format. If there are restrictions on videotaping in the school system, teacher candidates should consult with the
Cooperating Teacher and the University Supervisor concerning an alternate plan. The videotaped lesson must not be a lesson that is also used for a formal observation by the CT or the US.

6. Teacher candidates must keep a reflective focused topic Journal (use LiveText template entitled Journal: Practicum). Journals will be submitted electronically via the Practicum teacher candidate’s LiveText account (see assignment calendar for due dates) and should be linked to the Portfolio.

Evaluation Standards for Teacher Candidates
Evaluation of a Teacher Candidate is a continuous process involving self-evaluation by the Teacher Candidate, evaluation by the Cooperating Teacher, and evaluation by the University Supervisor. The focus is on growth—becoming the best beginning teacher the Teacher Candidate can become. The rubric, Field Experience Standards of Performance for Initial Certification Candidates, is provided to Teacher Candidates, to Cooperating Teachers, and to University Supervisors as a basis for the assessment of initial certification Teacher Candidates. The standards are adapted from the Georgia Framework for Accomplished Teaching and reflect the principles of Tift College of Education’s Conceptual Framework, “The Transforming Educator.” A grade of Satisfactory (S) or Unsatisfactory (U) is given for EDUC 480/485; letter grades (A-F) are given for EMAT 608.

Tift College of Education, Mercer University Assessment Philosophy Statement
The Transforming Educator embodies the belief of the Tift College of Education that the process of growth and development is inherent in one’s education and professional life. At any level of education, candidates move through a transformation in their knowledge, skills, and disposition. For the Educator, this transformation continues through professional development and life-long learning as one strives to become the most effective educator and professional possible.

Assessment of this transformation must be conducted and must provide evidence of the Teacher Candidate’s growth and development. The Tift College of Education views this assessment process as a positive opportunity to assist and nurture Teachers Candidates in their growth and development toward becoming professionals. This process also provides Teacher Candidates opportunities to define and modify professional and personal goals through self-assessment, self-reflection, and faculty assessment.

Self-Evaluation
Probably the most important evaluation is self-evaluation or reflection done by the Teacher Candidate. For the career teacher, self-evaluation is the major vehicle of long-term improvement. Outstanding teachers regularly explore two questions as they teach:

What worked well in the lesson?
What would I change if I were to teach this lesson again to a similar group of students?

The first question provides positive feedback that supports and encourages the teacher. The second becomes the stimulus to look more closely at student development, interests, needs, and learning styles, and to analyze preparation, planning and presentation. Without this kind of reflection, a teacher grows complacent and stale, often inappropriately blaming students for learning problems rather than solving learning problems. Objective, regular self-evaluation helps the Teacher Candidate continue to be a vital, growing professional.

Evaluation by the Cooperating Teacher
The Cooperating Teacher has accepted the responsibility of guiding the growth of a teacher candidate on a day-to-day basis. The Cooperating Teacher or other school employee, including a substitute teacher, must be present at all times when the Teacher Candidate is in the presence of children inside or outside the classroom.

He/She will also prepare and submit two formative evaluations throughout the clinical experience with one evaluation occurring during the two-day learning segment. The effectiveness of these efforts, however, depends heavily upon the spirit in which they are received by the Teacher Candidate. A Cooperating Teacher cannot change a Teacher Candidate; the Teacher Candidate must make the changes. A Teacher Candidate should focus on how to be a better teacher. With this focus, a Teacher Candidate is ready to receive feedback that will lead to improvement.

Evaluations are vital for growth, regardless of whether the evaluation is of a student, a Teacher Candidate, or of oneself. If areas of strength or need are not known, change and growth cannot occur. The Cooperating
Teacher is asked to evaluate the student teacher candidly, thus providing the kind of feedback that will provide for change and professional growth and clearly assess the student teacher’s performance.

**Evaluation by the University Supervisor**

The University Supervisor shares in the responsibility for facilitating the growth of a Teacher Candidate. Some of his/her evaluations will be formative in nature and are designed to encourage professional development. In regular visits with the Cooperating Teacher and the Teacher Candidate, the University Supervisor will assess progress and assist in plans for further improvement. Periodically, he/she will observe the Teacher Candidate in various teaching roles and will provide feedback to facilitate growth.

The University Supervisor also completes a summative evaluation at the end of the semester. This evaluation is also holistic and encompasses all submitted work.

**Evaluation Criteria**

1. Teachers are expected to speak and to write in Standard English. Teacher candidates are expected to do so at all times because they serve as models for their students. Failure to speak or to write in English that is grammatically correct may result in remedial work and could prevent progression in the sequence of field experiences.

2. There will be a minimum of two (2) on-site formative evaluation observations of teaching performance by the University Supervisor, including an observation during the two-day learning segment. In addition, the University Supervisor will review the Notebook during the semester. The Notebook must include all lesson plans, up to, and including the date of the observation. The specific lesson plan for the observation must be available to the University Supervisor. The University Supervisor will discuss the observations and will give written appraisals (Formative Evaluation Observation Instrument) so that teacher candidates may stay apprised of their status. If more than two formative observations are required, other observations may be scheduled by the University Supervisor after consultation with the Cooperating Teacher. If subsequent observation indicates concerns about the performance of the candidate, the University Supervisor, the Cooperating Teacher, the Principal, and the Director of Field Placement and Certification will confer as to any action that might be necessary. Site Chairs and advisors will be notified, and a recommended timeline for re-direction will be written.

3. If the teacher candidate is not prepared for a scheduled observation, 25 points for each occurrence will be deducted from the final Practicum score earned by the candidate. Being prepared for the observation includes having the lesson plans, written as described in this Handbook, printed and ready for the University Supervisor and teaching a lesson that is appropriate for an observation.

4. There will be a minimum of two (2) on-site formative evaluation observations of teaching performance by the Cooperating Teacher during the semester, including an observation during the two-day learning segment. The lessons observed by the CT must not be the same lessons observed by the US or the lesson used for the video critique. The Cooperating Teacher should discuss each observation with the teacher candidate and should provide a copy of the written assessment to the teacher candidate. (Formative Evaluation Observation Instrument)

5. Teacher candidates must complete a Time Log. The Time Log must be signed and dated by the Cooperating Teacher at the end of each week, and at the end of the experience. The Time Log should be turned in to the University Supervisor at the last seminar. 10 point final grade deduction for failure to submit time log, or for an incomplete time log.

6. Attendance at all seminars scheduled by the University Supervisor is required. A five-point penalty will be imposed for each absence. Any problems with attending seminars must be discussed with the University Supervisor prior to the seminar.

7. The judgments of the Cooperating Teacher and the University Supervisor must indicate satisfactory completion of responsibilities, satisfactory performance in teaching, and an acceptable level of professionalism based on willingness to accept constructive criticism and to initiate change as needed.

8. The Summative Evaluations by the Cooperating Teacher and the University Supervisor must reflect either Developing or Proficient Levels; any Unacceptable ratings will require the Practicum teacher candidate to meet with the Field Placement Director, the Site Chair, the Advisor, and the University
Supervisor. The CT’s Summative Evaluation must be signed and dated by the Cooperating Teacher, and delivered to the University Supervisor by the last seminar.

9. All assignments are due when stated. An assignment not turned in by its due date will be considered late. “Turned in” means different things for different assignments: so see individual assignment guidelines for details about submission of assignments. Assignments submitted after the due date will be penalized 10% of the points for the assignment; however, an assignment submitted after one week (7 days) must be submitted but will not be read or graded. It will receive 0 points in the evaluation of points for the assignment. Please note that assignments must be submitted in order to complete the field experience requirements even if the assignment is submitted after one week and no points/grade is assigned.

10. Any additional requirements set by the Teacher Education Programs or the University Supervisor must be completed satisfactorily.

In order to earn a grade of Satisfactory (S) (Academic Centers and Macon Residential Programs) or a grade of “B” (Atlanta MAT or Certification Only Program), the requirements will be evaluated as follows:

1. You must accrue a minimum of **265** points (Academic Centers and Macon Residential Programs: EDUC 480, 485) or a minimum of **290** points (Atlanta: EMAT 608) from among the following:
   - Demographic Data Assignment (LT) 50 points
   - Practicum Notebook Check 1 10 points
   - Practicum Notebook Check 2 10 points
   - Analysis and Reflection Assignment (LT) 50 points
   - Formal Lesson Plan 1 and 2 (15 pts. each) 30 points
   - Two-Day Connected Learning Segment 30 points
   - Video Lesson Critique (LT) 40 points
   - Focused Topic Journal (3 entries LT) 30 points
   - Summative Evaluation: Cooperating Teacher & University Supervisor 100 points
   
   **Total points possible 350 points**

2. Other:
   - Time Log: Documented, approved and signed by the Cooperating Teacher (**-10 points if not completed appropriately or on time.**)
   - Completion of all LiveText assignments/Including the Placement Confirmation Form Submission of the following required forms: Planning Calendar & Placement Confirmation (**-5 points if not completed on time**)
   - Submission of Dispositions Assessment Form from the Cooperating Teacher to the University Supervisor
   - Summative Evaluation by the Cooperating Teacher
   - Summative Evaluation by the University Supervisor
   - Correct use of Standard English: Written and Oral
   - Seminar Attendance (**-5 for each seminar not attended**)
   - Satisfactory Evaluations by the Cooperating Teacher and University Supervisor
   - Failure to accrue the required minimum number of points as described in Part 1 and/or failure to complete successfully the requirements described in Part 2 and/or failure to receive a Developing or Proficient Level rating in appropriate areas of Part 2 will result in a final grade of Unsatisfactory (U) for EDUC 480/485 or a grade below the B required for EMAT 608. An Unsatisfactory grade (EDUC 480/485) or a grade below B (EMAT 608) will require repeating the Practicum experience prior to progression to Student Teaching or Internship.

**Methods of Instruction**

Instructional methods used in this course include lecture, group sessions, discussion, and field experience. The Teacher Education ListServe is used to post announcements, updates, and deadlines. Teacher candidates are required to subscribe using their Mercer e-mail accounts.

**Honor Policy**

Academic integrity is maintained through the honor system. The honor system imposes on each student the responsibility for his or her own honest behavior and assumes the responsibility that each student will report
any violations of the Honor Code. By the act of entering Mercer University, each student personally consents to Mercer's Honor System and thereby agrees to be governed by its rules. Furthermore, each student is personally responsible for knowing the rights and obligations as set forth in the Honor System. The student is also expected to cooperate with all proceedings of the Honor System and to participate fully in the Honor System. Students are expected to abide by the Honor Policy for ALL assignments.

Students are expected to do their own work for assignments that are electronically submitted as well as the companion website activities. The instructor will announce those assignments that are specifically designed for cooperative work.

“The most frequent violations of the Honor Code are cheating and plagiarism. Cheating is the taking of credit for work that has been completed by another person. The following are some of the more common instances of cheating:

1. Using notes, textbooks, or reference materials on a test, daily quiz, or examination unless the use of such materials is specifically permitted by the professor;  
2. Copying ideas or facts from another's papers during a test situation; 
3. Giving or receiving facts or ideas either verbally or in writing during a test situation; 
4. Obtaining test questions which a teacher does not release for further reference; 
5. Obtaining or giving specific information which will be on a test before the test is administered; 
6. Using unassigned translations in a reading course in a foreign language.

It is to be emphasized that these examples are not the only possible ones. They are listed in order to give the student a general idea of what constitutes an Honor Code violation.

Plagiarism is defined as the use of ideas, facts, phrases, or additional materials such as maps and charts from any source without giving proper credit (as specified below) for such material. Any material in a paper or report which is not acknowledged is understood to be the original work of the author, regardless of misinformation, carelessness, sloppiness, or typographical errors” (The Lair Student Handbook and Academic Planner 2000-2001, pp. 59-60). You may access additional information from the Provost’s Office website on Academic Integrity at https://provost.mercer.edu/handbooks/integrity.cfm.

Disability Statement
Mercer University is committed to the equal and excellent education of all students including students with disabilities. As of July 1st 2013, Disability Services became the ACCESS and Accommodation Office. The new name is intended to reflect the mission of the office, which is to improve the accessibility of Mercer University Programs, Services, and Facilities for persons with disabilities and ensure institutional compliance with the Americans with Disabilities Act (ADAAA) and Section 504 of the Rehabilitation Act (504). The office provides Accessibility, Consultation, Collaboration, Education, Support and Services (ACCESS), and Accommodations to ensure non-discrimination and equal access to all programs and services for students and visitors with disabilities.

Students requiring accommodations for a disability should inform the instructor at the close of the first class meeting or as soon as possible. The instructor will refer you to the ACCESS Coordinator to document your disability, determine eligibility for accommodations under the ADAAA/Section 504, and to request a Faculty Accommodation Form. Disability accommodations or status will not be indicated on academic transcripts. In order to receive accommodations in a class, students with sensory, learning, psychological, physical, or medical disabilities must provide their instructor with a Faculty Accommodation Form to sign. Students must return the signed form to the ACCESS Coordinator. A new form must be requested each semester. Students, with a history of a disability, perceived as having a disability or with a current disability, who do not wish to use academic accommodations are also strongly encouraged to register with the ACCESS Coordinator and request a Faculty Accommodation Form each semester. Student responsibilities can be found at http://studentaffairs.mercer.edu/disabilityservices/students.cfm.

For further information, please contact Carole Burrowbridge, Director and ADA/504 Coordinator, at 478-301-2778 or visit the website at http://studentaffairs.mercer.edu/disabilityservices/ for the ACCESS Coordinator for your campus.

Participation and Attendance
Practicum is a required course in the Teacher Education Program. Teacher candidates are expected to meet the criteria established for the course as described in the syllabus. These criteria include, but are not limited to,
punctuality and attendance at the assigned school according to the schedule established by the school/school system, and professionalism in manner and dress. These and other policies outlined in this syllabus are consistent with the responsibilities of the profession of teaching for which teacher candidates are preparing and for which they are accountable.

If an emergency necessitates absence or tardiness by a teacher candidate, please notify the Cooperating Teacher and the University Supervisor as soon as possible. **More than two (2) absences from school, other than absences scheduled by the Tift College of Education, may necessitate an extension of the field experience to make up the days lost.**

Seminar attendance is required of all teacher candidates participating in a field experience. Arriving late (15 minutes or more) or departing early (15 minutes or more) constitutes an absence. Failure to attend the seminars could have a negative effect on the final grade. **Failure to attend the Orientation Seminar for the Practicum/Field Component IVA experience will prevent a teacher candidate from participating in the field experience.**

**Termination/Remediation**

1. An individual candidate’s field experience assignment will be terminated if school officials (e.g., the Cooperating Teacher, the school principal) and/or the University Supervisor recommend termination. The termination will be justified by official documentation that indicates any of the following: the candidate jeopardizes instructional processes at the school; the candidate has exhibited a lack of professionalism and/or unethical behavior; the candidate has not demonstrated the expected professional dispositions and there are substantial concerns about this area of the candidate’s development. If the documentation also indicates that the candidate had adequate time and opportunity to remedy the problem(s) and has not successfully worked with the school and the University Supervisor to resolve the problem(s), then the candidate is removed from the classroom setting and will not be placed in another setting during the same semester.

2. University Supervisors must discuss any consideration for termination with the Director of Field Placement and Certification at the appropriate site who will inform the appropriate Chair. Decisions regarding grade, opportunities for remediation, and subsequent reassignment will be made by the Director of Field Placement and Certification at the appropriate site after consultation with the University Supervisor, and the appropriate Chair.

3. If a joint decision recommends remediation and a new placement for the field experience, a remediation plan that addresses the specific areas of concern will be developed with input from the candidate’s University Supervisor, Cooperating Teacher, Chair, and the Director of Field Placement and Certification at the appropriate site. Each remediation plan will be individualized for the teacher candidate, and implementation will be supervised by a University Supervisor and the Director of Field Placement and Certification at the appropriate site. Specific time limits will be set, and the remediation plan must be successfully completed prior to any new placement. It is important to note that a field experience can be repeated only once.

4. If a joint decision by the Director of Field Placement and Certification, the University Supervisor, and the appropriate Chair does not recommend remediation and a new placement, the Chair will inform the appropriate Associate Dean. The Associate Dean will arrange a conference with the candidate to discuss options available and to recommend a course of action.

**Professionalism**

Professionalism consists of the norms, values, standards, and practices associated with the school as a learning community in which all stakeholder groups are committed to ensuring student achievement and organizational productivity.

- Demonstrate knowledge of The Georgia Professional Code of Ethics and agree to hold oneself accountable to developing professional practices that meet or exceed the expectations of The Code of Ethics.
- Demonstrate the dispositions as identified in the Conceptual Framework as evidence of professional behavior.
• Demonstrate professional demeanor in attitude, speech, dress, conduct.
• Have approval for all activities, lesson plans, letters to parents, following the policies established by the school and the Cooperating Teacher.
• Take the initiative in learning and following the rules and policies of the school and of the classroom. It is critical to know the established routines for fire drills, tornado drills, and other emergency drills.
• Protect the use of the school’s resources, e.g., library, copy machines, consumable supplies, equipment. These resources are not to be used for personal or family convenience.
• Make a genuine effort to build good relationships with the students. However, remember that a Teacher Candidate’s first responsibility is as a teacher.
• Follow through with any agreement made with the Cooperating Teacher relating to the needs of the students, being flexible, and doing the best job possible. Do not make excuses for mistakes; be honest, apologize, and put forth an extra effort to avoid mistakes in the future.
• Try to work through any problem with the Cooperating Teacher before involving the University Supervisor.
• Avoid the temptation to complain about students, the principal, other teachers. (A good way to avoid the temptation is to avoid the Teacher’s Lounge.)
• Demonstrate a positive attitude and be positive, agreeable, and courteous.
• Take initiative in the classroom within the expectations and parameters set by the Cooperating Teacher. Offer help in any way that is needed. Try to plan interesting and creative learning experiences for your students.
• Be open to suggestions and constructive criticism and respond to suggestions for improvement.
• Be on time and prepared with any necessary assignments and materials for each seminar.
• Utilize the expertise and resources of the University Supervisor and arrange appropriate times to discuss any issues or problems.
• Work toward developing habits, skills, and attitudes that are positive.

Professional Contact Policy with TCOE Partnering Schools and School Systems

Tift College of Education students should refrain from improper contact with partner schools associated with Mercer University during their enrollment in our program. “Improper Contact” can be defined as contact with partnering schools regarding placement without OFP consent. Further, “improper contact” should not be made using cell phones, social media, telephones, email correspondence or USPS mail services. Students who have grievances regarding their placements, Cooperating Teachers, University Supervisors, or others before, during, or at the conclusion of their experience should contact the Director of Field Placement and Certification. The Director will explain the proper channel to file an official grievance, as needed.

Resources

LiveText, http://www.livetext.com


GACE, http://gace.ets.org/

APPENDICES
The Practicum/Field Component IVA Notebook

Each Practicum/Field Component IVA student is required to keep a Notebook. Teacher candidates should take their Notebook to each seminar. The Notebook should be accessible to the University Supervisor at each observation. There will be two checks of the Practicum Notebook. Notebook Check 1 will assess for organization and content as appropriate at the time of Seminar 1. Notebook Check 2 will occur during the course of the Practicum experience and will assess for continued organization and for inclusion of appropriate content, including all lesson plans up to and including the day of the Notebook check. Ten (10) points are available for each notebook check. The Notebook should meet the following criteria:

1. Loose-leaf Notebook/Binder (1” – 1½ “ max.)
2. Content Dividers identified with content to be included as follows:
   a. Section 1 – Course Information/Resources
      1. Syllabus
      2. University Supervisor Handouts
      3. Field Experience Calendar/Checklist
   b. Section 2 – Class Organization/Structure
      1. Class List(s)/Roll(s)
      2. Daily Schedule for your assigned classroom
      3. Class Policies
   c. Section 3 – Instructional Plans
      1. Planning Calendar
      2. Formal Lesson Plans/Instructional Plans (2)
      3. Informal Lesson Plans for each teaching opportunity (Minimum of 8 other lesson plans; see Informal Lesson Plan Requirements))
   d. Section 4 – Evaluations
      1. LiveText Information
      2. Field Experience Standards of Performance for Initial Certification Candidates (Gold Rubric)
      3. Copies of all formative evaluations (CT and US)
      4. Time Log

   Total points possible 20 points
## Phases of Professional Practicum

<table>
<thead>
<tr>
<th>Phase I</th>
<th>Phase II</th>
<th>Phase III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weeks 1-5</td>
<td>Weeks 6-10</td>
<td>Weeks 11-15</td>
</tr>
</tbody>
</table>

### On-Site Tasks
- **Phase I**
  - Plan Schedule for Semester
  - Observe
  - Assist
  - Co-Plan
  - Co-Teach
- **Phase II**
  - Observe
  - Assist
  - Co-Teach
  - Teach
- **Phase III**
  - Observe
  - Assist
  - Co-Teach
  - Teach

### Assignments
- **Phase I**
  - Journal I
  - Placement Confirmation Form
  - Demographic Assignment
- **Phase II**
  - First Lesson Plan Due
  - Journal II
  - Video Critique
  - Second Lesson Plan Due
- **Phase III**
  - Two-Day Connected Learning Segment
  - Analysis and Reflection
  - Journal III

### Evaluation
- **Phase I**
  - Self Evaluation
  - Cooperating Teacher Feedback
- **Phase II**
  - Formative Evaluation 1
    - *Completed by Cooperating Teacher and University Supervisor*
- **Phase III**
  - Formative Evaluation 2
    - *Completed by Cooperating Teacher and University Supervisor*

### Seminar
- **Phase I**
  - Demographic Assignment
  - Lesson Planning
  - Video
- **Phase II**
  - Final seminar
  - Evaluations in Lab
  - Final Paperwork due

**Dates for EDUC 480 (Holistic Child) will vary from above.**

*Starting dates may vary per county.*
Mercer Long Form Lesson Plan Template with Guiding Questions
NOTE: This long form template is recommended for a lesson that is designed as a stand-alone lesson and not part of a larger connected learning segment.

Teacher Candidate:  
Grade Level:  
Date:  
Unit/Subject:  

Part I: Preparation and Context for Learning

Standards Correlation:  
• What standards are most relevant to the learning goals of this lesson? See www.georgiastandards.org.

Central Content Focus:  
• What are the important understandings and core concepts from your standard(s) that you want to develop within this lesson?  
• Did your focus go beyond a list of facts or skills and address subject-specific concepts?

Learning Targets:  Note: These may be written in student friendly, “I can” statements.  
• What should the students know and be able to do after this lesson?  
• What are some of the smaller discrete skills students will need to grasp the central content focus?  
• Did you use verbs that indicate actions such as create, design, observe or compare?

Context for Learning:  
• How will you consider the instructional, social and cultural contexts for this lesson?  
• How would you consider factors such as students’ prior knowledge, cultural backgrounds and interests, language development and age appropriate instruction?  
• Will you need to consider any specific management or room arrangement strategies?  
• If you will be implementing this lesson, have you included specifics about the demographics and characteristics of the school, classroom and students?

Academic Language:  
• What will be the academic language demands in this lesson?  
• What ways will you need to scaffold and support the demands of academic language so that students can learn, participate and engage in meaningful ways with the content?  
• How will your lesson support the students’ receptive language skills (e.g., listening, reading) and productive language skills (e.g., discourse, writing)?  
• What is the specific language function (usually identified from the verb in your standard) that students will need to engage in the content? How will this function fit into your instruction?

Key Vocabulary:  
• What are the key content-related vocabulary words that are essential for students to master content in this lesson?

Differentiation/Planned Support:  
• How will you plan for a variety of differentiated instruction based on needs for the whole class, groups of students with similar needs and individual students?  
• What special modifications will you make (e.g., special education, 504 plans, English Language Learners, and culturally responsive teaching)?  
• How will you remediate and enrich the content?  
• How will you provide multiple means of presentation, engagement, and expression so that students can show their learning?  
• How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups?

Theoretical Principles and/or Research Based Best Practices:  
• What is the theoretical and/or research basis for the learning tasks in this lesson?  
• Did you make well-developed connections between the theory and/or research and your plans for instruction?

Materials/Instructional Technology:  
• What materials/tools will the teacher need for this lesson?  
• What materials/tools will the students need for this lesson?

Part II: Teaching Procedures

Introduction: (Background Knowledge or Review of Previous Day) (Approximate Minutes: _____)  
• How will you determine prior knowledge?  
• How will you get the students’ attention, focus them on the learning target(s), and motivate them to learn?  
• What will you say to students to explain the purpose of the lesson?  
• How will you link the new content to students’ personal/cultural and community assets?
Instruction: (Approximate Minutes: _____)
• How will you organize the lesson, deliver instruction and actively engage students?
• What will you do and say? What will students do?
• In what ways will you formatively assess learning during instruction? What questions will you ask?
• What information will be communicated to the students and how (e.g., direct instruction, modeling, inquiry, instructional technology)?
• How will you support academic language development?
• How will you incorporate the differentiation supports that you planned?

Structured Practice and Application: (Approximate Minutes: _____)
• How will you give students the opportunity to practice so you can provide feedback (e.g., laboratory experience, guided practice, collaborative work)?
  How will students apply what they have learned?
• How will you determine if students are meeting the intended learning targets?
• How will you meet the needs of all students during practice and application?

Closing: (Summarizing or Linking) (Approximate Minutes: _____)
• How will you actively involve students at the end of the lesson to reflect on and reinforce the central content focus?
• How will you check for understanding of the learning target(s)?
• How will they link this lesson to past or future learning?

Part III: Assessment
• How will you check for background knowledge?
• Have you used multiple forms of formative assessment to accommodate various learning needs?
• Have you considered ways to give specific feedback to students that might address both their strengths and needs related to specific learning targets?
• How can you include a way for students to self-assess their own learning?
• How will you know how to plan the next steps for learning based on the assessments in this lesson?

Part IV: Planning Commentary – Use this section if you are just planning but not implementing the lesson.
Please reflect open and honestly on the planning process you experienced with this lesson.
• What did you learn from the process? What was most challenging and why?
• What might be unexpected challenges or options you may need to consider?
• What parts of this assignment did you find most helpful? Which part was least helpful?
• Do you have any suggestions for improvement in the lesson design and/or writing process?

Analyzing Teaching Commentary – Use this section if you had the opportunity to actually teach this lesson.
• What worked? Why?
• What didn’t work? Why?
• Did some parts work for some students (whole group, small groups, individuals) but not for others? Explain.
• What instructional changes would you need to make as you prepare for future instruction with this group of students?
• Why do you think these changes would improve student learning?
• What research or theory supports these changes?

Part V: References
• List in APA format references for any specific materials, strategies and/or content used in the lesson that was not your own original work.

NOTES:
• Lesson formats may vary in scope and depth depending on the content, target student audience and the stage of conceptual development.
• Individual professors or instructors may vary lesson components as needed.
• Several elements of this template were adapted from the edTPA lesson plan model retrieved from http://edtpa.aacte.org/
Mercer Connected Learning Segment with Guiding Questions

NOTE: This format is designed for a connected learning segment.

Teacher Candidate:
Grade Level:
Date:
Unit/Subject:

Part I: Preparation and Context for Learning

Standards Correlation:
• What standards are most relevant to the learning goals? See www.georgiastandards.org.

Central Content Focus:
• What are the important understandings and core concepts from your standard(s) that you want to develop within this learning segment?
• Did your focus go beyond a list of facts or skills and address subject-specific concepts?

Learning Targets: Note: These may be written in student friendly, “I can” statements.
• What should the students know and be able to do after this learning segment?
• What are some of the smaller discrete skills students will need to grasp the central content focus?
• Did you use verbs that indicate actions such as create, design, observe or compare?
• How do your learning targets show a content focus progression so that reasoning, problem solving and or critical thinking skills are developed over time?

Context for Learning:
• How will you consider the instructional, social and cultural contexts for this learning segment?
• How would you consider factors such as students’ prior knowledge, cultural backgrounds and interests, language development and age appropriate instruction?
• Will you need to consider any specific management or room arrangement strategies?
• If you will be implementing this learning segment, have you included specifics about the demographics and characteristics of the school, classroom and students?

Academic Language:
• What will be the academic language demands in this learning segment?
• What ways will you need to scaffold and support the demands of academic language so that students can learn, participate and engage in meaningful ways with the content?
• How will your lessons support the students’ receptive language skills (e.g., listening, reading) and productive language skills (e.g., discourse, writing)?
• What is the specific language function (usually identified from the verb in your standard) that students will need to engage in the content? How will this function fit into your instruction?

Key Vocabulary:
• What are the key content-related vocabulary words that are essential for students to master content in this learning segment?

Learning Segment Scope and Sequence
• Show an overview of the progression of your central content focus over time.
  Make a list with the day and the key learning target(s) that will be addressed each day.
• Other considerations as you develop your connected learning segment:
  • Does the learning segment show alignment with the standards?
  • Do the skills and activities become increasingly more complex over time?
  • Is there a gradual release of responsibility from teacher to student?
  • Is there a gradual exposure and usage of academic language for the students?

Differentiation/Planned Support
• How will you plan for a variety of differentiated instruction based on needs for the whole class, groups of students with similar needs and individual students?
• What special modifications will you make (e.g., special education, 504 plans, English Language Learners, and culturally responsive teaching)?
• How will you remediate and enrich the content?
• How will you provide multiple means of presentation, engagement, and expression so that students can show their learning?
• How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups?

Theoretical Principles and/or Research Based Best Practices:
• What is the theoretical and/or research basis for the learning tasks in this learning segment?
• Did you make well-developed connections between the theory and/or research and your plans for instruction?
Materials/Instructional Technology:
• What materials/tools will the teacher need for this learning segment?
• What materials/tools will the students need for this learning segment?

Part II: Teaching Procedures

Lesson plans for 3-5 days (or for two days in Practicum/Mentored Practicum) will be inserted in Part II. The short form Mercer lesson plan format is recommended for use in this section.

Part III: Assessment
• Have you divided this section into examples of formative, summative, self-assessment, etc. and indicated the day in which your assessment strategy will be implemented?
• How will you check for background knowledge?
• Have you used multiple forms of formative assessment to accommodate various learning needs?
• Have you considered ways to give specific feedback to students that might address both their strengths and needs related to specific learning targets?
• How can you include a way for students to self-assess their own learning?
• How will you check for summative assessment?

Part IV: Planning Commentary – Use this section if you are just planning but not implementing the learning segment.
Please reflect open and honestly on the planning process you experienced in your learning segment.

• What did you learn from the process? What was most challenging and why?
• What might be unexpected challenges or options you may need to consider?
• What parts of this assignment did you find most helpful? Which part was least helpful?
• Do you have any suggestions for improvement in the learning segment design and/or writing process?

Analyzing Teaching Commentary – Use this section if you had the opportunity to actually teach this learning segment.
• What worked? Why?
• What didn’t work? Why?
• Did some parts work for some students (whole group, small groups, individuals) but not for others? Explain.
• What instructional changes would you need to make as you prepare for future instruction with this group of students?
• Why do you think these changes would improve student learning?
• What research or theory supports these changes?

Part V: References
• List in APA format references for any specific materials, strategies and/or content used in the unit that was not your own original work.

NOTES:
• Learning segment (or unit) formats may vary in scope and depth depending on the content, target student audience and the stage of conceptual development.
• Individual professors or instructors may vary components as needed.
• Several elements of this template were adapted from the edTPA model retrieved from http://edtpa.aacte.org/
Mercer Short Form Lesson Plan Template with Guiding Questions

NOTE: This short form template is recommended for lessons that are part of a connected learning segment.

Teacher Candidate:  
Grade Level:  
Date:  
Unit/Subject:  

Part I: Preparation for Learning

Standards Correlation:
• What standard(s) is most relevant to the learning goals of this lesson? See www.georgiastandards.org.

Central Content Focus:
• What are the core understandings/concepts from your standard(s) that you want to develop within this lesson?

Learning Target(s):
• What should the students know and be able to do after this lesson?

Academic Language/Key Vocabulary:
• What is the academic language focus for this lesson?
• What is the key content vocabulary for this lesson?

Differentiation/Planned Support:
• How will you plan for a variety of differentiated instruction based on needs for the whole class, groups of students with similar needs and individual students?
• What special modifications will you make (e.g., special education, 504 plans, English Language Learners, and culturally responsive teaching)?
• How will you remEDIATE and enrich the content?
• How will you provide multiple means of presentation, engagement, and expression so that students can show their learning?
• How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups?

Materials/Instructional Technology:
• What materials/tools will the teacher need for this lesson?
• What materials/tools will the students need for this lesson?

Part II: Teaching Procedures

Introduction: (Background Knowledge or Review of Previous Day)
• How will you determine prior knowledge?
• How will you get the students’ attention, focus them on the learning target(s), and motivate them to learn?
• What will you say to students to explain the purpose of the lesson?
• How will you link the new content to students’ personal/cultural and community assets?

Instruction:
• How will you organize the lesson, deliver instruction and actively engage students?
• What will you do and say? What will students do?
• In what ways will you formatively assess learning during instruction? What questions will you ask?
• What information will be communicated to the students and how (e.g., direct instruction, modeling, inquiry, instructional technology)?
• How will you support academic language development?
• How will you incorporate the differentiation supports that you planned?

Structured Practice and Application:
• How will you give students the opportunity to practice so you can provide feedback (e.g., laboratory experience, guided practice, collaborative work)?
• How will students apply what they have learned?
• How will you determine if students are meeting the intended learning targets?
• How will you meet the needs of all students during practice and application?

Closing: (Summarizing or Linking)
• How will you actively involve students at the end of the lesson to reflect on and reinforce the central content focus?
• How will you check for understanding of the learning target(s)?
• How will they link this lesson to past or future learning?

Part III: References
• List in APA format references for any specific materials, strategies and/or content used in the unit that was not your own original work.
NOTES:
• Lesson formats may vary in scope and depth depending on the content, target student audience and the stage of conceptual development.
• Individual professors or instructors may vary lesson components as needed.
### Tift College of Education Formative Evaluation: Observation Instrument

<table>
<thead>
<tr>
<th>Observation:</th>
<th>1</th>
<th>2</th>
<th>3 (circle one)</th>
<th>Evaluator:</th>
<th>US</th>
<th>CT/MT (circle one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Candidate Name</td>
<td></td>
<td>Observation Date</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Using the detailed rubric, *Field Experience Standards of Performance for Initial Certification Candidates*, given to you as a separate handout, please rate your teacher candidate on the following standards based on your holistic assessment of his/her performance during the placement experience thus far. (Original = US/Mercer; yellow = Teacher Candidate; pink = CT/MT)

**Rating Scale:**
- **2 Proficient:** standard is met at the level expected of pre-service teachers
- **1 Developing:** evidence of positive movement towards the standard, but not yet demonstrated at the expected level
- **0 Unacceptable:** little or no evidence of meeting the standard

<table>
<thead>
<tr>
<th>Rating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I-A: Subject-Specific Content/Concepts</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I-B: Pedagogical (Instructional) Content</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I-C: Content Connections</td>
<td></td>
<td></td>
</tr>
<tr>
<td>II-C: Students’ Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>II-E: Instructional Adaptations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>III-A: Classroom Learning Community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>III-B: Classroom Environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>III-C: Classroom Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>III-D: Motivational Strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>III-E: Cultural Responsiveness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>III-F: Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>V-A: Instructional Rationales</td>
<td></td>
<td></td>
</tr>
<tr>
<td>V-C: Instructional Strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>V-D: Monitoring and Adjustments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>V-E: Resources &amp; Technology for Instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI-B: Post Conference: Reflection</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

General Comments/Recommendations:

Evaluator Signature_____________________________________________ Date____________

Teacher Candidate Signature______________________________________ Date____________
## Dispositions Assessment of Teacher Candidates

### Cooperating Teacher/Mentor Teacher Assessment

**Teacher Candidate_________________________**

**Date_________________________**

**Classroom Teacher Signature_________________________**

**Date_________________________**

Based on your experiences with the teacher candidate placed in your classroom this semester, please rate the candidate on the following professional disposition, using the indicators on the Professional Dispositions list to guide your assessment. Turn your assessment in to the University Supervisor, who will share it with the teacher candidate. Please add explanatory comments, especially in areas where you have concerns.

### Pts. | Rating | Descriptors
--- | --- | ---
4 | **Always** | Candidate demonstrates the disposition every time the CT interacts with or observes the candidate.
3 | **Usually** | Candidate normally demonstrates the disposition, in part or in total, when the CT/MT interacts with or observes the candidate.
2 | **Needs Improvement** | Candidate occasionally demonstrates the disposition, in part or in total, or occasionally demonstrates inappropriate behavior indicating a deficit in the disposition when the CT/MT interacts with or observes the candidate.
1 | Not Satisfactory | Candidate does not demonstrate the disposition, in part or in total, or frequently demonstrates inappropriate behavior indicating a deficit in the disposition when the CT/MT interacts with or observes the candidate.
0 | Not Able to Observe | Candidate does not have the opportunity to demonstrate a specific disposition when the CT/MT interacts with or observes the candidate.

### Disposition

<table>
<thead>
<tr>
<th>Respect</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Is considerate of the feelings, opinions, knowledge, and abilities of others • Is receptive to different ideas and to different people • Recognizes, values, and utilizes assets in the community • Acknowledges intellectual property of others by giving credit and avoiding plagiarism • Treats all students with fairness and equity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Is reliable and trustworthy • Accepts consequences for personal actions or decisions • Prepares for instruction &amp; meetings with supervisors • Communicates changes in time or schedule with supervisors • Demonstrates ethical and professional behavior, such as confidentiality, punctuality, appearance • Actively participates and attends to tasks without prompting • Interacts in a positive and professional manner with students, peers, teachers, university personnel, and others; maintains appropriate boundaries • Represents him/herself in an appropriate manner via technology (webpage, blogs, chat room, MySpace, FaceBook)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Flexibility</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Adapts to changing situations in the classroom • Is open to new ideas • Deals appropriately with less than ideal situations when necessary • Maintains a positive attitude when changes occur and adjusts to unexpected events • Demonstrates resilience • Maintains composure under stress</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Collaboration</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Cooperates with peers, CTs, school professionals, staff, and university personnel • Works with other professionals to improve the overall learning environment for students • Shares knowledge and responsibilities with others • Gives and receives feedback</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reflection</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Self-assess knowledge and performance • Demonstrates accurate self-analysis regarding own strengths and weaknesses • Responds to constructive feedback by making appropriate changes in instruction or action</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Commitment to Learning</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates intellectual curiosity through his/her willingness to seek out and try out new ideas and teaching strategies • Demonstrates enthusiasm for the discipline(s) taught; keeps abreast of new ideas and developments in the field, and sees connections to everyday life • Explicitly demonstrates a knowledge of the benefits of membership in professional organizations and/or is a member of one or more</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Belief in Teacher Efficacy</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates a belief that all students can learn • Demonstrates belief that teachers are able to make a difference in the success of students (ex. by looking for ways to succeed rather than accepting defeat) • Advocates for all learners</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Intelligence</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Engages in socially appropriate and professional behaviors • Is able to accurately interpret social situations, i.e. is perceptive to the feelings of others; responds appropriately and diplomatically • Interprets non-verbal communication • Demonstrates ability to adapt and “fit” in various situations and environments/ Understands one’s role in a group or larger community/ Recognizes self as part of a whole • Actively listens and responds appropriately to others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments (Continue on back if necessary):**
<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week One</td>
<td></td>
<td>8:00-11:00 (O)</td>
<td></td>
<td>7:30-3:30 (CP &amp; O)</td>
<td></td>
</tr>
<tr>
<td>9/8-9/12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week One</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week Two</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week Three</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week Four</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week Five</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week Six</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week Seven</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week Eight</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week Nine</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week Ten</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week Eleven</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week Twelve</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week Thirteen</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week Fourteen</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week Fifteen</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Chart below is a guide or sample. Work with your University Supervisor and Cooperating Teacher for the best model. You may have to teach more than two lessons per week to achieve the minimum of 10. You will need to add specific dates to your on-site task calendar.

<table>
<thead>
<tr>
<th>Week</th>
<th>On-Site Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>O/A</td>
</tr>
<tr>
<td>2</td>
<td>A/CT</td>
</tr>
<tr>
<td>3</td>
<td>A/CT</td>
</tr>
<tr>
<td>4</td>
<td>CT/T</td>
</tr>
<tr>
<td>5</td>
<td>CT/T</td>
</tr>
<tr>
<td>6</td>
<td>T</td>
</tr>
<tr>
<td>7</td>
<td>T</td>
</tr>
<tr>
<td>8</td>
<td>T</td>
</tr>
<tr>
<td>9</td>
<td>T</td>
</tr>
<tr>
<td>10</td>
<td>T</td>
</tr>
<tr>
<td>11</td>
<td>T</td>
</tr>
<tr>
<td>12</td>
<td>A</td>
</tr>
<tr>
<td>13</td>
<td>A</td>
</tr>
<tr>
<td>14</td>
<td>A</td>
</tr>
<tr>
<td>15</td>
<td>A</td>
</tr>
</tbody>
</table>

CP = Co-Plan  O = Observe  A = Assist  CT=Co-Teach  T = Teaching
Practicum Time Log

____EDUC 485 ____EDUC 480 _____ EMAT 608

Semester/Year: _______________

Teacher Candidate Name ____________________________________________

Last            First               MI

School________________________________ County/System________________________

Cooperating Teacher ___________________________ Grade/Subject ______________

Note: The teacher’s signature validates the form. This form must be signed and given to the University Supervisor at the conclusion of the field experience, i.e., at the final seminar.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Times</th>
<th>Hours on Site</th>
<th>Cooperating Teacher Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Please sign at the end of each week.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Please indicate absences.</td>
</tr>
</tbody>
</table>

Total Practicum Hours___________
<table>
<thead>
<tr>
<th>Dates</th>
<th>Times</th>
<th>Hours on Site</th>
<th>Cooperating Teacher Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Please sign at the end of each week.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Please indicate absences.</td>
</tr>
</tbody>
</table>

**Total Practicum Hours**

Signature of Cooperating Teacher

Print Name of Cooperating Teacher
Using the detailed rubric, *Field Experience Standards of Performance for Initial Certification Candidates*, given to you as a separate handout, please rate your teacher candidate on the following standards based on your holistic assessment of his or her performance during the placement experience.

**Rating Scale:**
- **2 Proficient:** standard is met at the level expected of pre-service teachers
- **1 Developing:** evidence of positive movement towards the standard, but not yet demonstrated at the expected level
- **0 Unacceptable:** little or no evidence of meeting the standard
- **N/O Not Observed**

<table>
<thead>
<tr>
<th>Standard</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>N/O</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Content and Curriculum</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I-A: Subject-Specific Content/Concepts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I-B: Pedagogical (Instructional) Content</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I-C: Content Connections</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II. Knowledge of Students and Their Learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II-A: High Expectations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II-B: Students’ Learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II-C: Students’ Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II-D: Environmental Factors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II-E: Instructional Adaptation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II-F: Relationships with Families *</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III. Learning Environment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III-A: Classroom Learning Community</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III-B: Classroom Environment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III-C: Classroom Management</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III-D: Motivational Strategies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III-E: Cultural Responsiveness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III-F: Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV. Assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV-A: Assessment Knowledge *</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV-B: Use of Pre-assessment Data</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV-C: Use of Classroom-based Assessments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV-D: Students’ Self Assessment *</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV-E: Grading Procedures</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV-F: Communicating Student Progress*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV-G: Record Keeping*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V. Planning and Instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V-A: Instructional Rationales</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V-B: Lesson Planning and Instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V-C: Instructional Strategies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V-D: Monitoring and Adjustments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V-E: Resources and Technology for Instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI. Professionalism</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI-A: Professional Conduct</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI-B: Reflection</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI-C: Commitment to Life-Long Learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*These indicators are not included among those required for the 100-point total.

In your opinion, is this candidate ready to advance to the culminating field experience (Student Teaching/Internship)?

____ Yes  ____ No

If no, please explain, using the back of this form.

At this point in the candidate’s development, would you recommend this candidate for a teaching position? (only for candidates who could be hired on a non-renewable certificate.)

____ Yes  ____ No  ____ N/A

Cooperating/Mentor Teacher’s Signature ____________________________ Date __________________

---

28
Practicum/Mentored Practicum
Summative Evaluation: University Supervisor

Teacher Candidate’s Name_________________________________________ School System________________
Cooperating/Mentor Teacher’s Name_________________________________ School Name_________________
Grade Level and/or Subject Area_______________________ University Supervisor Name____________________

Using the detailed rubric, *Field Experience Standards of Performance for Initial Certification Candidates*, given to you as a separate handout, please rate your teacher candidate on the following standards based on your holistic assessment of his/her performance during the placement experience.

**Rating Scale:**

- **2 Proficient:** standard is met at the level expected of pre-service teachers
- **1 Developing:** evidence of positive movement towards the standard, but not yet demonstrated at the expected level
- **0 Unacceptable:** little or no evidence of meeting the standard
- **N/O Not Observed**

<table>
<thead>
<tr>
<th>Standard</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>N/O</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Content and Curriculum</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I-A: Subject-Specific Content/Concepts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I-B: Pedagogical (Instructional) Content</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I-C: Content Connections</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>II. Knowledge of Students and Their Learning</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II-A: High Expectations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II-B: Students’ Learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II-C: Students’ Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II-D: Environmental Factors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II-E: Instructional Adaptation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II-F: Relationships with Families *</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>III. Learning Environment</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III-A: Classroom Learning Community</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III-B: Classroom Environment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III-C: Classroom Management</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III-D: Motivational Strategies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III-E: Cultural Responsiveness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III-F: Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>IV. Assessment</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV-A: Assessment Knowledge *</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV-B: Use of Pre-assessment Data</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV-C: Use of Classroom-based Assessments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV-D: Students’ Self Assessment *</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV-E: Grading Procedures</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV-F: Communicating Student Progress*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV-G: Record Keeping*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>V. Planning and Instruction</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V-A: Instructional Rationales</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V-B: Lesson Planning and Instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V-C: Instructional Strategies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V-D: Monitoring and Adjustments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V-E: Resources and Technology for Instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>VI. Professionalism</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI-A: Professional Conduct</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI-B: Reflection</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI-C: Commitment to Life-Long Learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*These indicators are not included among those required for the 100-point total.*

In your opinion, is this candidate ready to advance to the culminating field experience (Student Teaching/Internship)? ____ Yes _____ No (If no, please explain, using the back of this form.)

At this point in the candidate’s development, would you recommend this candidate for a teaching position? (This question is relevant only for candidates who could be hired on a non-renewable certificate.) ____Yes____ No____ N/A

University Supervisor’ Signature_______________________________________ Date________________
Tift College of Education
Practicum/Field Component IVA
Grade Submission Form: University Supervisor
Submit this form to your University Supervisor at the first seminar.

Check one:  ____ EDUC 480  ____ EDUC 485  ____ EMAT 608

Teacher Candidate Name__________________________ ID#_____________________
Campus Location ____________________________ Last First MI Semester ______ Year ______
Assign School ____________________________ Grade/Subject ____________________________
County/School System ____________________________ Principal ____________________________
Cooperating Teacher ____________________________ University Supervisor ____________________________

Course Evaluation

Part 1: POINTS
You must accrue a minimum of 265 points (Macon Residential & RACs) or a minimum of 290 points (Atlanta) from among the following in order to earn a grade of Satisfactory (S) (Macon Residential & RACs EDUC 480/485) or a grade of “B” (Atlanta EMAT 608):

<table>
<thead>
<tr>
<th>Awarded Pts.</th>
<th>Assignment</th>
<th>Possible Points</th>
<th>Penalty</th>
<th>Grade Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______</td>
<td>Demographic Data Assignment (LT)</td>
<td>50 points</td>
<td>_______</td>
<td>325 – 350 = A</td>
</tr>
<tr>
<td>_______</td>
<td>Practicum Notebook Check 1</td>
<td>10 points</td>
<td>_______</td>
<td>312 – 324 = B+</td>
</tr>
<tr>
<td>_______</td>
<td>Practicum Notebook Check 2</td>
<td>10 points</td>
<td>_______</td>
<td>290 – 311 = B</td>
</tr>
<tr>
<td>_______</td>
<td>Analysis and Reflection Assignment (LT)</td>
<td>50 points</td>
<td>_______</td>
<td>280 – 289 = C</td>
</tr>
<tr>
<td>_______</td>
<td>Formal Lesson Plan 1 and 2 (15 pts. each)</td>
<td>30 pts.</td>
<td>_______</td>
<td>265 – 279 = C</td>
</tr>
<tr>
<td>_______</td>
<td>Two-Day Connected Learning Segment</td>
<td>30 points</td>
<td>_______</td>
<td>228 – 264 = D</td>
</tr>
<tr>
<td>_______</td>
<td>Video Lesson Critique (LT)</td>
<td>40 points</td>
<td>_______</td>
<td>0 – 263 = F</td>
</tr>
<tr>
<td>_______</td>
<td>Focused Topic Journal 3 entries LT)</td>
<td>30 points</td>
<td>_______</td>
<td></td>
</tr>
<tr>
<td>_______</td>
<td>Summative Evaluation: CT &amp; US</td>
<td>100 points</td>
<td>_______</td>
<td></td>
</tr>
<tr>
<td>_______</td>
<td>Total points possible</td>
<td>350 points</td>
<td>_______</td>
<td></td>
</tr>
</tbody>
</table>

OBSERVATIONS

| _______      | Observation 1 (S/U)                             | Penalty |       |
| _______      | Observation 2 (S/U)                             | Penalty |       |
| _______      | TOTAL POINTS ACCRUED                            | _______ |       |

Part 2: OTHER

| _______      | Time Log: Documented, approved, and signed by the Cooperating Teacher (-10 if not completed) |
| _______      | Completion of all LiveText assignments * Including the Placement Confirmation Form |
| _______      | Submission of all required forms (Planning Calendar, Placement Confirmation) * (-5 if not completed) |
| _______      | Submission of Dispositions Assessment Form from the CT to the US ** |
| _______      | Summative Evaluation by the Cooperating Teacher ** |
| _______      | Summative Evaluation by the University Supervisor ** |

*Submitted by the assigned due date
**Must reflect either Developing or Proficient Level; any Unacceptable ratings will require the Teacher Candidate to meet with the Director of Field Placement and Certification, the Site Chair, the Advisor, and the University Supervisor.

FINAL GRADE ASSIGNED: ________

University Supervisor Signature __________________________________________ Date ______________
Please Print Name_________________________________________ Campus Location ____________________________