

# **THE URBAN ACCELERATED CERTIFICATION AND MASTER'S PROGRAM: AN INTERACTIVE APPROACH**

Program Theme: URBAN EDUCATOR AS DECISION MAKER

Unit Theme: CREATING EFFECTIVE CONTEXTS FOR LEARNING

Fall Semester, 2007

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## **PREFACE**

Sweeping changes provide a challenge to teacher education programs. Changes in communities, schools, and family patterns combined with the ongoing commitment to provide a developmentally appropriate education for every child and the necessity for high quality education for all children and adults have served to challenge teacher educators. Colleges of education strive for continuing improvement in teacher education programs. School systems continue to display a willingness to participate as partners in preparing teachers and a genuine concern for improving the quality of field experiences.

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

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

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

L.Q.J.

# TABLE OF CONTENTS

	<b>Page</b>
<b>Part I: The Partnership and Roles</b>	
The Partnership .....	5
The Role of the Mentor Classroom Teacher.....	8
The Role of the University Supervisor.....	12
The Role of the Teacher Candidate .....	14
The Relationship between Teacher Candidate and Mentor Teacher .....	19
<b>Part II: Assessment and Evaluation</b>	
The Observation .....	25
The Conference .....	28
Grading of the Teacher Candidate.....	34
<b>Part III: Primary Tasks</b>	
Summary of Primary Tasks .....	36
Student Assessment .....	38
Technology .....	42
The Unit .....	44
Professional Portfolio .....	54
Role Reversal .....	56
Professionalism .....	58
Benchmark Conferences .....	60
<b>Part IV: Schedules and Record Sheets</b>	
Semester-At-A-Glance .....	62
<b>Part V: Appendix</b>	
UACM Observation Rubric (Fall Semester).....	64
UACM Observation Rubric (Spring Semester).....	66
UACM Professional Portfolio Chart.....	68
UACM Lesson Plan Format.....	69
Mentor Teacher’s Candidate Evaluation Form.....	71
Mentor Teacher’s Candidate Observation Form.....	72
Mentor Teacher’s Program Evaluation.....	73
Teacher Candidate’s Evaluation of Program/School Placement/Teacher.....	74
Teacher Candidate’s University Supervisor Evaluation Form.....	76
Teacher Candidate’s Professional Enrichment Checklist.....	78
GSU Academic Dishonesty Policy.....	79
Job Description for ECE Classroom Teacher.....	81

# **THE PARTNERSHIP**

## **THE THREE-WAY PARTNERSHIP**

An integral experience of the Urban Accelerated Certification and Master's program is the intensive field experience. Coursework and field experiences throughout the programs of study have prepared the teacher candidate to carry out the program theme: **Urban Educator as Decision Maker.**

### **TEACHER CANDIDATE LEARNING OUTCOMES**

1. The professional educator is liberally educated.
2. The professional educator is prepared in the content areas of the field for which he or she is being trained.
3. The professional educator possesses self-understanding.
4. The professional educator is a critical and independent thinker.
5. The professional educator demonstrates ability in human relation skills.
6. The professional educator has knowledge of instruction/intervention strategies.
7. The professional educator is able to create and manage a learning environment.

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

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

process of observing, evaluating, and instructing will enable the teacher candidate to alter and improve strategies and capabilities. Each member of the three-way partnership must be willing to do whatever is necessary to encourage the fullest possible development.

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

**THE ROLE OF THE  
MENTOR CLASSROOM  
TEACHER**

# THE ROLE OF THE MENTOR CLASSROOM TEACHER

## **Characteristics of an Effective Mentor Classroom Teacher**

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

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

- **Desirable attitudes:** toward children and educational procedures; toward the presence of a teacher candidate, and a readiness to work with that candidate in fulfilling requirements.
- **Organizational competencies**
- **Ability to demonstrate and explain**
- **A friendly caring personality**
- **Leadership and authoritative abilities**

## **Responsibilities of the Mentor Classroom Teacher**

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

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

- **Modeling and demonstrating** the best teaching attitudes, techniques, and procedures is a prominent portion of your role as the mentor classroom teacher. The teacher candidate is given the opportunity to observe and learn excellent teaching behaviors. Furthermore, an example for reciprocity is established--you have the right to expect similar behaviors from the teacher candidate.
- **Communicating** involves a responsibility to both the teacher candidate and the university supervisor. There is an obligation to provide the teacher candidate with the rationale for classroom practices and to answer questions concerning them; to keep the teacher candidate informed as to the quality of the performance; and to suggest ways of improving methods, techniques, attitudes, and materials. The university supervisor depends upon you for knowledge of teacher candidate's behaviors and progress during times that the university supervisor cannot personally observe. Written documentation of a teacher candidate's strengths and needs provides a concrete method of communication that is vital to the teacher candidate's growth as a teacher. Samples of weekly and daily observation forms and feedback sheets are provided in Appendix B. Using written documentation to draw attention to any problem or potential problem and the steps taken to correct it provides the teacher candidate with clear communication of your expectations. It is your responsibility to immediately alert the University supervisor to the existence of problems or possible problems. In this way concerns can be addressed in a timely manner.
- **Reviewing and approving** plans and materials the teacher candidate intends to use reflects a responsibility to your students as well as to the teacher candidate. You should expect the teacher candidate to submit a detailed outline of lesson plans for approval at least two days in advance in order to have sufficient time to review them. These lesson plans must be in the approved UACM Lesson Plan Format (see Appendix). You will decide if the plans and proposed materials are suitable and adequate to the needs and purposes of the class. You should also discuss and approve the theme and plans for the required unit to determine compatibility with other aims and activities. The suitability of theme, materials, and activities selected by the teacher candidate must conform to standards set by the school system, you, and the university supervisor. Due to a need to ascertain the extent of teacher candidate's capabilities, the university supervisor may (or may not) require more than you are required or feel the need to prepare in written assignments (i.e., lesson plan book, assessment plans).

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

For a weekly breakdown of teacher candidate's responsibilities see Semester-at-a-Glance sheets. This schedule will give the mentor classroom teacher a better picture of the semester.

**THE ROLE OF THE  
UNIVERSITY  
SUPERVISOR**

## THE ROLE OF THE UNIVERSITY SUPERVISOR

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

### **Responsibilities of the University Supervisor**

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

- **Establishing good relations** with those who work in the schools especially administrators and teachers. A "climate of cooperation" is necessary for a smoothly run program and continued placement of teacher candidates in schools.
- **Insisting that teacher candidates strive for excellence in their teaching.** The quality of the learning experiences teacher candidates will have is, to a large extent, determined by the expectations and pace that are set and maintained.
- **Continually monitoring teacher candidate progress** is a principal element of this system. The university supervisor is always aware of the teacher candidate's performance and progress. Monitoring also entails the responsibility to give assistance; to push forward or pull back when necessary to give encouragement, raise spirits, and promote enthusiasm.
- **Communicating with both the teacher candidate and the mentor classroom teacher** is a prime responsibility. The university supervisor converses with the mentor teacher concerning teacher candidate's progress and communicates the results of the monitoring process to the teacher candidate. The university supervisor is always available to both the mentor teacher and the teacher candidate for consultations, to answer questions, to give explanations, and to help solve any problems.
- **Evaluation** During the conference the mentor teacher and university supervisor will discuss the progress of the teacher candidate. It is the university supervisor, however, who makes the ultimate decision of the teacher candidate's grade.

**THE ROLE  
OF THE  
TEACHER  
CANDIDATE**

## THE ROLE OF THE TEACHER CANDIDATE

### **Characteristics of a Successful Teacher Candidate**

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

- **Professional attitude and behavior:** Teaching is a worthwhile career with many rewards. Having a professional attitude means demonstrating skills necessary for effective teaching. You must constantly be seeking, learning, thinking, growing, and expanding your skills in the field of education. You are a model for the children and as such you should demonstrate professionalism in your attitude and behaviors including: being prepared and on time, dressing and behaving appropriately, and speaking and writing properly. Written communication includes items such as lesson plans, required papers, letters to parents or others, blackboard writing, corrections and notes written on children's work, and materials constructed for teaching. Every written item should be neat and legible with correct spelling, punctuation, grammar, and use of words.

Professionalism in oral communication means the teacher candidate should be continually aware of his/her manner of speaking at all times and with everyone (children, classroom teacher, supervisor, parents, principal, other faculty and staff members, etc.). Slang and colloquialisms should be avoided. Correct grammar, pronunciation, and terminology should be used. The teacher candidate should model correct speech for the children and communicate with them in a manner and vocabulary appropriate to their developmental levels. The teacher candidate's manner of speaking should demonstrate warmth and caring. Effort should be made to talk to each child as an individual about his/her interests.

- **Flexibility:** You must be flexible and have the ability to adapt and adjust to the realities of school life. You may be assigned to an unattractive school, a room with no windows, or a room in a modular unit set apart from the school building. You may be moved in the middle of the year, have a field trip canceled at the last minute or be inconvenienced by scheduling conflicts. You must have a positive attitude based on the knowledge that you can make a difference.
- **Work ethic:** In effect, this capacity for hard work means knocking yourself out for few rewards or thank yous. You must be prepared for the amount of paper work required of a teacher. Our experience indicates that excellence in teaching means continuously working to produce new ideas, to find new ways of teaching old concepts, and to fulfill the constant need for new materials. To be

a professional you must go the extra mile for the school, the children, and the parents.

- **Confidence**: Not all lessons will succeed nor will all children always behave as expected. In spite of excellent attempts, failures will occur. You must have self confidence, as well as confidence in the children and the process of education to overcome such events and move forward. This confidence includes a willingness to experiment with new methods, techniques, and materials.
- **Creativity**: This is the magic in teaching. It is the ability to turn an ordinary worksheet into a special one, to make the environment appear beautiful, and to think of new ways to teach old tasks. It is the ability to fantasize with children and enjoy their perspective. Being creative does not mean you have to be an artist, it means you know where to get needed resources. The magic in teaching appears when learning becomes an exciting adventure.

### **Responsibilities of the Teacher Candidate**

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

- **Responsibilities to one's self:**
  1. To exercise openness to the philosophy, methods, and total teaching practice of other educators.
  2. To learn and practice self assessment as a procedure for measuring and directing his/her own progress.
  3. To seek, from all available sources, the feedback that is necessary for change and growth. Teacher candidates should continuously self assess and report learning in the weekly conference.
  4. To continue to grow as an educator by seeking opportunities for professional growth through staff development and membership in professional organizations.

- **Classroom responsibilities**

1. To learn the basic, daily routines of the classroom and school as quickly as possible.
2. To learn the student's names and try to know them as individuals. Knowing the students' strengths and weaknesses will aid in planning for teaching.
3. To establish and maintain a trust relationship with pupils, parents, support personnel, and colleagues.
4. To diagnose learner needs prior to establishing short and long range instructional plans.
5. To establish learning objectives which focus upon behavior of the learner, learning conditions, and expected criteria.
6. To design and use a variety of learner activities (role playing, simulation, cooperative learning, learning center demonstrations, field trips, and pupil projects) that are appropriate to instructional objectives.
7. To use positive means to influence and manage classroom learning behavior.
8. To use evaluative techniques appropriate to the learner's social, cognitive, affective, and psychomotor growth. Keep students' teaching records up-to-date and share them with staff members having specific need for each kind of record.
9. To prepare materials for teaching prior to the class. Know how to properly operate technological equipment and have all support materials ready prior to lesson.
10. To use initiative in seeking opportunities to be helpful in the classroom and to become involved in the instructional program some way each day.

- **School and System-Wide Responsibilities**

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

in the school, the community, and the classroom should be in keeping with the teaching role.

2. To learn the dress code for the school and adhere to the policy.
3. To maintain teachers' hours as required by the school.
4. To notify the mentor teacher, the school and the university supervisor if you have an emergency and must be absent. The school office and the mentor classroom teacher should be notified as soon as humanly possible. Absences must be made up at the end of the semester.
5. To attend school functions such as PTA, faculty meetings, varied school programs, staff development and professional meetings. Get to know members of the faculty in different situations. Be a part of the team.

- **College of Education Responsibilities**

1. To satisfactorily meet college requirements for successful teacher candidate teaching.
2. To attend seminars or meetings required by the college or supervisor.
3. To demonstrate professionalism expected of teacher candidates representing Georgia State University.

- **Status of the Teacher Candidate**

Generally, teacher candidates have no legal status in classrooms. Students are required to have and possibly show proof of liability insurance.

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

The specification of daily and weekly responsibilities and how to fulfill them is the subject of the remainder of this manual.

**THE RELATIONSHIP  
BETWEEN TEACHER  
CANDIDATE AND  
MENTOR TEACHER**

## **THE RELATIONSHIP BETWEEN TEACHER CANDIDATE AND THE MENTOR TEACHER**

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

The mentor teacher and teacher candidate should think of the relationship evolving as the teacher candidate progresses through three overlapping stages: observer (watching), apprentice (learning), and associate (co-teaching). The stages are visualized as a spiraling continuum with the major duties of each stage continuing on as the teacher candidate undertakes the additional responsibilities of the next stage: observations continue in the apprentice stage, observations and apprentice learning continue in the associate stage. The following diagram illustrates this concept.

**OBSERVER →**

**APPRENTICE →**

**ASSOCIATE →**

In each stage the teacher candidate has duties to discharge and expectations to meet. The relationship between the teacher candidate and the mentor teacher modifies and grows toward a team teaching relationship as the mentor teacher guides and facilitates the teacher candidate's advancement from observer to apprentice to associate.

### **Observer**

Upon first entering the classroom the teacher candidate needs some time for pure observation--to watch what is done and how it is done. The schedule recommends time for this purpose but some students may need a longer observation period.

The mentor teacher facilitates the teacher candidate's entrance into the classroom by:

- making the teacher candidate feel welcome.

- providing items such as a list of children, a seating chart, copies of the daily schedule and lesson plans, examples of materials, appropriate manuals, state, school and grade level requirements.
- demonstrating behaviors which allow the teacher candidate to acquire knowledge of the broader expectations of the classroom (i.e., noise level allowed, when children leave their seats, and manner of interaction with the children).
- helping the teacher candidate focus on specific teaching and management techniques as these are demonstrated.
- providing the reasons and rationale for the methods and techniques demonstrated.

The teacher candidate observes the mentor teacher demonstrations and he/she observes the children as they interact with the mentor teacher and with each other. At the same time, the teacher candidate should also be a questioner actively seeking the reasons for the behaviors observed.

The teacher candidate gets full benefit of the watching phase by:

- preparing for the observation (demographic information on the children is studied, lesson plans are reviewed, familiarity with materials is achieved).
- watching carefully and attending to the general atmosphere of this particular class, children's behaviors, and the specific strategies used.
- asking the mentor teacher, at an appropriate time, the reasons and rationale for the teaching behaviors that were observed. Jotting notes at the time a particular behavior occurs helps later recall.
- moving as rapidly as possible from pure observation to beginning teaching.

### **Apprentice**

The apprentice stage is seen as commencing when the teacher candidate begins to participate in the teaching process. The schedule recommends that the teacher candidate take the responsibility for some routines, transitions, and instruction during the second week. These first attempts are done following the mentor teacher's lesson plans. The teacher candidate's responsibility to provide the plans for lessons increases as competency is exhibited.

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

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

- providing lesson plans and/or lesson ideas for the teacher candidate's initial teaching experiences and going over them with the teacher candidate to ensure that procedures and rationale are understood.
- reviewing and approving plans provided by the teacher candidate, and offering suggestions or alternatives for improvement.
- allowing and encouraging the teacher candidate to take increased opportunities to teach and manage children.
- adding the role of commentator by providing helpful written feedback on performance to promote teacher candidate development as an effective teacher.

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

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

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

- developing the capacity to plan, execute, and evaluate lessons.
- asking for comments and suggestions and incorporating them into teaching to improve performance.
- seeking and gradually assuming more responsibility for daily activities in the classroom.

### **Associate**

The third stage in the teacher candidate teaching process occurs during the final weeks when the teacher candidate is ready for role reversal. This is named the associate stage because at this time the teacher candidate approaches a more equal status with the mentor classroom teacher. During role reversal the teacher candidate is responsible for planning and teaching activities while the mentor teacher assumes a supportive role.

This is the time when everything comes together for the teacher candidate. All the observations, the guided teaching experiences, the questioning for reasons and answers, and the expertise must be synthesized and utilized to demonstrate the competency to teach. This will be the most stressful stage of the teacher candidate teaching process. It will be hard, demanding work; it will be hectic and it will be frustrating, but for those teacher candidates who truly want to be excellent teachers, it will also provide a feeling of satisfaction and achievement. At this point the teacher candidate should expect to experience the highs and lows of good and bad days, their satisfactions and frustrations. A sense of excellence in one's own performance should emerge enabling self-evaluation and self-correction.

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

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

The mentor teacher may find role reversal to be the most critical period in the student-teacher relationship. The teacher candidate who began as a novice observer and learned as an apprentice must now be allowed the opportunity to demonstrate the competencies acquired. The mentor teacher must feel sufficiently secure in the teacher candidate's abilities to be able to stand aside and let the teacher candidate teach. Mistakes will be made but the mentor teacher must be confident they will not be serious ones and trust the teacher candidate to cope with them.

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

The associate stage becomes a time of reflecting upon the type of teacher one will be, establishing one's independence as a teacher, and demonstrating the competency to take one's place as a full-fledged member of the profession.

# **THE OBSERVATION**

## **THE OBSERVATION**

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

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

- Observation #1: Small group instruction
- Observation #2: Large group instruction
- Observation #3: Large group instruction
- Observation #4: Unscheduled
- Observation #5: Unscheduled
- Observation #6: Videotape conference (supervisor & teacher candidate only)

### **Teacher Candidate**

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

The teacher candidate must provide the university supervisor with a copy of the lesson plan in UACM format for the day's observation period. This must be available when the university supervisor arrives for the observation. This will enable the university supervisor to evaluate the appropriateness of the lesson's objectives and the techniques and materials used to achieve them.

### **Mentor Teacher**

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

### **University Supervisor**

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

# **THE CONFERENCE**

## **THE CONFERENCE**

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

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

### **The Conference Format**

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

### **Teacher Candidate's Self-Assessment**

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

The teacher candidate becomes more skillful at self-assessing through experience. Teacher candidates learn the indications of a successful lesson or activity and the kinds of questions that will provide the most productive type of feedback. Possible questions for self-assessment include:

- **How do I feel about what I just did?**
- **What was it in the experience that made me feel that way?**
- **What did the children learn?**
- **Did I achieve my objectives?**
- **Was it an exciting lesson or just another teacher assignment for the children to get through?**
- **What could I do to make it more exciting?**
- **Did I use positive reinforcement?**
- **Was I well organized and did I have everything ready?**
- **Which parts of my lesson were most successful?**
- **Which parts were least successful? Why?**
- **How can I adjust the lesson to better suit the individual needs of these children?**
- **What changes would I make if I were to do this lesson again? Why?**
- **Would I rate this lesson as satisfactory or unsatisfactory? Why?**
- **What could I do to improve the overall lesson?**

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

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

be briefer but the session should get longer as time passes and the teacher candidate gains expertise.

### **Mentor Teacher and University Supervisor Comments**

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

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

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

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

The last few minutes of the conference should be reserved for clarification of the next week's assignments.

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

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

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

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

## **University Supervisor Feedback**

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

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

# **GRADING OF THE TEACHER CANDIDATE**

## **GRADING**

Grading is a means of informing the teacher candidate of how he/she is performing in relation to the standards and requirements of the program. Observations during the student teaching experience will be assessed using the UACM Observation Rubric (see Appendix). Each observation is worth a maximum of 25 points. The UACM Observation Rubric is based upon the ten INTASC Standards and has designated performance indicators at the following four levels:

- Proficient
- Developing
- Basic
- Unsatisfactory

The UACM Observation Rubric is intended to provide the teacher candidate with feedback regarding his/her strengths and weaknesses. This feedback should be used by the teacher candidate to continually reflect on and improve his/her instructional practice.

# **SUMMARY OF PRIMARY TASKS**

## SUMMARY OF PRIMARY TASKS

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

Teaching Task I: Provides Instruction

Teaching Task II: Assesses and Encourages Teacher candidate Progress

Teaching Task III: Manages the Learning Environment

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

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

**Unit** - An integrated unit is one in which learning is synthesized across traditional content areas and learning engagements are mutually reinforcing. The teacher candidate's task is to plan, write and implement a thematic unit. As a part of the unit activities, teacher candidates will be expected to plan some individualized learning experiences for the children (e.g., learning centers) and to use technology to address at least one of the unit objectives. Teacher candidates will plan and implement a complete integrated unit during Teacher candidate Teaching II.

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

**Role Reversal** - During the 2-week period (10 days) in the fall and 3 weeks (15 days) in the spring, teacher candidates assume all aspects of teaching in the classroom. The teacher candidates, in essence, exchange places with the mentor classroom teacher. During the 3-week role reversal in the spring the integrated thematic unit must be implemented.

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

# **STUDENT ASSESSMENT**

# STUDENT ASSESSMENT

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

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

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

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

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

Deciding on an assessment strategy depends on the following questions:

What do I want to know?

How will I find it out?

How will I record what I learn?

## **Planning and implementing enrichment and remediation activities as needed**

includes:

- staying on top of children's needs in order to plan for instruction
- extending knowledge through enrichment, not merely practicing what has been mastered
- providing remediation through opportunities for a teacher candidate to be retaught an objective not mastered using an alternative technique, environment, and/or material

## **Exploring ways to use assessment information in parent conferencing**

includes:

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

Guidelines for carrying out a parent conference:

Weeks 3-4 The teacher candidate should discuss with the mentoring classroom teacher which students (and parents) may be good candidates for the parent conference. The selection should be based upon setting up the teacher candidate for success and ease in the conference. For example:

- choosing a child that is average rather than a child that is a challenge.
- choosing a parent that is comfortable in the school setting (a classroom volunteer or a teacher in another classroom or school are ideal).

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

The teacher candidate should:

- 1) begin collecting work samples, anecdotal records, and any other relevant data to share with the parent at the conference.
- 2) begin to spend as much time as possible in one-to-one interactions with the conference child, while also performing other required assessment duties.

- 3) take any opportunities available to have informal contact with the parent (e.g., greeting and speaking to the parent(s) when they are in the classroom).

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

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

# **TECHNOLOGY**

## TECHNOLOGY

Instructional technology in early childhood education is an important component in teaching and learning. Teacher candidates develop technological ability through course work and then demonstrate their proficiency by taking the Georgia Computer Skill Competency Assessment as a requirement of certification. Field placements in technologically advanced schools are made whenever possible.

During the student teaching semester, teacher candidates will:

1. Demonstrate the ability to use basic hardware such as computers, laser discs, camcorders, digital scanner, digital camera, and modem.
2. Demonstrate proficiency in use of productivity and presentation software such as PrintShop Deluxe, PageMaker, WordPerfect Presentation, PowerPoint, and/or Kid Pix by creating instructional materials.
3. Evaluate and use educational software in classroom instruction.
4. Select multimedia resources to enhance diverse learning styles.
5. Demonstrate proficiency in the utilization of an appropriate form of technology in a minimum of **two** lessons observed by the university supervisor.

# THE UNIT

# THE INTEGRATED THEMATIC UNIT

## Teacher Candidate Teaching II

During the spring semester, teacher candidates are required to create and implement an integrated thematic unit. An integrated thematic unit is a collection of lesson plans that are logically related because they deal with a particular topic or concept centering on a specific goal(s). Integration occurs when learning is synthesized across traditional content areas and learning engagements are arranged around a theme in order to be mutually reinforcing. With an integrated thematic unit, boundaries between the content areas become blurred so that the concepts from each content area are subordinate to the overriding and supporting theme of the unit. That is not to say that the individual concepts are not important. The knowledge becomes context-based and cohesive versus isolated and fragmented.

Here are several important questions to consider when planning for integrated instruction.

- In what topics are the children interested?
- Does the topic appeal to you?
- What important concepts do you want students to learn?
- Is the topic developmentally appropriate?
- Is the topic, or some aspect of the topic, new for the children?
- Will the topic allow you to link several content areas?
- Is the topic broad enough to incorporate a variety of books, resources, and activities?
- Can the topic be adequately covered within the time allotted?
- Are adequate and appropriate resources available?

In this section, the integrated unit requirements will be described and examples given to illustrate the format of the requirements.

## **Integrated Thematic Unit Table of Contents**

*This provided Table of Contents should be used to organize your integrated thematic unit notebook. You are required to use a three ring notebook with tabbed dividers labeled with the following sections: I. Organization and Preparation, II. Instruction, III. Assessment and Evaluation, and IV. Resources. In addition, each section will be furthered divided with numbered tabs corresponding to the Table of Contents. In brackets [ ] next to each unit element is the designated person to whom you must submit that element.*

### **I. Organization and Preparation**

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- \* Three-ring notebook with numbered dividers [Supervisor]
- 1. Table of Contents [Supervisor]
- 2. Description of the learners and the learning community [Culture Instructor]
- 3. Assessment of learners' prior knowledge of integrated thematic unit topic [Supervisor]
- 4. Summary of teacher candidate's prior knowledge of integrated thematic unit topic [Supervisor]
- 5. Rationale [Supervisor]
- 6. Unit goals [Supervisor]
- 7. Web of integrated subjects, concepts, and objectives [Supervisor - a copy also must be submitted with each lesson plan to all content area instructors]
- 8. Description on classroom environment (Classroom displays/decor/bulletin board plans) [Supervisor]

### **II. Instruction**

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- 9. Initiating Activity [Supervisor]
- 10. Lesson plans must be in UACM Lesson Plan Format. The primary focus of required lessons and learning stations:
  - 3 Literacy focus lessons [Literacy Instructor]
  - 3 Math focus lessons (one must involve technology) [Math Instructor]
  - 1 Multicultural focus lesson (For example may involve: math, literacy, social science, science, art, music, etc.) [Culture Instructor]
  - 1 Free choice lesson (math, literacy, social science, science, art, music, etc.)
  - 4 Science/Social Studies Learning Stations [Science/Social Studies Instructor]
- 11. Culminating Activity [Supervisor]
- 12. Independent Learning Engagements [Supervisor]

### **III. Assessment and Evaluation**

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- 13. Unit assessment and reflective evaluation [Supervisor]

### **IV. Resources**

---

- 14. APA format Annotated Bibliography of resources and unit materials [Supervisor]
  - Teacher Resources (3 or more)
  - On-Line Teacher Resources (2 or more)
  - Student Resources (50 - 25 fiction, 25 nonfiction)
  - On-line Student Resources (3 or more)
  - Community Resources (3 or more)

## Unit Elements Descriptions and Directions

### I. Organization and Preparation

#### 1. Table of Contents- see page 2 of this document

#### 2. Description of the learners and the learning community

In no more than one double-spaced page, teacher candidates should provide a composite of the learners and the learning community. The composite should include the following demographic information and descriptive statistics related to the learners in the classroom and the school community (cite sources where applicable):

Total number of students in the classroom, teacher: pupil ratio, racial, ethnic, nation affiliation, gender, linguistic, religious, socioeconomic backgrounds of the learners, parental/caregiver involvement, physical and cognitive ability levels and capacities, learning styles, and other relevant characteristics germane to understanding the community the teacher candidate serves.

Lastly, briefly describe the school community in which the learners are situated. How reflective is the classroom community of the school community?

#### 3. Assessment of learners' prior knowledge of integrated thematic unit

In order to plan an effective unit, a survey of children's prior knowledge on the overarching concept of the thematic unit is necessary. The survey may be conducted in large or small groups. A record of the student's prior knowledge must be kept.

Examples of records of prior knowledge include:

- K/W/L chart- What we **know**/what we **w**ant to find out/what we **learned**.
- Brainstorming Web- Record everything the children can think of, including question, about the given theme.
- Pre/posttest Design- A paper and pencil survey for children if appropriate.

Next, write an analysis of the survey data based on the following questions:

- How was the survey done?
- What do your students know about the broad concept of the thematic unit?
- How did you make these conclusions?
- How will this information influence your instruction of the various unit objectives?

You will use survey information to choose concepts and generalizations that the children do not already know and to link new knowledge to the children's background knowledge.

#### 4. Summary of teacher candidate's prior knowledge in integrated thematic unit topic

Summarize two categories of your prior knowledge. **First**, summarize the concepts and content knowledge that you (teacher candidate) currently know regarding this topic. **Second**, detail the basic concepts, vocabulary, and skills any teacher needs to

know in order to teach this topic as presented in your unit (This includes both what you already know and what you will have to research).

### **5. Rationale**

Briefly describe the guiding questions that you will explore in the unit. Explain why this thematic unit is a worth while unit for study and why the instructional goals are appropriate for this group of students. (The rationale should relate to the description of the learners and the learning community.)

Include a description of the overall concepts and philosophical underpinnings that drive the development of the lesson. Reasons should be first and foremost couched in culturally responsive pedagogy as well as additional concepts and ideas learned across content areas (Ex. Constructivism, child development, learning styles, etc.).

### **6. Unit Goals**

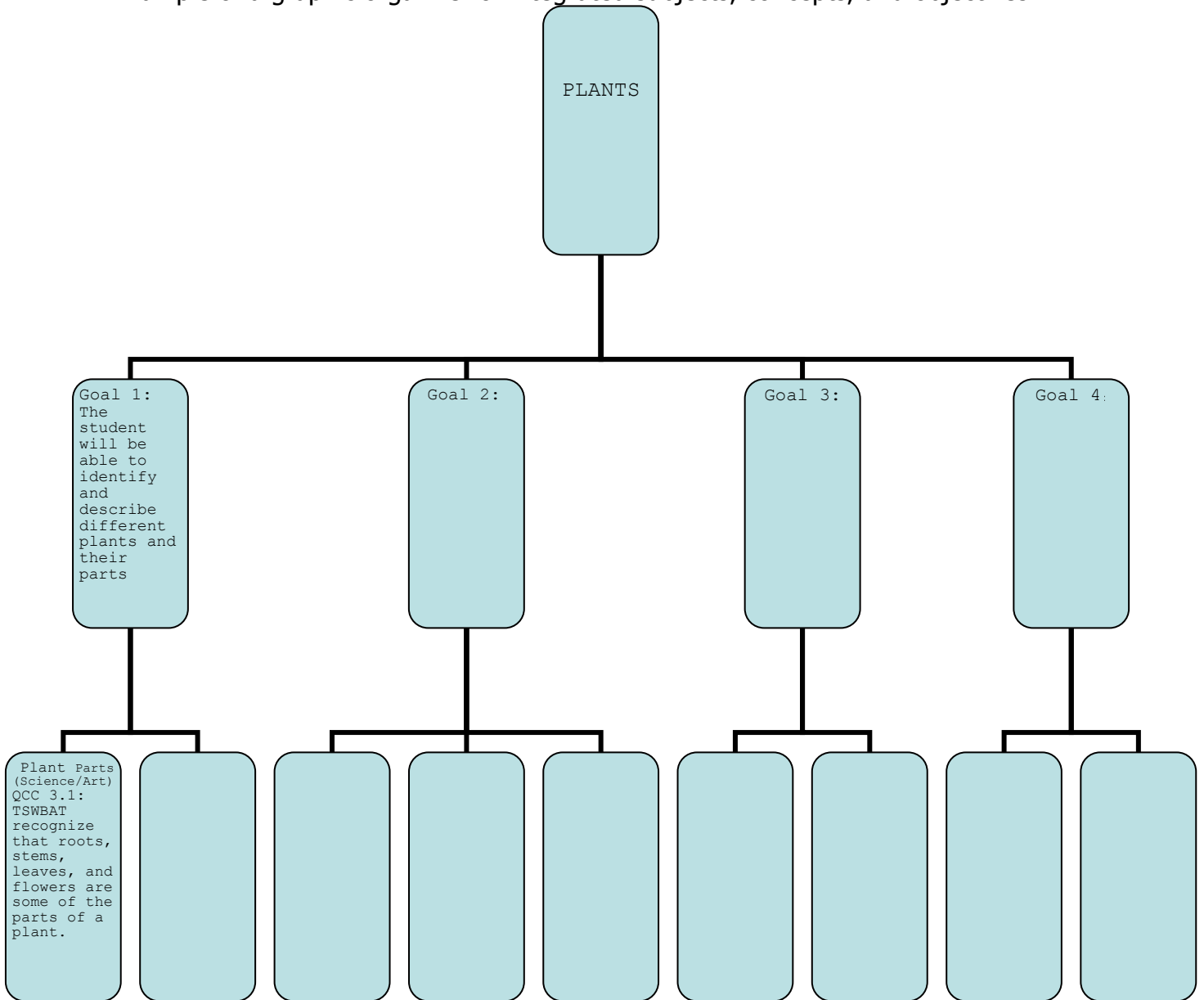
The goals of the unit should outline the essential understanding and generalizations that **the students** should gain at the end of the implementation of the thematic unit.

### **7. Graphic organizer of integrated subjects, concepts, and objectives**

This graphic organizer will provide a visual representation of the links between and among the unit theme and the various content area instructional goals. Use a graphic organizer to represent the connections and integrations of the thematic unit theme through every content area for your specific grade.

At the top of the graphic organizer, place the broad concept of the unit, and then list the students' learning unit goals. From each learning goal list the various integrated lesson ideas and the corresponding Quality Core Curriculum (QCC) Objectives or Georgia Performance Standards (GPS), then clearly outline the various QCC and/or GPS that will be addressed in each content area. (See [www.glc.com](http://www.glc.com) for listing of standards.)

Example of a graphic organizer of integrated subjects, concepts, and objectives:



**8. Description of classroom environment (Examples to consider include: classroom displays/decor/bulletin board plans) [Supervisor]**

During the implementation of the unit, your classroom should reflect the topic. You will plan for door or hallway displays and bulletin boards that will capture the children’s eye and provide opportunities for them to display their work. You will need to decorate areas of the room to illustrate your theme. When completing this section in your integrated thematic unit, you will need to include descriptions of your plans for classroom displays, décor, and bulletin board plans. Pictures often help illustrate this section.

## II. Instruction

### 9. Initiating Activity

- Plan an activity that will get the children excited about the unit theme.
- Be creative in getting the children interested and involved in the unit.
- Use information gathered during the survey of prior knowledge and other information gathered about children's interest in planning this activity.
- When completing this section in the integrated thematic unit, you will need to include a description of your initiating activity.

### 10. Lesson Plans

- All lesson plans should facilitate the achievement of the unit goals.
- Integrated Lesson Plans must include all of the following parts:
  - Objectives (QCCs and GPS numeric and text)
  - Materials
  - Procedures
  - Assessment - Be sure assessment procedures are clear and precise in your lesson plans and they relate to the objectives established for this unit.
- Each lesson will focus on a specific content area, but must integrate other content areas as much as possible.
- The unit should include a minimum of **8** lesson plans and **4** learning stations.
- The following are required primary focus area for the eight lesson plans:
  - 3 Literacy focus lessons
  - 3 Math focus lessons
  - 1 Multicultural education focus lesson
  - 1 Free Choice Lesson
- The following are required primary focus area for the four learning stations:
  - 4 Science/Social Studies Learning Stations

### 11. Culminating Activity

- Plan an activity that will celebrate the unit and bring closure to the unit activities.
- The culminating activity is often an opportunity to promote parental involvement.
- When completing this section of the integrated thematic unit, you will need to include a descriptions your culminating activity.

### 12. Independent Learning Engagements (Minimum of 2 Activities)

It is important to provide an opportunity for students to participate in independent learning engagements in order to **enrich** or **remediate** student learning. Examples of independent activities include:

- folder games,
- basket centers, and
- research activities,

- additional learning stations/centers.

Whatever choice you make, the plan should be easily incorporated into the routines present in the classroom in which the teacher candidate is placed. That is, if the students rotate through eight centers, then the teacher candidate should plan activities for those eight centers, in connection with the integrated thematic unit. If the teacher candidate's mentor teacher does not have a routine opportunity for students to participate in independent activities, the teacher candidate will initiate independent learning engagements for this unit during role reversal.

When completing this section of the integrated thematic unit, you will need to include a descriptions your independent learning activities. In addition, you should make sure to include a clear explanation of how students will move through the various centers and what behavior is expected.

### **III Assessment and Evaluation**

**13. The unit assessment and reflective evaluation** is critical for improving the content and presentation of the information in integrated thematic unit. In order to asses the influence of the integrated thematic unit on students' learning (outcomes), the teacher candidate must develop and implement a culminating assessment.

- A.** Describe this unit's final assessment. Examples of assessment strategies are: completing the "L" of a KWL Chart on what students learned, brainstorming web of what students learned, or a pencil and paper posttest.
- B.** For the reflection, describe the assessment used, and then reflect on the following question: What did the assessment results reveal about how well the students understood your instructional goals? What lessons were particularly effective? What might you do differently and why?

### **IV Resources**

#### **14. Resources**

The organization of the resources for the thematic unit will help the teacher candidate easily recreate the unit for future use. The teacher candidate should be thoughtful and systematic regarding selections for the designated topics. Use the current APA format in recording all resources and annotate each resource with a one to two sentence description about it. The following are required resources:

- Teacher Resources (3 or more) - List three or more teacher resources used to build your knowledge on the integrated thematic unit topic.
- On-line Teacher Resources (2 or more) - List two or more on-line teacher resources that you used to build your knowledge on the integrated thematic unit topic.
- Student Resources (50) - List 25 fiction and 25 non-fiction resources that you have pulled from the library to formulate a classroom media center on the topic the class is studying.
- On-line Student Resources (3 or more) - List three or more on-line resources related to the thematic unit for student use.

- Community Resources (3 or more) - List three or more community resources (e.g. people, places, organization) related to the thematic unit.

Integrated Thematic Unit Grading Rubric

Name \_\_\_\_\_

ELEMENT	ELEMENT QUALITY	POINTS RECEIVED	ELEMENT INCLUDED	POINTS RECEIVED
1. Table of Contents	N/A	N/A	1	
2. Description of the Learners and the Learning Community	N/A Graded by Culture Instructor	N/A Graded by Culture Instructor	1	
3. Assessment of Learners' Prior Knowledge of Unit Topic	5		1	
4. Summary of Teacher's Prior Knowledge of Unit Topic	5		1	
5. Rationale	5		1	
6. Unit Goals	5		1	
7. Web of Integrated Subjects, Concepts, and Objectives	20		1	
8. Description of Classroom Environment	5		1	
9. Initiating Activity	5		1	
10. Ten Lesson Plans (a) 3 Literacy focus lessons (b) 3 Math focus lessons (c) 4 Science/Social Studies Learning Stations (d) 1 Culturally Responsive focus lesson (e) 1 Free Choice Lesson	N/A Graded by Content Instructors	N/A Graded by Content Instructors	1	
11. Culminating Activity	5		1	
12. Independent Learning Engagements	5		1	
13. Unit Assessment and Reflective Evaluation	20		1	
14. APA format Annotated Bibliography of Resources and Unit Materials	5		1	
15. Three-ring notebook with dividers	N/A	N/A	1	
TOTAL POINTS				

# **PROFESSIONAL PORTFOLIO**

# **PROFESSIONAL PORTFOLIO REQUIREMENTS**

## **TEACHER CANDIDATE STUDENT TEACHING I and II**

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

In order for teacher candidates to demonstrate their ability to meet a set of teaching standards, teacher candidates will link specified artifacts (see UACM Professional Portfolio Chart) to the standards established by the Interstate New Teacher Assessment and Support Consortium (INTASC).

The Professional Portfolio represents the teacher candidate and the college. It should be professionally presented in a sturdy, durable three-ring binder. Audiotapes, videotapes, and computer disks should be firmly attached to the binder, if possible in an envelope.

Steps to creating the UACM Professional Portfolio:

1. Read chapters 1-3 in "How to develop a professional portfolio: A manual for teachers" by Campbell, Cignitti, Melenyzer, Nettles & Wyman
2. Organize your professional portfolio in a three-ring binder with dividers for a personal data section and ten INTASC Standards.
3. Complete the professional data section.
4. Collect, organize, and annotate specified artifacts that address the ten INTASC Standards (See UACM Professional Portfolio Chart, page 69).
5. Prepare to present professional portfolio at the benchmark conference.

# **ROLE REVERSAL**

## **ROLE REVERSAL**

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

Role reversal is viewed as the culmination of the teacher candidate's basic preparation for teaching. The behaviors exhibited by the teacher candidate at this time are considered to be suggestive of the kinds of behaviors likely to be present in their own classroom. A major part of the role reversal in student teaching involves implementation of the integrated unit. The teacher candidate is expected to take on more responsibility in determining the topics and objectives for role reversal. This added responsibility provides a transition between the structured field experiences of the early childhood preparation program and the responsibilities of first year teachers. Student teaching gives the teacher candidate the opportunity to exercise decision-making skills while having the support and guidance of the mentor classroom teacher and the university supervisor.

Much is asked of the teacher candidate in terms of scheduling a variety of activities, in writing detailed plans, and in the scope of responsibilities to be undertaken. It is acknowledged that every fifteen days of actual teaching will not always include everything required during this task but the objective is to provide the teacher candidate with an opportunity to demonstrate competency in an assortment of teaching skills. The assumption is that teacher candidates who demonstrate competency have the requisite abilities to function satisfactorily in a teaching position.

It is important for teacher candidates to receive feedback on their teaching from several informed sources. Teacher candidates should try to schedule additional observations and feedback sessions. These observations and feedback sessions could be with 1) a school administrator and/or 2) a classroom teacher.

# **PROFESSIONALISM**

# PROFESSIONALISM

## **Professionalism Tasks**

The professionalism task is divided into 2 major categories:

- I. Professional attitude/behavior
- II. Preparation/organization

### **I. Professional Attitude/Behavior**

Factors to be discussed at the weekly conference include:

- Professional attitude
- Professional behavior
- Work ethic
- Confidence
- Creativity
- Fulfilling responsibilities to oneself, to the classroom and to the school, and to the College of Education

### **II. Preparation/Organization**

Professional preparation and organization includes each of the following components:

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

Teacher candidate should be organized and prepared for the formal observations. The teacher candidate should leave a chair pulled aside for the observation. In the chair the teacher candidate should leave a copy of the lesson plan for the lesson being observed, a list of all things you have made or added to the classroom, the student teaching manual, and all materials due to the university supervisor up to that point, such as the letter of introduction week one.

# **BENCHMARK CONFERENCES**

## Benchmark Conferences

Benchmark conferences are an opportunity for teacher candidates to review their progress and set goals with program faculty.

Benchmark conferences will occur twice during year one of the program (at the end of fall and spring semester).

As a part of the benchmark conference:

- The teacher candidate will briefly discuss how selected artifacts meet the INTASC Standards.
- Program faculty and teacher candidate will review the UACM Observation Rubrics.
- Program faculty and teacher candidate will identify candidate strengths and set future goals.

**SEMESTER-AT-A-GLANCE: WEEKS 1-7 (Sample)**

<b>PRIMARY TASKS</b>	<b>WEEK 1</b>	<b>WEEK 2</b>	<b>WEEK 3</b>	<b>WEEK 4</b>	<b>WEEK 5</b>	<b>WEEK 6</b>	<b>WEEK 7</b>
<p><b>Teaching Task I: Provides Instruction</b></p> <p><b>Teaching Task II: Assesses and Encourages Student Progress</b></p> <p><b>Teaching Task III: Manages the Learning Environment</b></p>	Observe. Begin to conduct 1 transition or routine daily.	Teach at least one large or small group lesson daily using your supervising teacher's lesson plans. Continue to take on responsibility for transitions and routines.	Teach at least one large or small group lesson daily using your own lesson plans.	Teach at least 2 large or small group lessons daily using your own lesson plans.	Teach at least 2 large or small group lessons daily using your own lesson plans. You should be responsible for approximate 1/4 of the teaching.	Assume responsibility for at least 1/3 of the teaching.	Assume responsibility for at least 1/3 of the teaching.
<b>Assessment</b>	Observe children.	Observe children. Learn teacher's assessment system. Assess lessons you implement.	Observe children. Learn teacher's assessment system. Assess lessons you implement.	Assess instructional lessons. Keep records. Plan for parent conference. Begin a Teacher candidate Folder on the child you select.	Continue assessment and record keeping. Observe parent conferencing whenever possible.	Assess activities. Prepare for parent conference.	Assess activities. Prepare for parent conference.
<b>Unit/Role Reversal</b> Student Teaching II	Identify unit topic. Gather resources.	Schedule dates for role reversal. Description of Classroom Learning Environment and Learners	Survey of prior knowledge and analysis due.	Summary of Teacher Background Knowledge due. Unit goals due.	Present resource folder.	Integrated Web due. Unit rationale due.	Gather resources.
<b>Professional Portfolio</b> Student Teaching I & II	Prepare to present portfolio to supervisor.	Present professional portfolio to supervisor. Develop a plan for completion.	Continue working on portfolio.	Continue working on portfolio.	Present portfolio to classroom teacher for feedback.	Continue working on portfolio.	Mid-semester portfolio conference with university supervisor.
<b>Professionalism</b>	Meet school staff.  Write a letter of introduction for parents.	Meet with your teacher daily for feedback.  Arrange for an orientation to the media center.	Meet with your teacher daily for feedback. Schedule weekly GTOI observation with classroom teacher.	Review professional enrichment checklist. Incorporate technology into your teaching. Plan for videotaping a lesson.	Plan to videotape yourself teaching.	Turn in videotape, lesson plan, GTOI, and reflection to your supervisor for feedback.	Meet with your teacher daily. Observe other teachers.

**SEMESTER-AT-A-GLANCE: WEEKS 8-15 (Sample)**

<b>PRIMARY TASKS</b>	<b>WEEK 8</b>	<b>WEEK 9</b>	<b>WEEK 10</b>	<b>WEEK 11</b>	<b>WEEK 12</b>	<b>WEEK 13</b>	<b>WEEK 14</b>	<b>WEEK 15</b>
<p><b>Teaching Task I: Provides Instruction</b></p> <p><b>Teaching Task II: Assesses and Encourages Student Progress</b></p> <p><b>Teaching Task III: Manages the Learning Environment</b></p>	Assume responsibility for at least 1/2 of the day.	Assume responsibility for at least 1/2 of the day.	Assume responsibility for at least 1/2 of the day including at least a 2 hour block of time daily.	Assume responsibility for at least 3/4 of the day including at least a 2 hour block of time daily.	Be responsible for all activities during role reversal.	Be responsible for all activities during role reversal.	Share responsibility for planning and implementing all activities.	Share responsibility for planning and implementing all activities.
<b>Assessment</b>	Assess all lessons.	Continue to include assessment in your lesson plans.	Schedule the parent conference to occur before your final conference.	Continue to assess all instructional activities.	Continue to add to the teacher candidate folder to prepare for conferencing.	Assess all instructional activities.	Conduct the parent conference if you have not done so.	Reflect on your assessment practices during the semester.
<b>Unit/Role Reversal</b> Student Teaching II	Outline of lesson ideas with lesson objectives and assessment.	Gather resources.	Unit Report due.	Unit Report returned with supervisor's comments.	Implement unit for 7 days. Week I lesson plan book is due. Role Reversal.	Implement unit for 7 days. Week II lesson plan book is due. Role Reversal.	Make notes of changes you would make. Reflect on your role reversal experience.	Reflect on your role reversal experience.
<b>Professional Portfolio</b> Student Teaching I & II	Continue work.	Continue work.	Share your portfolio with an administrator or another teacher in your school.	Prepare for final portfolio approval conference if you have not done so.				
<b>Professionalism</b>	Continue to meet with your teacher for daily feedback.	Continue to incorporate technology into your teaching.	Observe in other classrooms.	Update Professional Enrichment Checklist.	Schedule a GTOI observation with an administrator and another classroom teacher during role reversal.	Schedule observations. Meet with your teacher daily.	Complete all requirements for the semester.	Prepare for final conference. See professionalism section for a list of forms due at final conference.

**Urban Alternative Preparation Program (UACM ) Observation Rubric  
FALL SEMESTER – Year One**

<b>INTASC STANDARDS</b>	<b>PROFICIENT</b>	<b>DEVELOPING</b>	<b>BASIC</b>	<b>UNSATISFACTORY</b>	<b>COMMENTS</b>
<b>Standard 1: Knowledge of Subject Matter</b>  <b>Standard 7: Instructional Planning Skills</b>  <b>Georgia Framework Domains 1, 5</b>	<p>Teacher candidate displays extensive content knowledge and makes connections between the content and other parts of the discipline and other disciplines.</p> <p>Learning activities and/or instructional materials are highly relevant to students and instructional goals. They progress coherently, producing a unified whole and reflect best practices.</p> <p>5.0</p>	<p>Teacher candidate displays solid content knowledge and makes some connections between the content and other parts of the discipline and other disciplines.</p> <p>Most of the learning activities and/or instructional materials are suitable to students and instructional goals. Most activities reflect best practices.</p> <p>4.5</p>	<p>Teacher candidate displays general content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.</p> <p>Some of the learning activities and/or instructional materials are suitable to students and instructional goals. Some activities reflect best practices.</p> <p>4.0</p>	<p>Teacher candidate makes content errors or does not correct content errors students make.</p> <p>Learning activities and/or instructional materials are not suitable to students and instructional goals. Activities do not reflect best practices.</p> <p>3.5</p>	
<b>Standard 2: Knowledge of Human Development and Learning</b>  <b>Standard 3: Adapting Instruction for Individual Needs</b>  <b>Standard 4: Multiple Instructional Strategies</b>  <b>Georgia Framework Domain 2</b>	<p>All instructional goals and activities are developmentally appropriate. Pacing is appropriate throughout the lesson.</p> <p>Teacher candidate displays thorough knowledge of students' skills and needs and utilizes a variety of instructional strategies, manipulatives, and resources.</p> <p>Instructional practices and interactions consistently reflect high expectations for all learners.</p> <p>Candidate consistently and effectively scaffolds student learning, encourages students to articulate their thinking, probes incorrect or off target responses, and uses errors as a springboard for learning.</p> <p>5.0</p>	<p>Most instructional goals and activities are developmentally appropriate. Pacing is appropriate during most of the lesson.</p> <p>Teacher candidate displays solid knowledge of students' skills and needs and utilizes some variety in instructional strategies, manipulatives, and resources.</p> <p>Instructional practices and interactions moderately reflect high expectations for all learners.</p> <p>Candidate, in most instances, scaffolds student learning, encourages students to articulate their thinking, probes incorrect or off target responses, and uses errors as a springboard for learning.</p> <p>4.5</p>	<p>Only some instructional goals and activities are developmentally appropriate. Pacing is appropriate during some of the lesson.</p> <p>Teacher candidate displays general knowledge of students' skills and needs and utilizes minimal variety in instructional strategies, manipulatives, and resources.</p> <p>Instructional practices and interactions minimally reflect high expectations for all learners.</p> <p>Candidate, in some instances, scaffolds student learning, encourages students to articulate their thinking, probes incorrect or off target responses, and uses errors as a springboard for learning.</p> <p>4.0</p>	<p>Instructional goals and activities are not developmentally appropriate. Pacing is not appropriate.</p> <p>Teacher candidate displays minimal knowledge of students' skills and needs and does not utilize variety in instructional strategies, manipulatives, and resources.</p> <p>Instructional practices and interactions do not reflect high expectations for all learners.</p> <p>Candidate does not scaffold student learning, encourages students to articulate their thinking, probes incorrect or off target responses, and uses errors as a springboard for learning.</p> <p>3.5</p>	

<p><b>Standard 5: Classroom Motivation and Management</b></p> <p><b>Georgia Framework Domain 3</b></p>	<p>Management system and response to student misbehavior are highly effective and consistent.</p> <p>Transitions, routines, and classrooms procedures are well established and highly effective.</p> <p>Strategies to ensure all students are actively engaged are well established and utilized consistently. All learners are on task during the lesson.</p> <p>5.0</p>	<p>Management system and response to student misbehavior are effective and consistent most of the time.</p> <p>Transitions, routines, and classroom procedures are established and effective in most instances.</p> <p>Strategies to ensure all students are actively engaged are moderately established and utilized most of the time. Most learners are on task during the lesson.</p> <p>4.5</p>	<p>Management system and response to student misbehavior are moderately effective and consistent some of the time.</p> <p>Transitions, routines, and classroom procedures are effective in some instances.</p> <p>Strategies to ensure all students are actively engaged are minimally established and utilized some of the time. Only some learners are on task during the lesson.</p> <p>4.0</p>	<p>Management system and response to student misbehavior are not effective and not consistent.</p> <p>Transitions, routines, and classroom procedures are not established and effective.</p> <p>Strategies to ensure all students are actively engaged are not established and utilized. Learners are not on task during the lesson.</p> <p>3.5</p>	
<p><b>Standard 6: Communication Skills</b></p>	<p>Teacher candidate consistently poses high level questions that promote student thinking.</p> <p>Teacher candidates' dialogue and interactions consistently demonstrate high expectations, genuine caring, and respect. Both verbal and non-verbal communication is always positive.</p> <p>5.0</p>	<p>Teacher candidate moderately poses high level questions that promote student thinking.</p> <p>Teacher candidates' dialogue and interactions moderately demonstrate high expectations, genuine caring, and respect. Verbal and non-verbal communication is generally positive.</p> <p>4.5</p>	<p>Teacher candidate minimally poses high level questions that promote student thinking.</p> <p>Teacher candidates' dialogue and interactions minimally demonstrate high expectations, genuine caring, and respect. Verbal and non-verbal communication is somewhat positive.</p> <p>4.0</p>	<p>Teacher candidate moderately poses high level questions that promote student thinking.</p> <p>Teacher candidates' dialogue and interactions do not demonstrate high expectations, genuine caring, and respect. Verbal and non-verbal communication is not positive.</p> <p>3.5</p>	
<p><b>Standard 8: Assessment of Student Learning</b></p> <p><b>Georgia Framework Domain 4</b></p>	<p>Teacher candidate effectively monitors student learning and makes appropriate modifications during the lesson, based on student responses and feedback.</p> <p>Assessment is congruent with instructional goals, and stated in clear and measurable terms.</p> <p>5.0</p>	<p>Teacher candidate moderately monitors student learning and makes some modifications during the lesson, based on student responses and feedback.</p> <p>Assessment is moderately congruent with instructional goals, but could be strengthened.</p> <p>4.5</p>	<p>Teacher candidate minimally monitors student learning and makes few modifications during the lesson, based on student responses and feedback.</p> <p>Assessment is minimally congruent with instructional goals.</p> <p>4.0</p>	<p>Teacher candidate does not monitor student learning or make modifications during the lesson, based on student responses and feedback.</p> <p>Assessment is not congruent with instructional goals.</p> <p>3.5</p>	
<p><b>Standard 9: Professional Commitment and Responsibility</b></p> <p><b>Standard 10: Partnerships</b></p> <p><b>Georgia Framework Domain 6</b></p>	<p>Failure to adhere to the following professionalism components will result in <u>two points being deducted</u> for each occurrence.</p>	<p>(a) Teacher candidate follows the Semester-at-a-Glance and submits all assignments and documents by the specified due date.</p> <p>(b) For scheduled observations, lesson plans are in the UACM format.</p>	<p>(c) Teacher candidate follows the attendance policy outlined in the syllabus.</p> <p>(d) Teacher candidate follows the UACM professionalism components outlined in the syllabus.</p>		<p><b>Areas for Improvement</b></p>

**Urban Alternative Certification and Master's Program (UACM) Observation Rubric  
SPRING SEMESTER – Year One**

<b>INTASC STANDARDS</b>	<b>PROFICIENT</b>	<b>DEVELOPING</b>	<b>BASIC</b>	<b>UNSATISFACTORY</b>	<b>COMMENTS</b>
<b>Standard 1: Knowledge of Subject Matter</b>  <b>Standard 7: Instructional Planning Skills</b>  <b>Georgia Framework Domains 1, 5</b>	<p>Teacher candidate displays extensive content knowledge and makes connections between the content and other parts of the discipline and other disciplines.</p> <p>Learning activities and/or instructional materials are highly relevant to students and instructional goals. They progress coherently, producing a unified whole and reflect best practices.</p> <p>5.0</p>	<p>Teacher candidate displays solid content knowledge and makes some connections between the content and other parts of the discipline and other disciplines.</p> <p>Most of the learning activities and/or instructional materials are suitable to students and instructional goals. Most activities reflect best practices.</p> <p>4.0</p>	<p>Teacher candidate displays general content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.</p> <p>Some of the learning activities and/or instructional materials are suitable to students and instructional goals. Some activities reflect best practices.</p> <p>3.0</p>	<p>Teacher candidate makes content errors or does not correct content errors students make.</p> <p>Learning activities and/or instructional materials are not suitable to students and instructional goals. Activities do not reflect best practices.</p> <p>2.0</p>	
<b>Standard 2: Knowledge of Human Development and Learning</b>  <b>Standard 3: Adapting Instruction for Individual Needs</b>  <b>Standard 4: Multiple Instructional Strategies</b>  <b>Georgia Framework Domain 2</b>	<p>All instructional goals and activities are developmentally appropriate. Pacing is appropriate throughout the lesson.</p> <p>Teacher candidate displays thorough knowledge of students' skills and needs and utilizes a variety of instructional strategies, manipulatives, and resources.</p> <p>Instructional practices and interactions consistently reflect high expectations for all learners.</p> <p>Candidate consistently and effectively scaffolds student learning, encourages students to articulate their thinking, probes incorrect or off target responses, and uses errors as a springboard for learning.</p> <p>5.0</p>	<p>Most instructional goals and activities are developmentally appropriate. Pacing is appropriate during most of the lesson.</p> <p>Teacher candidate displays solid knowledge of students' skills and needs and utilizes some variety in instructional strategies, manipulatives, and resources.</p> <p>Instructional practices and interactions moderately reflect high expectations for all learners.</p> <p>Candidate, in most instances, scaffolds student learning, encourages students to articulate their thinking, probes incorrect or off target responses, and uses errors as a springboard for learning.</p> <p>4.0</p>	<p>Only some instructional goals and activities are developmentally appropriate. Pacing is appropriate during some of the lesson.</p> <p>Teacher candidate displays general knowledge of students' skills and needs and utilizes minimal variety in instructional strategies, manipulatives, and resources.</p> <p>Instructional practices and interactions minimally reflect high expectations for all learners.</p> <p>Candidate, in some instances, scaffolds student learning, encourages students to articulate their thinking, probes incorrect or off target responses, and uses errors as a springboard for learning.</p> <p>3.0</p>	<p>Instructional goals and activities are not developmentally appropriate. Pacing is not appropriate.</p> <p>Teacher candidate displays minimal knowledge of students' skills and needs and does not utilize variety in instructional strategies, manipulatives, and resources.</p> <p>Instructional practices and interactions do not reflect high expectations for all learners.</p> <p>Candidate does not scaffold student learning, encourages students to articulate their thinking, probes incorrect or off target responses, and uses errors as a springboard for learning.</p> <p>2.0</p>	

<p><b>Standard 5: Classroom Motivation and Management</b></p> <p><b>Georgia Framework Domain 3</b></p>	<p>Management system and response to student misbehavior are highly effective and consistent.</p> <p>Transitions, routines, and classrooms procedures are well established and highly effective.</p> <p>Strategies to ensure all students are actively engaged are well established and utilized consistently. All learners are on task during the lesson.</p> <p>5.0</p>	<p>Management system and response to student misbehavior are effective and consistent most of the time.</p> <p>Transitions, routines, and classroom procedures are established and effective in most instances.</p> <p>Strategies to ensure all students are actively engaged are moderately established and utilized most of the time. Most learners are on task during the lesson.</p> <p>4.0</p>	<p>Management system and response to student misbehavior are moderately effective and consistent some of the time.</p> <p>Transitions, routines, and classroom procedures are effective in some instances.</p> <p>Strategies to ensure all students are actively engaged are minimally established and utilized some of the time. Only some learners are on task during the lesson.</p> <p>3.0</p>	<p>Management system and response to student misbehavior are not effective and not consistent.</p> <p>Transitions, routines, and classroom procedures are not established and effective.</p> <p>Strategies to ensure all students are actively engaged are not established and utilized. Learners are not on task during the lesson.</p> <p>2.0</p>	
<p><b>Standard 6: Communication Skills</b></p>	<p>Teacher candidate consistently poses high level questions that promote student thinking.</p> <p>Teacher candidates' dialogue and interactions consistently demonstrate high expectations, genuine caring, and respect. Both verbal and non-verbal communication is always positive.</p> <p>5.0</p>	<p>Teacher candidate moderately poses high level questions that promote student thinking.</p> <p>Teacher candidates' dialogue and interactions moderately demonstrate high expectations, genuine caring, and respect. Verbal and non-verbal communication is generally positive.</p> <p>4.0</p>	<p>Teacher candidate minimally poses high level questions that promote student thinking.</p> <p>Teacher candidates' dialogue and interactions minimally demonstrate high expectations, genuine caring, and respect. Verbal and non-verbal communication is somewhat positive.</p> <p>3.0</p>	<p>Teacher candidate moderately poses high level questions that promote student thinking.</p> <p>Teacher candidates' dialogue and interactions do not demonstrate high expectations, genuine caring, and respect. Verbal and non-verbal communication is not positive.</p> <p>2.0</p>	
<p><b>Standard 8: Assessment of Student Learning</b></p> <p><b>Georgia Framework Domain 4</b></p>	<p>Teacher candidate effectively monitors student learning and makes appropriate modifications during the lesson, based on student responses and feedback.</p> <p>Assessment is congruent with instructional goals, and stated in clear and measurable terms.</p> <p>5.0</p>	<p>Teacher candidate moderately monitors student learning and makes some modifications during the lesson, based on student responses and feedback.</p> <p>Assessment is moderately congruent with instructional goals, but could be strengthened.</p> <p>4.0</p>	<p>Teacher candidate minimally monitors student learning and makes few modifications during the lesson, based on student responses and feedback.</p> <p>Assessment is minimally congruent with instructional goals.</p> <p>3.0</p>	<p>Teacher candidate does not monitor student learning or make modifications during the lesson, based on student responses and feedback.</p> <p>Assessment is not congruent with instructional goals.</p> <p>2.0</p>	
<p><b>Standard 9: Professional Commitment and Responsibility</b></p> <p><b>Standard 10: Partnerships</b></p> <p><b>Georgia Framework Domain 6</b></p>	<p>Failure to adhere to the following professionalism components will result in <u>two points being deducted</u> for each occurrence.</p>	<p>(a) Teacher candidate follows the Semester-at-a-Glance and submits all assignments and documents by the specified due date.</p> <p>(b) For scheduled observations, lesson plans are in the UACM format.</p>	<p>(c) Teacher candidate follows the attendance policy outlined in the syllabus.</p> <p>(d) Teacher candidate follows the UACM professionalism components outlined in the syllabus.</p>		<p><b>Areas for Improvement</b></p>

**Urban Alternative Preparation Program (UACM )  
Professional Portfolio Chart – Year One**

<b>SEMESTER</b>	<b>COURSE</b>	<b>ARTIFACT</b>	<b>INTASC STANDARD</b>	<b>MAXIMUM POINTS</b>	<b>POINTS RECEIVED</b>
SUMMER	ECE 6380 Literacy	Content Knowledge Exam	Standard 1: Knowledge of Subject Matter	5	
SUMMER	ECE 6390 Mathematics	Mathematics Teaching & Learning Exam	Standard 1: Knowledge of Subject Matter	5	
FALL	ECE 6395 Child Development	Child Case Study	Standard 2: Knowledge of Human Development and Learning	5	
FALL	ECE 6385 Literacy	Instructional Strategy & Theory Assignment	Standard 4: Multiple Instructional Strategies	5	
FALL	ECE 6375 Classroom Management	Student Support Team (SST) Project	Standard 9: Professional Commitment and Responsibility	5	
FALL	ECE 6655 Student Teaching I	Letter to Parents	Standard 10: Partnerships	5	
SPRING	ECE 6376 Classroom Management	Classroom Management Portfolio	Standard 5: Classroom Motivation and Management  Standard 6: Communication Skills	5	
SPRING	ECE 6365 Culturally Responsive Pedagogy in Practice	Culturally Responsive Lesson Plan Reflection	Standard 3: Adapting Instruction for Individual Needs	5	
SPRING	ECE 6405 Science/Social Studies	Learning Stations Reflection Paper	Standard 7: Instructional Planning Skills	5	
SPRING	ECE 6392 Mathematics	Mathematics Teaching & Learning Project	Standard 8: Assessment of Student Learning	5	

## UACM Lesson Plan

All guidelines in bold must be specifically addressed in the written lesson plan.

**Name:**

**Grade Level:**

**Lesson Topic:**

**Objective:**

- *Things to keep in mind when planning a lesson:*
  - *What do the students already know about the topic or skill?*
  - *How will I determine the students' prior knowledge?*
  - *What have the students already done that prepares them to learn this topic or skill?*
  - *What does the teacher need to know to be able to teach this lesson?*
- **State the relevant standard(s) (GPS, QCC, Other).**
- **State the desired student-learning outcome(s) (knowledge, skills, attitudes).**
- **This lesson is:**
  - an introductory lesson,**  **an extension lesson,** or  **a review lesson of the topic.**

**Materials:**

- **List the specific materials that will be needed for the lesson.**

**Procedures:**

- *Things to keep in mind when planning this lesson:*
  - *How will I organize the instruction (room arrangement, student flow, materials, time, etc.)?*
  - *What kind of questions will I ask students to stimulate their thinking, and to help them reason and explain their thinking and strategies?*
  - *What misconceptions or problems do I anticipate?*
  - *What modifications will need to be made for students with special needs?*
- *Possible element or areas of consideration when planning this lesson:*

<input type="checkbox"/> <i>Anticipatory Set/Lesson Launch</i>	<input type="checkbox"/> <i>Modeling</i>
<input type="checkbox"/> <i>Guided Practice</i>	<input type="checkbox"/> <i>Independent Work</i>
<input type="checkbox"/> <i>Small Group Work</i>	<input type="checkbox"/> <i>Whole Group Work</i>
<input type="checkbox"/> <i>Student-Directed Activity</i>	<input type="checkbox"/> <i>Teacher-Directed Activity</i>
<input type="checkbox"/> <i>Progress Checking</i>	<input type="checkbox"/> <i>Enrichment Activity</i>
<input type="checkbox"/> <i>Remediation Activity</i>	<input type="checkbox"/> <i>Centers/Stations</i>
<input type="checkbox"/> <i>Experiments</i>	<input type="checkbox"/> <i>Closure</i>
- **List in chronological order the agenda/steps for the teacher and students for this lesson.**

**Assessment:**

- *Things to keep in mind when assessing this lesson:*
  - *What do I want to know about my students' learning?*
  - *How will this information be used to impact future instruction?*
- **State the informal and/or formal assessment plan detailing:**
  - **How will I assess student learning?**
  - **Does this assessment plan measure all of the student-learning outcomes?**
  - **How will I document the data?**

**Attachments:**

- **Attach any pertinent assessments, worksheets, rubrics, etc.**

*Vocabulary:*

- *Anticipatory Set/Launch*--the teacher prepares students for the upcoming lesson by setting the stage. The teacher develops a question or problem to introduce the concept and to set the stage for the situation or activity, his/her role, and the children's role.
- *Modeling*--the teacher involves students as s(he) explains and demonstrates for the students what they must do e.g. by working through one or two examples with the class, with an emphasis on modeling the questions to be posed and/or problem-solving strategies and thinking s(he) is using. Involving students in the demonstration is most effective for the modeling process.
- *Guided practice through questioning*--the teacher develops questions to guide students through the development of the concept/skill and activities of the lesson, encourages students to explain their thinking, , and makes observations about the ideas students share, particularly about student strategies for solving problems and their explanations about the mathematics.
- *Independent/Small Group Practice*--students work independently, in pairs, or in small groups while teacher 'Circulates and observes, asks and answers questions as needed, encourages, and makes informal assessments of students' understanding and progress.
- *Progress Checking*--teacher takes the opportunity to assess student progress during the lesson.
- *Closure*--A description of how the lesson will end is provided.

### MENTOR TEACHER'S CANDIDATE EVALUATION FORM

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

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

Check one:   \_\_\_ Fall Semester                   \_\_\_ Spring Semester

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

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

Thank you for your participation.

\_\_\_\_\_  
Mentor Teacher Signature

\_\_\_\_\_  
Date

# Mentor Teacher's Candidate Observation Form

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

Week of \_\_\_\_\_ Teacher candidate \_\_\_\_\_

STRENGTHS:

AREAS OF IMPROVEMENT:

DEVELOPMENT PLAN:

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

\_\_\_\_\_  
Date

## Mentor Teacher's Program Evaluation

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

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

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

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

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

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

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

4. Please write any additional comments concerning this topic.

**TEACHER CANDIDATE'S EVALUATION OF  
PROGRAM/SCHOOL PLACEMENT/MENTOR/TEACHER**

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

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

Name of school: \_\_\_\_\_

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

\_\_\_\_\_

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

Comments and suggestions:

Rate the effectiveness of the ECE Teacher Candidate Teaching Manual.

\_\_\_\_\_

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

Comments and suggestions:

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

\_\_\_\_\_

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

Comments and suggestions:

Name of mentor classroom teacher: \_\_\_\_\_

On a scale of 0 to 10, rate your mentor classroom teacher.

\_\_\_\_\_

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

Comments and suggestions:

## Teacher Candidate's University Supervisor Evaluation Form

Semester \_\_\_\_\_

University Supervisor \_\_\_\_\_

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

### Evaluation

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

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

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

Thank you for your assistance in this evaluation process.



### Teacher Candidate's Professional Enrichment Checklist

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

Date Attended	Teacher's Initials and Date	PROFESSIONAL MEETINGS	Date Attended	Teacher's Initials and Date	OBSERVATIONS/CONFERENCES
_____	_____	SST Meeting	_____	_____	Administrator Observation
_____	_____	Parent Teacher Conference	_____	_____	Teacher Observation
_____	_____	Staff Development	_____	_____	Portfolio Review
_____	_____	Faculty Meetings	_____	_____	
_____	_____	PTA Meetings	_____	_____	
		SPECIAL EDUCATION			OTHER RELATED MEETINGS OR CLASSES
_____	_____	Speech	_____	_____	_____
_____	_____	L.D.	_____	_____	_____
_____	_____	B.D.	_____	_____	_____
		ENRICHMENT CLASSES			
_____	_____	Gifted	_____	_____	_____
_____	_____	Art Class	_____	_____	_____
_____	_____	Music Class	_____	_____	_____
_____	_____	P.E. Class	_____	_____	_____
_____	_____	Media Center Visit	_____	_____	_____
_____	_____	Assemblies	_____	_____	_____
_____	_____		_____	_____	_____

## **GSU Academic Dishonesty Policy**

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

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

### **Definitions and Examples**

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

**CHEATING ON EXAMINATIONS.** Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, or "crib sheets" during an examination (unless specifically approved by the faculty member), or sharing information with another teacher candidate during an examination (unless specifically approved by the faculty member). Other examples include intentionally allowing another teacher candidate to view one's own examination and collaboration before or after an examination if such collaboration is specifically forbidden by the faculty member.

**UNAUTHORIZED COLLABORATION.** Submission for academic credit of a work product, or a part thereof, represented as its being one's own effort, which has been developed in substantial collaboration with or without assistance from another person or source, is a violation of academic honesty. It is also a violation of academic honesty knowingly to provide such assistance. Collaborative work specifically authorized by a faculty member is allowed.

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

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

#### **Obligation to Report Suspected Violations**

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

#### **STATEMENT REGARDING FIELD BASED PERFORMANCE**

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

## Job Description for Early Childhood Education Classroom Teacher

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

### Definitions

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

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

### Tasks

#### Instruction

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

#### Assessment and encouragement of students

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

## Management of the learning environment

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

## General physical demands for a classroom teacher:

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

climbing	modeling good writing
balancing	assisting children in:
stooping	fastening shoes, buttons, snaps
kneeling	cutting food
bending	opening containers
crawling	keeping accurate records
reaching	making and putting up displays
handling	reading and assessing teacher candidate work
feeling	reading out loud to students
talking on phone	reacting to classroom emergency:
overhead reaching	fire drill
lifting from the floor	sick child
reaching to the floor	tornado
modeling effective oral communication	writing on board/overhead/handouts
moving among students	reading a clock (modeling this skill)
checking for progress and understanding	