

College of Coastal Georgia

**School of Education and Teacher
Preparation**

**Handbook for College Supervisors
and Mentor Teachers**



***Dynamic Educators Facilitating
Student Achievement***

Spring 2016



Dear Teacher Educator:

Your role in the development of our Teacher Candidates is critical in facilitating the process of an aspiring pre-service teacher's road to becoming an effective certified teacher. Whether you are serving as a mentor teacher or College supervisor, know that your commitment to the field is magnified by your willingness to take on the additional responsibility of assisting in a Teacher Candidate's practical learning.

This handbook is designed to help you direct the Teacher Candidate during practical experiences and to support the Teacher Candidate's goal in becoming an effective, fully certified teacher. The four major categories that are emphasized in Teacher Candidates' field experiences are observing, planning/collaborating, helping/implementing and reflecting. Candidates' engagement in each of these areas is crucial for ensuring a successful practical experience.

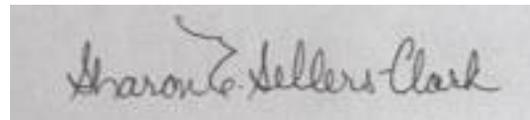
Teacher Candidates' involvement in the daily classroom activities and operations are determined by the practicum level (i.e., Practicum I, Practicum II, Practicum III, or Internship) and the comfort level of each of the key players, (i.e., the mentor teacher, the Teacher Candidate, and the College supervisor). It is expected that the mentor teacher will always base decisions on the welfare of the PreK-12 students and will work in their best interests. It also is expected that the Teacher Candidate and the College Supervisor will do the same. Therefore, **it is the Teacher Candidate's responsibility to be prepared to take on any task within the classroom or learning environment that the mentor teacher and the College supervisor collaboratively deem appropriate.** For example, it is acceptable and appropriate for Practicum II Teacher Candidates to assist the mentor teacher in preparing the classroom for learning. This may include but is not limited to creating bulletin boards, rearranging furniture, writing information on the board, and preparing technology for use. It is also appropriate for Practicum II Teacher Candidates to interact with PreK-12 students during the students' academic and socialization experiences. **The mentor teacher should assign the Teacher Candidate to work one-on-one with students, or to facilitate learning in small groups, or to introduce a topic to or lead a discussion with the entire class.** Teacher Candidates' readiness to take on practical assignments is determined by their capacity to demonstrate the confidence and abilities to do so. In this handbook, you will find activities that will assist you in determining the Teacher Candidates' readiness to actively assist in the process of PreK-12 student learning.

Your Teacher Candidate should see you as a professional resource. If you are a mentor, create a welcoming environment for your Teacher Candidate by providing a space where he or she can place personal items and a workspace where he or she can quietly observe your teaching or assist you in planning. If you are a supervisor, be sure to share contact information with your Teacher Candidate and provide a schedule for when you can be reached. Please take the time to get to know your Teacher Candidate. You are encouraged to base your relationship with your Teacher Candidate on mutual trust and appreciation. Be open, honest and fair about what you see in your Teacher Candidate's professional development. Allow the Teacher Candidate to ask questions and to express thoughts and ideas. Listening is key in the communication process, and the desire to be heard is a common human trait. Listening does not mean agreeing, but listening does help to simplify the mentor/mentee process. Thank you for your willingness to serve and to better the field. You are truly appreciated.

Sincerely,



Michael Hazelkorn, Dean
School of Education and Teacher Preparation
College of Coastal Georgia
mhazelkorn@ccga.edu
912/279-5843



Sharon Sellers-Clark, Ph. D
Director of Field Experiences
Certification, Data Management and Outreach
sclark@ccga.edu
912/279-5949

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Spring 2016 Important Dates

Practicum II

Tuesday, January 19, Practicum II Begins

Friday, January 22, Seminar Brunswick Campus 8:00 – 9:30 (Stempler Theater)

Friday, February 19, Reading Literacy Forum – All Day Brunswick Campus

Thursday, February 25, First half of Practicum II ends

Tuesday, March 1, Second half of Practicum II begins

Friday, March 4, Joint Seminar 2:00 – 3:30 (Stempler Theater)

Monday, March 7 – Friday March 11, Spring Break (Candidates **do not report** to Practicum II)

Friday, March 18, Seminar Brunswick Campus 8:00 – 9:30 (Stempler Theater)

Friday, April 22, Seminar Brunswick Campus 8:00 – 9:30 (Stempler Theater)

Practicum IV/Internship

Monday, January 4, Practicum IV/Internship Begins

Tuesday, January 19, 5:00 – 6:00 edTPA seminar (MGED Candidates Only Stempler Theater)

Thursday, January 28, 5:00 – 6:00 edTPA seminar (ECSP Candidates Only Stempler)

Tuesday, February 2, 5:00 – 6:00 edTPA seminar (MGED Candidates Only Stempler Theater)

Thursday, February 11, 5:00 – 6:00 edTPA seminar (ECSP Candidates Only Stempler Theater)

Tuesday, February 16, 4:30 submit edTPA workshop (ECSP and MGED Candidates)

Friday, February 19, Reading Literacy Forum – All Day Brunswick Campus

Friday, March 4, Career Fair – 11:00 – 1:00 Brunswick Campus

Friday, March 4, Joint Seminar 2:00 – 3:30 (Stempler Theater)

Friday, March 18, Certification Seminar 4:00 – 5:00 (Stempler Theater)

Friday, April 22, Requirements Met Seminar 4:00 – 5:00 (Stempler Theater)

Midterm Observation Dates

Monday, February 29 – Friday, March 4, 2016

*Other **required** seminars may be scheduled

**College of Coastal Georgia School of Education and Teacher Preparation's
Outcomes and Proficiencies**

1. Successful teacher candidates will demonstrate knowledge of the philosophical, historical, sociological, and legal foundations of education and special education.
2. Successful teacher candidates will demonstrate a knowledge base of educational foundations, educational psychology, human development, human exceptionalities, and parental and family dynamics.
3. Successful teacher candidates will demonstrate expertise in the content bases for curricula, appropriate uses of technology, and effective pedagogy.
4. Successful teacher candidates will interact and communicate effectively with a range of audiences (students, parents, administrators, stakeholders, educational agency staff, and the general public).
5. Successful teacher candidates will model positive and affective interpersonal skills interacting with all learners, parents, other educators, and members of the community.
6. Successful teacher candidates will reflect upon their overall performance with respect to modeling and teaching the Georgia Performance Standards, refine the skills and processes necessary, and implement a professional development.

Roles and Responsibilities

Role of The College Supervisor

The College supervisor is a liaison between the College and school staff. The supervisor informs and interprets the College program for the school. The College supervisor helps to facilitate the Teacher Candidate's professional development and has the responsibility for evaluating the Candidate's performance. The supervisor assigns the final grade for practicum. The College supervisor will:

1. Make a protocol visit during the first three weeks of practicum to meet the Mentor teacher, and the administrative team (should time allow).
2. Explain the policies and expectations of the School of Education and Teacher Preparation.
3. Inform, assist and support the Teacher Candidate.
4. Make formal observations, which include conferencing with the Teacher Candidate and the cooperating teacher and providing copies of the observation report. (See pages 13-18; one visit for Practicum I Candidates and three visits for Practicum III Candidates).
5. Notify the Director of Field Experiences of any problems in a timely fashion.

The responsibility for the final grade rests with the College supervisor. The supervisor will consult with the mentor teacher but will make the final decision. Students have the option to appeal their grade through the Office of Field Experienced (OFE).

All student assignments must be submitted and assessed before grades are submitted.

Role of the Mentor Teacher

The mentor teacher has a dual role. In addition to directing all aspects of the classroom learning environment, he or she also assumes primary responsibility for the Teacher Candidates professional development. Responsibilities are divided into four components: **orientation, induction, shared teaching, and evaluation.**

Orientation: The mentor teacher will acquaint the Teacher Candidate with the school, school district, and the community and are asked to:

1. Discuss school and classroom philosophy, mission, practices and policies, and procedures.
2. Provide an overview of the school/classroom curriculum.
3. Introduce the Teacher Candidate to the administrative, teaching and support staff,
4. Provide a guided tour of the school.
5. Provide workspace for the pre-service teacher in the classroom.
6. Provide the Teacher Candidate with teachers' guides, school policy handbooks, seating charts, various school forms (e.g. accident, attendance, tardy, lunch count, hall passes). fire drill and other emergency procedures and other resource materials.
7. Use the evaluative tools included in this Handbook to observe and evaluate Candidates on dispositions and performance.

Induction: The mentor teacher will gradually prepare the Teacher Candidate for teaching responsibilities by:

1. Introducing the Teacher Candidate to the students as a new member of the collaborative team.
2. Involving the Teacher Candidate in reflective classroom observations by discussing what has happened, why events occur and what further steps need to be taken.
3. Establishing an atmosphere where the Teacher Candidate is encouraged to ask questions and reflect on classroom practice.
4. Modeling a firm, fair and friendly rapport with students, and discussing these techniques with the Teacher Candidate.
5. Allowing the Teacher Candidate to assume responsibility, as soon as possible, for classroom routines, such as greeting the students and becoming acquainted with them, taking attendance, checking papers, and monitoring small groups.

Shared Teaching: As the Teacher Candidate accepts increased teaching responsibility for the classroom, mentor teachers will:

1. Understand that shared teaching is a gradual procedure. Practicum III and Intern Teacher Candidates will usually begin instructional responsibilities with one subject or class and weekly add another class or subject leading to accepting the complete responsibility and management of the classroom by the beginning of the Spring term. Practicum I and Practicum II Teacher Candidates will begin with one-on-one instruction and/or small group work and gradually be responsible for teaching a few lessons or a unit by the end of the fall and spring semesters.
2. Share lesson plans that demonstrate the use of rationale, objectives and outcomes, materials, procedures, and assessment including what the students have learned and reflection on one's own teaching.
3. Provide opportunities for Teacher Candidates to assess students' progress and to use a wide variety of assessment techniques;
4. Help Teacher Candidates become aware of their strengths and guide them toward becoming a reflective professional.
5. Help the Teacher Candidate become aware of areas needing improvement, and suggest strategies in those areas and continue to guide reflective thinking.
6. Require Teacher Candidates' attendance (during Internship) at faculty meetings, parent meetings, and parent-teacher conferences.
7. Provide Teacher Candidates with the opportunity to visit other classrooms and interact with other support personnel.

Evaluation: The mentor teacher will provide ongoing formal and informal evaluation of the Teacher Candidate's progress by:

1. Providing feedback through frequently planned conferences.
2. Giving positive reinforcement and offering suggestions to the Teacher Candidate for improvement in identified areas.

3. Working closely with the school administrator and the College supervisor to provide feedback to the Teacher Candidate on progress and/or lack of progress.
4. Confer with the College supervisor and the Teacher Candidate to assist in the Teacher Candidates professional growth.
5. Complete a Teacher Candidate Disposition Evaluation (TCDE) on the Teacher Candidate at the end of the field experience (See page 20 for reference only). A link to an electronic version of the TCDE will be emailed for completion at the end of the semester.

Role of the Teacher Candidate

As beginning professionals, Teacher Candidates are expected to maintain punctual and regular attendance at the school site and for all scheduled classes and seminars. If late or absent, Teacher Candidates are expected to phone the school and inform the mentor teacher. The College Supervisor also is to be informed.

Practicum I ECSP 3190 or MGED 3090 Teacher Candidates are placed in classrooms for half days on Tuesdays and Thursdays from 7:30 – 11:30 or from 8:00 – Noon. Candidates begin their placements observing the day-to-day operations within the classroom and the school. The Teacher Candidate should take on classroom responsibilities as the mentor teacher finds it appropriate to do so, keeping in mind that the Candidate is to be observed, at least once, delivering a 20-25 minute lesson to either a small group of students or to the entire class.

Practicum II ECSP 3191 or MGED 3091 Teacher Candidates are placed in classrooms for half days on Tuesdays and Thursdays from 7:30 – 11:30 or from 8:00 – Noon. Candidates should begin working directly with students in one-on-one tutoring experiences and/or small group instruction **as soon as the placement begins**. They should gradually assume greater responsibility for classroom activities as their skills develop and circumstances permit, eventually reaching the point of planning and **implementing whole class lessons** under the supervision of the mentor teacher. In **ECSP 3191** candidates are paired together in their placements with a special education teacher/mentor in order to experience co-teaching and a collaborative experience and **ideally** placed in an inclusive, co-taught classroom that employs the services of both general education and special education mentor teachers.

Practicum III ECSP 4190 or MGED 4090 and Capstone Integrated Internship ECSP 4191 MGED 4091 Teacher Candidates are placed for the entire academic school year. In the fall, during semester I, Candidates are placed in classrooms for half days on Mondays, Wednesdays and Fridays from 7:30 – 11:30 or 12:00 – Noon. Teacher Candidates should be given more responsibilities, until able to assume the responsibility for all planning, instruction, management, and evaluation **at the start of the spring (Internship) semester**. During the Internship semester, Candidates are in the schools for the entire school day, Monday – Friday.

SCED 4040 Internship in the Secondary School - Teacher Candidates placed for the Internship semester only.

Teacher Candidates will:

- Become familiar with the community in which they are placed

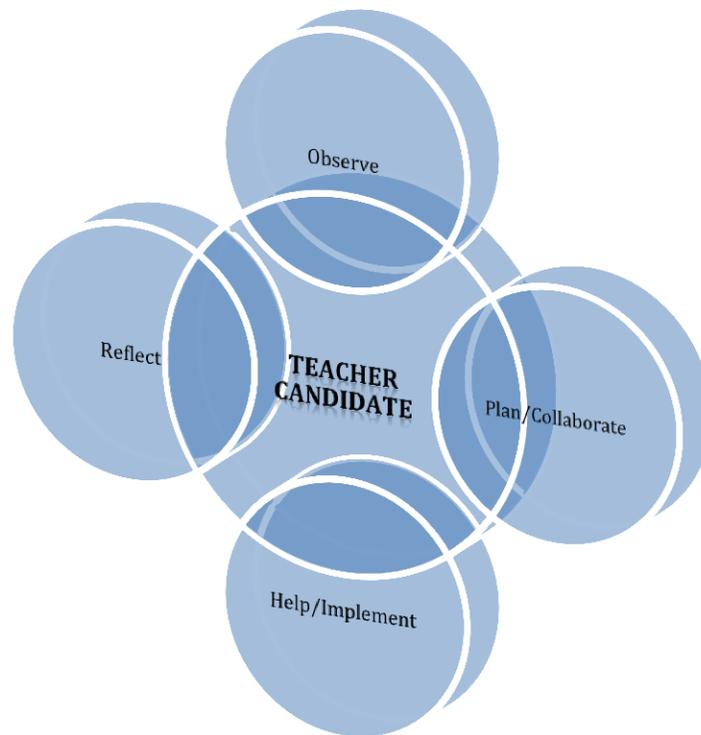
- Orient themselves to the climate and procedures of the classroom and building and get to know the students
- Form appropriate and meaningful relationships with students and their parents (Internship)
- Become informed about the teacher's methods of planning, managing, instructing and assessing
- Prepare lesson plans for instructional activities and submit the plans to the mentor teacher and College supervisor (for formal observations) **prior to teaching the lesson**
- Construct bulletin boards, displays, or visual aids that relate to some part of the instructional program
- Learn to use the technology that is available in the school
- Utilize resources of the school district and the community to inform curriculum choices

Teacher Candidate Absences

Teacher Candidates are allowed three excused sick days per semester. The Candidate must notify both the mentor teacher and the supervisor of absences due to illness or family emergencies. Time missed after the third excused absence during the semester must be made up.

Activities and Expectations for Teacher Candidates

Teacher Candidates are in the field to observe and to learn by doing. Providing them the opportunities to observe, plan/collaborate, help/implement, and reflect helps foster their professional development. While each area is at times a focal point within the practicum experience, they intertwine on a continual basis.



Candidate's Name _____ Spring 2016

The following activities will help Teacher Candidates understand the complex role of teaching. Use this chart as a checklist to keep track of these activities and to note when they are mastered. It also will be helpful to use when collaborating with Teacher Candidates and the College supervisor for planning during the semester.

Activity Checklist

| Week | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
|---|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Learn students' names | | | | | | | | | | | | | | | |
| Create student profile chart | | | | | | | | | | | | | | | |
| Learn school policies and procedures | | | | | | | | | | | | | | | |
| Take attendance, learn other classroom routines | | | | | | | | | | | | | | | |
| Know fire drill and other emergency procedures (example: school safety plan) | | | | | | | | | | | | | | | |
| Learn how to keep school records | | | | | | | | | | | | | | | |
| Observe other classes | | | | | | | | | | | | | | | |
| Observe how the arts are integrated across the curriculum | | | | | | | | | | | | | | | |
| Observe support staff providing services to students | | | | | | | | | | | | | | | |
| Observe/participate in an IEP and/or Section 504 meeting (Internship) | | | | | | | | | | | | | | | |
| Utilize available technology | | | | | | | | | | | | | | | |
| Assist in the supervision of out-of-class activities (e.g., hall duty, lunchroom) | | | | | | | | | | | | | | | |
| Attend assemblies and extra-curricular activities | | | | | | | | | | | | | | | |
| Make teaching aids/materials/instructional bulletin boards | | | | | | | | | | | | | | | |
| Keep observation notes for use in development of lesson plans (Practicum I – III and Internship) and the case study (Practicum III) | | | | | | | | | | | | | | | |
| Work with students with special needs | | | | | | | | | | | | | | | |
| Work with English Language Learners | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Work with low socio-economic status students | | | | | | | | | | | | | | | | | | |
| Work with culturally/racially diverse students | | | | | | | | | | | | | | | | | | |
| Participate in remedial and/or enrichment teaching | | | | | | | | | | | | | | | | | | |
| Utilize resources to inform curriculum choices (e.g., field trips) | | | | | | | | | | | | | | | | | | |
| Attend an open house, parent meeting (Internship) and/or Board of Education meeting | | | | | | | | | | | | | | | | | | |
| Observe, plan and participate in parent-teacher conferences (Internship) | | | | | | | | | | | | | | | | | | |
| Attend staff meetings (Internship) | | | | | | | | | | | | | | | | | | |
| Observe/work on school committees (Internship) | | | | | | | | | | | | | | | | | | |

Create a Student Profile Chart for each class - Use data from the chart to plan, differentiate, and organize the learning environment. Choose one class' chart to be submitted at the end of the semester.

Sample Student Profile Chart:

| Student Name | Gender | Race/Culture | First Language | Learning Style | Special Learning Need | Special/Strongest Academic Ability | Notes |
|--------------|--------|--------------|----------------|----------------|-----------------------|------------------------------------|--------------------|
| Student A | F | Native | English | Visual | Speech Impediment | English Grammar Poetry | Only Child |
| Student B | M | Hispanic | ELL | Logical | Translator | Math Multiplication | Just moved to area |

The College of Coastal Georgia’s School of Education and Teacher Preparation believes that Teacher Candidate’s opportunities **should not be confined to observing in the classroom**. When appropriate, Teacher Candidates should observe moments of students socializing in and out of the classroom in places like the hallway, the cafeteria, auditorium, and on the playground. Teacher Candidates also should observe departmental and parent teacher meetings and conferences as well as observing during school opening and dismissal whenever possible. In each practicum experience, Teacher Candidates should engage in observing these and other areas in and outside the classroom. As Candidates move through their practicum experiences, time should increase on implementing those strategies observed and identified as most effective in fostering the learning environment, while time spent observing decreases. Time for planning and reflecting should be constant, whether observing or implementing.

Use the included evaluative tools (Notes for Intern Keys and the Teacher Candidate Disposition Evaluation) to score what you notice about your Teacher Candidate’s disposition for teaching and teaching abilities. Review your notations with your Candidate. Remember your Teacher Candidate is in the induction phase and is still learning. Allow your Candidate to visit other classrooms to observe other teachers. Candidates should document similarities and differences and discuss observations with you.

Link to Intern Keys:

http://www.gapsc.com/GaEducationReform/Downloads/Intern_TKES_DRAFT_11-2-13.pdf

| | | | | |
|----|-----|------|------------|-----------------------|
| PI | PII | PIII | Internship | Notes for Intern Keys |
|----|-----|------|------------|-----------------------|

Teacher Candidate _____ Date _____
 College Supervisor _____ Setting _____
 Ratings: Interns - Exemplary, Proficient, Needs Development, Ineffective
 PI, PII, PIII – levels IV, III, II, I or NE (Not expected)

| | Rating | Comments |
|-----------------------------------|--------|----------|
| PLANNING | | |
| 1. Professional Knowledge | | |
| Curriculum standards | | |
| Higher level thinking skills | | |
| Link content to past | | |
| Accurate, deep, current knowledge | | |
| Best practice pedagogical skills | | |
| Goals reflect high expectations | | |
| Understanding of age group | | |

| | | |
|---|--|--|
| 2. Instructional Planning | | |
| Uses student learning data to inform planning | | |
| Plans are clear, logical, sequential, integrated across curriculum | | |
| Effective content mastery, pacing and transitions | | |
| Meets the needs of all students | | |
| Objectives align with state and district curricula and student needs | | |
| Able to adapt plans when needed | | |
| INSTRUCTIONAL DELIVERY | | |
| 3. Instructional Strategies | | |
| Engages students and maintains interest | | |
| Builds on existing knowledge and skills | | |
| Consistently reinforces learning goals | | |
| Uses a variety of researched strategies and resources | | |
| Effectively uses appropriate technology | | |
| Presents material clearly and checks understanding | | |
| Develops higher order thinking with questions and problem solving | | |
| Authentic real life learning and interdisciplinary connections | | |
| 4. Differentiated Instruction | | |
| Differentiates content, process, product and environment to meet individual needs | | |
| Remediates, enriches, accelerates to further understanding | | |

| | | |
|---|--|--|
| Flexible grouping to encourage peer interaction | | |
| Uses assessment data to modify instruction for individual needs | | |
| Activities used selected at appropriate level of challenge to develop critical and creative thinking | | |
| High expectations match developmental levels | | |
| ASSESSMENT OF AND FOR LEARNING | | |
| 5. Assessment Strategies | | |
| Assessment aligned with curriculum | | |
| Students set learning goals and monitor their progress | | |
| Varies and modifies assessments to determine individual needs | | |
| Uses formal and informal assessments for diagnostic, formative and summative purposes | | |
| Grading practices that report mastery | | |
| Assessment techniques fit developmental levels | | |
| Collaborates to develop common assessments when appropriate | | |
| 6. Assessment Uses | | |
| Diagnostic data to form learning goals, differentiate and document learning | | |
| Varies formal and informal assess. to measure mastery | | |
| Formative and summative assess. tools guide | | |

| | | |
|---|--|--|
| planning instruction | | |
| Analyzes and uses data to measure growth and formulate instruction | | |
| Shares results with students, parents and school personnel | | |
| Provides constructive and frequent feedback | | |
| Teaches students how to self-assess | | |
| LEARNING ENVIRONMENT | | |
| 7. Positive Learning Environment | | |
| Responds appropriately and timely to disruptions | | |
| Establishes and consistently reinforces classroom rules and routines | | |
| Models and creates a caring environment | | |
| Respectful supportive classroom environment | | |
| Promotes a climate of trust and teamwork | | |
| Promotes respect for and understanding of students diversity | | |
| Listens and pays attention to students responses | | |
| Arranges classroom materials and resources effectively | | |
| 8. Academically Challenging Environment | | |
| Maximizes instructional time | | |
| Conveys mistakes are a part of learning | | |
| Challenging material and assignments encourage productivity and academic rigor | | |
| Transitions minimize loss of instructional time | | |

| | | |
|--|--|--|
| High but reasonable expectations for student learning | | |
| Encourages students to explore new ideas and take academic risks | | |
| PROFESSIONALISM AND COMMUNICATION | | |
| 9. Professionalism | | |
| Maintains professional demeanor and behavior according to federal and state laws and local district policies | | |
| Respects and maintains professional demeanor and behavior according to federal and state laws and local district policies | | |
| Respects and maintains confidentiality | | |
| Participates in professional growth activities based on evaluations of strengths and weakness | | |
| Demonstrates flexibility in adapting to school change | | |
| Engages in activities outside the classroom for school and student advancement | | |
| 10. Communication | | |
| Uses verbal and nonverbal communication to foster positive interactions and promote learn | | |
| Engages in ongoing communication with parents in a timely and constructive manner | | |
| Collaborates to reach educational decisions with colleagues and community | | |

| | | |
|--|--|--|
| Uses precise language, correct vocabulary and grammar in appropriate forms of oral and written communication | | |
| Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner | | |
| Adheres to school and district policies regarding communication of student information | | |
| Creates a climate of accessibility for parents and students by demonstrating a collaborative and approachable style | | |
| Listens and responds with cultural awareness, empathy, and understanding to the voice and opinions of stakeholders (parents, community, students, and colleagues) | | |
| Uses modes of communication that are appropriate for a given situation | | |

Practicum I, II, III, and Internship Observation Expectations

| Field Experience | Basic Procedures for Observations |
|------------------|---|
| Practicum I | Visit 1: Meet and Greet (Time: 15 minutes) Visit 2: Lesson (Lesson Plan) 1on1, small group, or whole class (Time: 20-25 minutes) |
| Practicum II | Visit 1: Observation of Teacher Candidate (TC) working with small group or whole class but no lesson plan required (Time: 20-25 minutes) Visit 2: Lesson (Lesson Plan) with whole class (Time: 30-45 minutes) Visit 3: Same as Visit 2 and only if needed |
| Practicum III | Visit 1: Lesson with small group or whole class (Time: 20-25 minutes) Visit 2: Lesson (Lesson Plan) with whole class (Time: 30-45 minutes) Visit 3: Lesson (Lesson Plan) with whole class (Time: 30-45 minutes) Visit 4: Same as Visits 2 and 3 and only if needed |
| Internship | Visit 1: Lesson (Lesson Plans for entire day available) with whole class (Time: 1 hour or a full lesson) Visit 2: Lesson (Lesson Plans for entire day available) with whole class (Time: 1 hour or a full lesson) Visit 3: Lesson (Lesson Plans for entire day available) with whole class (Time: ½ day observation) Visit 4: Lesson (Lesson Plans for entire day available) with whole class (Time: ½ day observation) Visit 5: Same as visits 3 and 4 and only if needed |

CCGA Teacher Candidate Disposition Evaluation

The College of Coastal Georgia's Department of Education and Teacher Preparation **Conceptual Framework** delineates the comprehensive foundation that guides our teacher preparation programs whose end result is *Dynamic Educators Facilitating Student Achievement*. Therefore, education students and teacher education candidates must possess certain behaviors inherent to good teaching.

Directions: The purpose of this form is to assess those expected roles and responsibilities of teacher candidates and is completed by faculty and mentoring teachers. After circling the appropriate rating for each item (**Rating: 5=Exceptional, 3=Average, 1=Needs Improvement**), the completed form should be shared with the teacher candidate by the completer and forwarded to Sharon Sellers-Clark for inclusion in the teacher candidate's portfolio.

Student: _____
Print Name Signature

Semester/Year: _____ **Date:** _____ **Course:** _____

| Rating | Teacher Candidate Classroom Behaviors | Comments: |
|-----------|---|-----------|
| 5 4 3 2 1 | 1. Models correct oral language. | |
| 5 4 3 2 1 | 2. Models correct written language. | |
| 5 4 3 2 1 | 3. Works cooperatively with colleagues on a consistent basis. | |
| 5 4 3 2 1 | 4. Acts in a professional manner. | |
| 5 4 3 2 1 | 5. Is punctual on a consistent basis and exhibits good attendance. | |
| 5 4 3 2 1 | 6. Is open to and willing to consider new ideas. | |
| 5 4 3 2 1 | 7. Displays a positive attitude on a consistent basis. | |
| 5 4 3 2 1 | 8. Is consistently prepared for class. | |
| 5 4 3 2 1 | 9. Turns in lesson plans on time on a consistent basis. | |
| 5 4 3 2 1 | 10. Exhibits an eagerness to learn on a regular basis. | |
| 5 4 3 2 1 | 11. Accepts and works to implement constructive criticism for improvement. | |
| 5 4 3 2 1 | 12. Interacts with all individuals in a respectful and accepting way without regard to race, ethnicity, gender, or religion. | |
| 5 4 3 2 1 | 13. Exhibits an attitude and belief that students from diverse racial and ethnic groups, both gender groups, exceptional students, and students from social-class groups should experience equal educational opportunities in schools and post-secondary opportunities. | |
| 5 4 3 2 1 | 14. Demonstrates basic technology competency. | |
| 5 4 3 2 1 | 15. Continually works toward learning the use of instructional technologies. | |

Mentor Teacher: _____
Print Name Signature Date Phone

Revised 12.06.12