

Augusta State University
College of Education—Department of Teacher Education
EDTD 6910 (Master of Arts in Teaching Practicum)

Teacher Education Office: 706-737-1496

Teacher Education Fax#: 706-729-2276

Hours: 6 Semester Hours Websites: http://www.aug.edu/teacher_development/

*Note the MAT videos under the Graduate Programs Tab

<http://college.livetext.com/>

Course Description: An intensive practicum course designed for students who have a degree, have a teaching job or have been placed in an appropriate teaching assignment, and are seeking certification and a Master's degree. A mentor teacher and university faculty member will work with the student to support the student's teaching. Students will be supervised as they plan, reflect, and refine their teaching practice.

Prerequisite(s): successful completion of at least 27 hours of program requirements, including EDTD 6364 and EDTD 6491.

Required Materials:

****LiveText:*** All students admitted to degree programs in the College of Education are required to purchase ***LiveText*** software through the ASU bookstore or online. ***Livetext*** is an electronic, web-based data management service that allows students and faculty to create, store, and publish documents online using a word-processing format. All students upload assignments, their portfolio, and other required documents into ***LiveText***. ***Livetext*** works better with the Mozilla Firefox browser rather than Internet Explorer. Students may google Mozilla Firefox and download it to their computers.

****Resource: Teacher Education Website*** www.aug.edu/teacher_development/

Completion Policy: *****Note:** Teacher candidates must successfully complete ***all requirements*** of Practicum in order to pass.

*If a candidate fails practicum, the candidate must reapply for practicum another semester. There is no guarantee that a placement can be secured for a second attempt at practicum. Schools have the right to refuse placements based on previous performance. Practicum can only be repeated with approval of the faculty and chair of the department. No candidate will be allowed to attempt practicum more than two times.

Apprenticeship & Practicum Pass/Fail Policy

By midterm a teacher candidate must score a 3 or higher on 24 out of the 28 elements evaluated (Apprentice/Practicum Midterm Evaluation & Dispositions). If by the midterm date a candidate scores below 3 on five or more elements of the University Supervisor's Apprentice/Practicum Midterm Evaluation, the Supervisor will notify the candidate and the chair of the department that the teacher candidate is failing at that point.

Midterm Evaluation Elements:

Apprentice/Practicum Midterm Evaluation (University Supervisor)	25 elements
Dispositions (University Supervisor)	<u>3 elements</u>

Total 28 elements

In order to pass the Apprenticeship/Practicum experience and to successfully graduate from this program, the teacher candidate must meet the following requirement:

For the final assessment, the teacher candidate should score a 3 or higher on 41 of the 45 elements evaluated at the end of the apprenticeship/practicum semester (Apprentice/Practicum Final Evaluation, Impacting Student Learning, E-Portfolio, and Dispositions).

Final Evaluation Elements:

Apprentice/Practicum Final Evaluation (University Supervisor)	25 elements
Dispositions (University Supervisor)	3 elements
Impacting Student Learning	13 elements
E-Portfolio	<u>4 elements</u>
Total	45 elements

College of Education Conceptual Framework/Course Objectives:

The preparation of teachers and other school personnel is critical to all other professions, and to communities, the state and the nation. The professional educator plays an essential role in student learning. The Conceptual Framework of the professional education unit at Augusta State University consists of a mission and vision with an overarching them to produce **prepared, able** and **responsive** professionals to teach and support diverse learners.

This mission and vision requires a partnership between the professional education unit including the College of Education, the College of Arts and Sciences, the local community educational system, community agencies, and the Partner School Network.

Conceptual Framework: Mission

Our mission is to educate prospective school professionals to be knowledgeable, effective, and ethical practitioners.

Conceptual Framework: Vision

Our vision is to prepare school professionals who transform P-12 learners into thinking, productive citizens.

Conceptual Framework PAR**Standard: Prepared**

Disposition: To think critically about the process of teaching, learning and assessment.

Competencies: Candidates who are prepared will:

P1 - demonstrate strong content and pedagogical preparation in their respective subject area or professional field.

P2 - use self assessment and analysis as a basis for collaboration with colleagues, continuing professional development and lifelong learning.

P3- possess an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) or professional field of study and create learning experiences that enable all students to learn.

P4- demonstrate an understanding about how students learn and develop (intellectually, socially, and individually) and provide developmentally appropriate curricula, learning opportunities and support.

P5- demonstrate knowledge about how to use information and technology effectively to foster active inquiry, collaboration, and supportive interaction in educational settings.

Standard: Able

Disposition: To be creative, challenging, and flexible in teaching/professional practices.

Competencies: Candidates who are able will:

A1 - understand, use, and support a variety of instructional strategies to encourage critical and creative thinking, problem solving, and achievement.

A2- create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for all learners.

A3- plan, guide, and support instruction using knowledge of subject matter, the learners, the community, and curriculum goals.

A4- understand and use authentic assessment to evaluate and ensure the continuous development of the learner.

A5- organize, allocate, and manage resources to support learning.

Standard: Responsive

Disposition: To act in a manner that is empathetic, responsive, enthusiastic, inclusive, and reflective in relations with students, parents, peers, and others.

Competencies: Candidates who are responsive will:

R1- respect the dignity of all persons believing that all children can learn and have the right to an opportunity to do so.

R2- translate knowledge into creating and supporting meaningful experiences for diverse learners.

R3- accept responsibility for teaching and working in authentic settings with diverse populations of learners.

R4- demonstrate a commitment to meet the educational needs of learners in a fair, caring, nondiscriminatory, and equitable manner.

R5- reflect on practice and continually evaluate the effects of choices and actions on others (students, parents, and other professionals in the learning community).

R6- foster professional relationships with school colleagues, parents, and agencies in the larger community to support the learning and well-being of all.

Georgia Technology Standards for Educators adopted from ISTE NETS Standards

I. Technology Operations and Concepts (*ISL*)

II. Planning and Designing Learning Environments and Experiences (*ISL*)

III. Teaching, Learning, and the Curriculum (*ISL*)

IV. Assessment and Evaluation (*ISL & Research- Formative Assessment*)

V. Productivity and Professional Practice (*ISL, Research-Teaching Strategies & Formative Assessment*)

VI. Social, Ethical, Legal, and Human Issues (*Lesson Plans-Use of technology to differentiate instruction; Discussion Boards in LiveText,*)

*This standard will be achieved through the documentation of lesson plans utilizing technology in grade level content areas. Examples may include but not be limited to use of smart boards, power points, web quests, internet workshops, online discussions, etc.

National Board For Professional Teaching Standards ADDRESSED IN THIS COURSE:

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.

Academic Honesty Policy: The academic honesty policy outlined in the ASU Catalog applies in this class.

Academic Honesty: Students are expected to read and strictly adhere to the entire Academic Honesty policy found in the *Augusta State University Catalog*. In part, the policy reads:

Academic honesty requires the presentation for evaluation and credit of one's

own work, not the work of others...Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student's own unless otherwise acknowledged. Such acknowledgement should occur whenever one quotes another person's actual works, whenever one appropriates another person's ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge. (p.46)

Candidates with Disabilities: Candidates with disabilities must meet with the Office of Disability Services in order to arrange for accommodations. Once the candidate has arranged for an accommodation letter from the Office of Disability Services, it is the candidate's responsibility to schedule an appointment with his or her instructor within two weeks in order to discuss accommodations. If the candidate does not initiate this meeting, it is assumed no special accommodations or modifications will be necessary to meet the requirements of this course. You may make an appointment with Testing and Disability Services by calling (706) 737-1469 or by visiting their office located in Galloway Hall.

My ASU Account: You are expected to check your ASU Campus Email Account and your **LiveText** account **on a daily basis**. Note: Students are responsible for any assignments or deadlines sent to them via *My ASU*. If you have trouble accessing your account, you should contact Information Technology Services at 737-1676. Computers and printers are available free of charge in computer labs throughout campus as well as the library and campus Internet cafes for students who do not have access from a home computer.

Department of Teacher Education Website: Students are encouraged to visit the departmental website www.aug.edu/teacherdevelopment/. A variety of forms, some interactive, may be downloaded from the website. There are also links, registration information and announcements which students will find useful.

Writing Center: You may contact the ASU Writing Center (706-737-1402) for help with developing and improving composition skills. If you would like additional help with writing or learning APA style, inform the class instructor.

Student Safety: Student safety is of primary importance. Students leaving classes late in the evening are encouraged to stay in groups of two or more and to report all suspicious behavior or persons to the ASU Office of Public Safety (emergency number 706-729-2911; non-emergency 706-737-1401). Emergency telephones are located in the University Hall parking lot and various other locations on campus.

IMPORTANT CONTACTS/TERMS:

- ***Teacher Education MAT Coordinator:** Dr. Steven Page
The chain of command is to communicate problems with the grade level contact first, the ASU Supervisor and then the MAT Coordinator as needed.
- Teacher Education Practicum Coordinator:** Kelly Farmer
- MAT Advisor:** Andre Goodman
- Field Experience Coordinator:** *Jackie Creasy
- Music Department Contact:** *Dr. Suzanne Hall
- Foreign Languages Contact:** *Dr. Christopher Botero
- Kinesiology Contact:** *Mr. Graeme Connolly
- SPED Contact:** *Dr. Alice Pollingue/Dr. Kathy Hogan

*These ASU professors make the initial practicum placements and serve as the contacts for the specified certification levels.

University Supervisor: The ASU person hired to supervise Teacher Candidates.

Partner School Network: Partner schools are collaborators with Augusta State University in preparing pre-service teachers for their teaching careers.

Building Coordinator: This person serves as the liaison between ASU and the school. This person is only present in the Partner School Network. We attempt to put MAT candidates that are **assigned** a placement in one of our Partner Schools. Employed Practicum candidates could be in any school within the 50 mile radius.

Mentor Teacher: A teacher – either assigned by the Teacher Education department (in the case of an unemployed Teacher Candidate) or assigned by the employed Teacher Candidate’s administration or chosen by the employed Teacher Candidate and often located elsewhere in the building. See requirements on website. *All Mentor Teachers must have successfully completed the Master/Mentor Online Training located on the Teacher Education website.

Practicum Teacher Candidate: a graduate or employed Teacher Candidate seeking initial certification through the MAT program.

Prior to Practicum:

- Teacher candidates are encouraged to complete all course work **PRIOR** to their practicum. However, they may take a maximum of two classes along with this course. Candidates must have successfully completed EDTD 6364 and EDTD 6491 prior to practicum. The Teacher candidate must also have a cumulative GPA of at least 3.0 on all MAT course work.
- Teacher candidates are required to have their 300 hours of lab completed prior to practicum & by the deadline specified by the Teacher Education department.
- Practicum teacher candidates will be assessed a \$200 practicum fee (along with their regular tuition). This fee is used to pay the Mentor Teacher a \$150 stipend for supervision and to pay for the University Supervisor’s travel.

General Practicum Guidelines:

- This is one semester of full time teaching in the certification field (**75 days/600 hrs min.**).
- Professional dress is expected at all times. Candidates must wear appropriate attire when engaged in the Practicum course.
- Teacher candidates are expected to be on time at the start of the school day and observe the same number of hours as a full time teacher. This includes participation in faculty meetings, parent conferences, PTO events, etc. They are expected to attend anything their Mentor Teacher attends (unless they don’t have permission to do so).
- Candidates are allowed to attend 2 county job screenings without having to make that time up. However, they are required to report to their Practicum school either before and/or after to minimize the amount of time out of the classroom (depending on the time of the screening). If a teacher candidate wished to attend more than two county job screenings then they may do so but will need to make up the time.

****Practicum Attendance Documentation Process** – *Begin documenting your 75 days immediately but enter the documentation in Elroy after the second week of the semester when the port has been set up by Bill Gray (wgray@aug.edu).* **Note:** For 75 days, some exceptions are made for counties with extended day calendars. Ex. McDuffie County – see calendar of dates on website.

Directions: Document your attendance through the school as well as through *Elroy*. You must document the date, time arrived, and time left for each day of your experience. You will document each day's attendance for a **minimum** of 75 full days **and** a **minimum** of 600 hours. At the end of each month, the ASU Supervisor will check your attendance in *Elroy*. Your Mentor Teacher will also verify your attendance at midterm and at the end of practicum. There will be a statement on your midterm and final evaluations indicating the number of days you have been absent and the number of times you have been tardy. If you will be absent or tardy (arriving late or leaving early), immediately contact your school and Mentor Teacher and then e-mail your University Supervisor and document the date in your attendance form. We are asking Mentor Teachers to inform their University Supervisors after the **first absence or tardy**. Remember that if you miss four days, you will be dropped from Practicum. **There are no excused tardies or absences so Teacher Candidates must make up all accumulated absences and/or tardies. Teacher candidates' tardies can be made up with extra hours but absences must be made up by adding the missed days to the end of the Practicum experience.** **Graduation paperwork as well as final grades cannot be submitted by your University Supervisor until all information is completed, verified and entered into Livetext and *Elroy*.

Getting Started:

- ****Note:** Mentor Teachers must now pass a *Master/Mentor Training Online Test* to qualify as Mentor Teachers. *All Mentor Teachers* must have taken and passed the required test *before* serving as a Mentor Teacher. If you are an employed Practicum Teacher Candidate, refer your Mentor Teacher to the following link: http://www.aug.edu/teacher_development/master-mentor-training.htm for further details.
- Review the **Teacher Education Website (Practicum Teacher Candidate link)** at www.aug.edu/teacher_development/ for course requirements and forms. Refer your teacher to the **Mentor Teacher** link located beneath your link.
- Watch the *Electronic Portfolio Video Overview* referenced on the T.E. website.
- **Check your ASU E-MAIL daily!**
- Fill out the **Personal Contact Information Form** and **Class Schedule Form** with your daily/weekly **Schedule** for the semester and send via e-mail to your ASU Supervisor by the end of the first week of the semester.
- Give your Mentor Teacher the **Master/Mentor Teacher Payment Form** and request they send it to Julie Gray ASAP. This will ensure that they receive the \$150 stipend for their assistance this semester.
- Prepare and send home a **letter to parents** introducing you to the class. Mentor Teacher and/or Principal must approve the letter according to assigned schools' policy.
- We suggest you begin no later than the second week of the semester taking over a subject and then add a subject each week until you have taken over everything. You must teach all day for **three consecutive weeks (a minimum of 15 full school days)**.
- Collaborate with Mentor Teacher to develop a *tentative schedule/timeline* for taking over all duties. This schedule also needs to be e-mailed to your University Supervisor. Remember to inform your University Supervisor of any major changes in your schedule.

- Make sure your Mentor Teacher has all important dates and a copy of forms that they are responsible for (a variety of **Lesson Evaluation Forms** can be found on the Teacher Education website) and the **Evaluation Form for Practicum** would be a good resource for anticipating upcoming assessments. These forms can be found on the Teacher Education website under *Mentor Teachers*.
- **Concerns**-If at all possible, follow the chain of command in the following order: Mentor Teacher, Building Coordinator (if in Partner School Network), University Supervisor and then Teacher Education MAT Coordinator (Dr. Steven Page) if any problems arise during Practicum.

Teaching Guidelines:

- Every practicum experience is different. Some teacher candidates will be full-time teachers and as such are expected to teach all day. However, for teacher candidates who have been placed in a school, it is recommended that they teach at least 75% of the day by midterm (according to ASU's calendar) and 100% of classes by the tenth week of the practicum. Candidates are expected to teach full-time a **minimum** of three consecutive weeks (15 full time days). Time spent performing primary teaching duties resembles the Bell curve. Mentor Teachers should leave the classroom during the course of the three week teaching experience so teacher candidates may better appreciate the full responsibility of teaching. It is of course appropriate and expected that the Mentor Teacher will *occasionally* check on the teacher candidate, evaluate lessons, work with students, etc. during this time frame.
- Practicum teacher candidates (not employed) may cover a class at the discretion of the administrator but cannot be paid as a substitute teacher. For liability reasons candidates may not supervise children by themselves at recess. A certified teacher must be present at all times with the practicum teacher candidate if they are helping with recess duty.
- **Elementary** teacher candidates assigned a "Block Class" that only covers one or two content areas will complete the majority of their experience in that classroom where they will plan, teach and implement all practicum requirements. When the required three weeks' experience is finished then the practicum candidate will either follow their homeroom for a week teaching those content areas not taught previously **or** teach one week in each content area (not already taught) in another classroom.

Lesson Plans:

- **Lesson Plans** must be submitted and approved by the Mentor Teacher **at least three days (or more if requested) prior to teaching** to ensure there is time for discussion and revision. The Mentor Teacher should approve the format used for all lesson planning. Teacher candidates should be involved in lesson planning with the teacher, the grade level, and **independently** to authentically experience the process however the candidate is ultimately **responsible for the planning and preparation as she/he takes on each subject**. Teacher candidates are expected to plan, modify, teach and reflect on their experiences.

- **Lesson plan formats** will vary. We suggest you use the format your Mentor Teacher uses (unless you are asked to create more detailed plans) for daily lesson planning. However, for the ISL assignment you must use the detailed **Lesson Plan & Reflection template (10-15 lessons)** available in Livetext under the Apprenticeship/Practicum documents section as well as the **Lesson Plan Format Definitions'** attachment found on the Teacher Education Website.

Observations & Evaluations:

- The Mentor Teacher formally observes at least three times using some type of written feedback and at least one observation should occur before Mid-term. The **Lesson Evaluation Form(s)** are available on the ASU Teacher Education Website.
- The school administrator or designee will evaluate the Practicum teacher candidate (using the school's evaluation form) during the practicum.
- The ASU University Supervisor will conduct periodic observations or visits (approximately every two weeks) of the teacher candidate. These visits will be a combination of announced and unannounced trips. Documentation of each visit will be kept on file. The University Supervisor is required to observe the candidate and give feedback a minimum of 3 times. At least one observation should occur before Mid-term.
- **Midterm Evaluation of Teacher Candidate** should be completed by the Mentor Teacher a week before the midterm date and prior to the midterm conference. The Mentor Teacher and teacher candidate meet beforehand to discuss evaluations thoroughly. Midterm Evaluations will be shared with the ASU Practicum Supervisor before midterm. (Teacher candidate will insert into their E-Portfolio under the designated site on the **Additional Artifacts** page.)
- **Final Exit Conferences** will be scheduled for the time frame between the submission of your E-Portfolio/ISL and the end of the semester and will be held at ASU (or at your school). The Mentor Teacher's attendance is optional. The Mentor Teacher's **Final Evaluation** should be submitted in Livetext before Final Exit Interviews are held. Reminder: The Practicum candidate must also submit a **Final Self-Evaluation** found under the **Forms Tab** in their Livetext account.
- **Dispositions** of Teacher Candidate are evaluated as part of the midterm and final evaluations. Candidates are expected to demonstrate the professional dispositions of Prepared, Able, and Responsive. These professional attitudes, values, and beliefs are seen in the candidates' verbal and nonverbal interactions with students, other educators, parents, colleagues, and members of the community. Practicum candidates are assessed formally on these using the professional dispositions rubric in the midterm and final evaluations.
- **Interventions** can be requested by the Mentor Teacher, Building Coordinator, School Administrator, University Supervisor or MAT Coordinator at any time. Please see [ASU's Early Childhood, Middle](#)

Grades, and Secondary Handbooks for the **Professional Qualities Intervention Plan**. The form can also be found on the Teacher Education Website. **Note:** Two interventions and you can be dismissed from the program.

Practicum Teacher Candidate:

- **Practicum Mid-Term Self-Evaluation**– Self evaluation should be completed at Midterm. Submit via **LiveText under Forms Tab**. Inclusion in E-Portfolio is optional.
- **Practicum Final Self-Evaluation** – Self-evaluation should be completed before the Final Exit Conference. Submit via LiveText under **Forms Tab**. Inclusion in E-Portfolio is optional.
- **Practicum Evaluation of Mentor Teacher** – is to be completed by candidate at the end of the Practicum and prior to the Final Exit Conference. Submit via *LiveText* under **Forms Tab**.
- **Practicum Evaluation of University Supervisor** – is to be completed by candidate at the end of the Practicum and prior to the Final Exit Conference. Submit via *LiveText* under **Forms Tab**.
- **Teacher candidates will videotape themselves teaching a minimum of two times.** Practicum teacher candidates are encouraged to videotape at the beginning and end of the practicum experience to best see the growth of their teaching expertise. Candidates need to complete a self reflection form (reflecting on this growth) on each videotaped lesson using one of the **Lesson Evaluation Forms** found on the Teacher Education Website.

Mentor Teachers:

- **Mentor Teacher Lesson Evaluations of Teacher Candidate (min. of 3)**
The Mentor Teacher will formally observe the candidate a minimum of 3 times with at least one observation before Midterm. Candidate will scan into their E-Portfolio under designated site on the **Additional Artifacts** page.
- **Mentor Teacher Midterm Evaluation of Teacher Candidate** – should be submitted in Livetext by the Mentor Teacher a week before the midterm date and prior to the midterm conference. The Mentor Teacher and candidate will meet beforehand to discuss evaluations thoroughly and then evaluations will be shared with the ASU University Supervisor in a follow up conference prior to midterm. Candidate will use a hard copy of evaluation to be scanned & inserted in E-Portfolio under the designated site on the **Additional Artifacts** page.
- **Mentor Teacher Final Evaluation of Teacher Candidate** – is due by the end of the last week of practicum prior to the Exit Conference and submitted via Livetext. The Mentor Teacher and teacher candidate should discuss the evaluation thoroughly before practicum is concluded.

University Supervisors:

- **University Supervisor Lesson Evaluations of Teacher Candidate (min. of 3)** – The ASU Practicum Supervisor will conduct periodic observations of the candidate and will formally evaluate the candidate a minimum of 3 times with at least one formal observation before midterm. These visits

will be a combination of announced and unannounced trips. Documentation of each visit will be kept on file. Teacher candidates will scan into the E-Portfolio under designated site on the **Additional Artifacts** page.

- **University Supervisor Midterm Evaluation of Teacher Candidate** - Supervisor will complete a midterm evaluation and conduct a midterm conference with the teacher candidate and Mentor Teacher. Candidate will insert into their E-Portfolio under designated site on the **Additional Artifacts** page. See Teacher Education Website for directions.
- **Exit Interview & Evaluation – Course Requirements** will be checked and assessed at the **Exit Interview Conference** held during the final weeks of the semester. The University Supervisor will complete a final evaluation and assess the Teacher Candidate's E-Portfolio and ISL via LiveText as well as conduct a final conference with the Teacher Candidate either at the school or at ASU. (Teacher Candidate will insert the Final Evaluation in their E-Portfolio under the designated site on the **Additional Artifacts** page **after** the Final Exit Conference. See Teacher Education Website for directions.
- **Practicum Teacher Guarantee Form** –This form will be signed electronically by the University Supervisor only. This form is attached to the Final Evaluation in LiveText.

School Administrator:

- **School Administrator Lesson Evaluation of Teacher candidate (min. of 1)** – Administrators may use the evaluation form used by the school system or forms provided on the website. The candidate will scan and insert into E-Portfolio under the designated site on the **Additional Artifacts** page.

Other Requirements:

Seminars:

- Practicum teacher candidates are required to attend **4 ASU mandatory seminars** during the semester one of which is the mandatory meeting required of all teacher candidates prior to practicum. Seminar titles, dates and times should be recorded in a word document to be attached under **Other Documents** on the **Additional Artifacts** page. *This requirement is listed on the **Exit Interview Checklist** and attendance will be verified by seminar instructors through sign in sheets. **Make sure you sign in for each seminar. Note:** During the spring practicum experience, the ISL Conference is **mandatory** for all Practicum Teacher Candidates. Plan to attend the whole conference **from 8:00 – 2:00**. Enter these hours in your attendance documentation and plan to sign in and out of the conference with your ASU Supervisor.
- If the placement school requires any additional seminars, candidates are required to attend those meetings as well. The school seminars will be **in addition** to the required ASU seminars. Teacher candidates are required to record the date attended, seminar title, and time frame for each meeting in a word document (with the total number of hours for the semester at the

end of the document) and attach as an artifact under **Other Documents** on the **Additional Artifacts** page in the **E-Portfolio**.

ISL (Impacting Student Learning) Assignment (Rubric attached in LiveText):

- **Impacting Student Learning Unit-** The teacher candidate is required to complete a **2-3 (10-15 days) week (whole class)** Impacting Student Learning Unit during the course of their teaching experience. **ISL Template Instructions** are on the Teacher Education Website under the Practicum teacher candidate link. Pick one class or class period for this unit. The required **Lesson Plan & Reflection Template (10-15 lessons)** can be found in Livetext. This unit will be assessed by the University Supervisor and must be submitted in its entirety via Livetext. **Due Date: Sunday, November 18, 2012 by midnight** ****Note*Teacher candidate will insert into their E-Portfolio** under the designated site on the **Additional Artifacts** page.)
- ***Late submissions will not be accepted. If you do not turn in your ISL by the deadline, it will not be graded and you will fail.**

E-Portfolio Assignment (Rubric attached in LiveText): *Note: See Practicum Teacher Candidate Link – Portfolio Overview – Print handout, watch video, turn in completed handout to ASU supervisor by the 2nd week of the semester.*

- **Title Page**
- **Resume**
- **Conceptual Framework Principles (PAR)** requires a written description and rationale (a minimum of 2-3 sentences) clarifying why an artifact is evidence for a particular CFP. A minimum of 9 artifacts are required for the PAR page but 10 or more will put a teacher candidate in consideration for exemplary status on the rubric depending on the quality and variety of the artifacts. Candidates will attach a minimum of 3 artifacts per standard (Prepared, Able, & Responsive). Teacher candidates may only use an artifact once in the PAR section of their e-portfolio.
- **Rubrics** for the ISL and E-Portfolio are attached to the E-Portfolio template and are also available on the Teacher Education website. The E-Portfolio must be entirely on Livetext. Artifacts can be scanned into the electronic portfolio. It must be submitted in its entirety to the ASU Supervisor by the end of the 13th week of the semester (Nov. 18, 2012). ***Late submissions will not be accepted. If you do not turn in your Portfolio/ISL by the deadline, it will not be graded and you will fail.**
- The University Supervisor will use the ***Initial Certification Portfolio Rubric*** (available on the Teacher Education website & attached to the E-Portfolio) to evaluate your portfolio as well as the ***Exit Interview E-Portfolio Checklist*** (available on the Teacher Education Website).
- Teacher candidates are required to have **3 ISLs** (including the Practicum ISL) in the E-Portfolio. Early Childhood teacher candidates can choose from one of the 4 content areas of math, science, social studies and literacy. Middle and Secondary candidates are required to do their practicum ISL in the content area in which they are seeking certification.

- Candidates are required to turn in **detailed daily lesson plans and reflections** using the *Lesson Plan and Reflection Template (10-15 lessons)* provided in Livetext for the ISL. See Rubrics in LiveText for assessment of ISL and E-Portfolio.*Teacher candidate will submit as a separate assignment and also insert the *Practicum ISL* into their E-Portfolio under the designated site on the **Additional Artifacts** page.)

Evidence of Parent Contacts

- Introductory letter to parents, notes to parents, newsletters, phone logs, parent/teacher conferences, teacher website, etc... are examples of parent contact and should be included in the E-Portfolio. Teacher candidates will scan a sampling into the E-Portfolio. Creating a word document to keep up with parent contacts throughout the semester would be appropriate. **A good sampling would be three or more artifacts. DO NOT use an artifact more than once in the E-Portfolio.**
- Keep **copies** and/or **take photos** of your **evidence of parent contacts** (samples). A sampling is considered a minimum of 3 artifacts. **You should not use photographs of students** in your E-Portfolio but if you have received written permission from the parents (as allowed by the school's policy) then you must black out the faces. Student's names or family names also need to be blacked out on phone logs, conference sheets, etc...

Certification Information:

****Expect an email prior to midterm from Julie Gray detailing information regarding certification.**

Contact Information: 706-667-4491 jgray@aug.edu

www.aug.edu/teacher_certification

- **Fill-in calendar with important dates and times:**

First day you report to school:

- | _____ | _____ |
|--|------------------|
| County | Date |
| ▪ First day of 75 consecutive days _____ | |
| ▪ ASU Mandatory Practicum Meeting _____ | |
| ▪ Seminar attendance dates _____ | |
| ▪ Take over first subject (by 2 nd or 3 rd week of semester) _____ | |
| ▪ School attendance dates checked in Pipeline at the end of each month _____ | |
| ▪ ISL unit teaching dates _____ | |
| ▪ Minimum 3 Weeks Full-Time Teaching Dates _____ | |
| ▪ Videotape a lesson (beg. of practicum) _____ | |
| ▪ Midterm conferences _____ | |
| ▪ ASU Teacher Education Midterm date _____ | |
| ▪ Videotape a lesson (end of practicum) _____ | |
| ▪ ISL Conference (Spring only) __Mandatory _____ | |
| ▪ E-Portfolio/ISL due date (end of 13th week of semester) <u>Sunday, November 18, 2012</u> | |
| ▪ Final Exit Conference date _____ | |
| ▪ Final Day of Practicum/Attendance Submitted _____ | |
| ▪ Certification Meeting _____ | |
| ▪ Graduation _____ | 4/25/12 khfarmer |