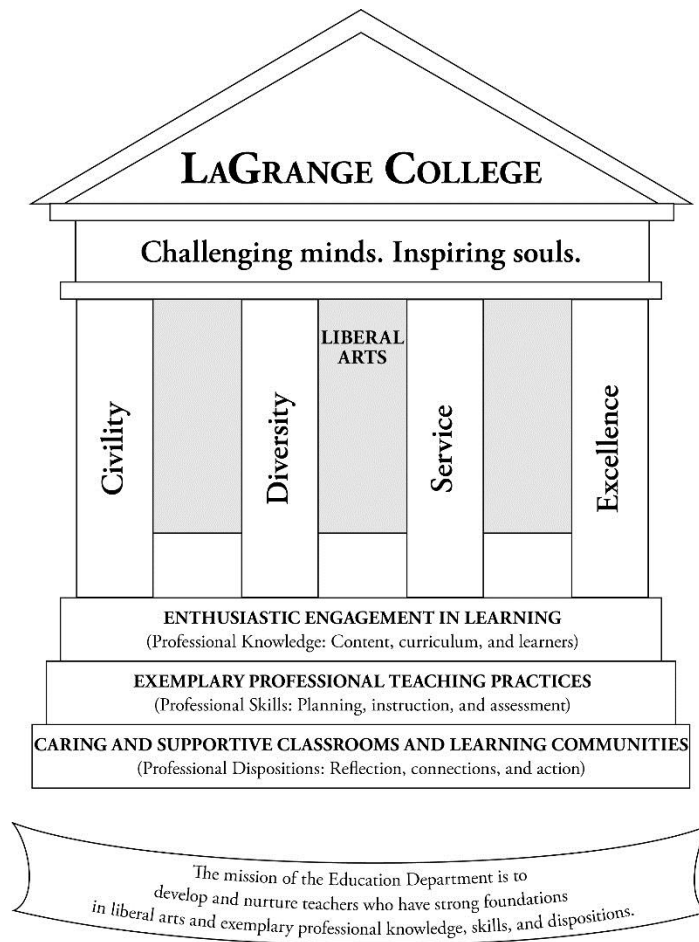


# LAGRANGE

COLLEGE



## Department of Education Handbook for Master of Arts in Teaching

Academic Year 2019-2020

Edition 2

## Table of Contents

### **General Handbook**

LaGrange College Department of Education Contact Information.....	3
Mission Statements.....	4
Conceptual Framework.....	5
LaGrange College Policies.....	24
Policies for the Teacher Candidate.....	25

### **Field Experience/Clinical Practice Handbook**

Responsibilities of Each Stakeholder.....	39
Terms and Acronyms.....	40
The Role of the Teacher Candidate.....	42
The Role of the Intern (II).....	43
Checklist of Activities for the Intern (II).....	44
Student Teaching Attendance Policy.....	45
Request for a Personal Day.....	47
Field Experiences and Clinical Practice Matrix.....	48
Assessment Calendars	
Internship I.....	49
Internship II.....	50
Appendices.....	54

The material in this handbook has been prepared for information purposes. The Department of Education reserves the right to make changes in policies and procedures without notice.

## **LaGrange College Department of Education Contact Information**

Jana Austin, Director of Field Experiences  
706-880-8984  
[jbaustin@lagrange.edu](mailto:jbaustin@lagrange.edu)

Dr. Don Livingston, Professor  
706-880-8017  
[dlivingston@lagrange.edu](mailto:dlivingston@lagrange.edu)

Dr. Sharon Livingston, Assistant Professor and Director of Assessment  
706-880-8006  
[slivingston@lagrange.edu](mailto:slivingston@lagrange.edu)

Vicki T. Pheil, Assistant Department Chair and Assistant Professor  
706-880-8584  
[vpheil@lagrange.edu](mailto:vpheil@lagrange.edu)

Rebekah Ralph, Instructor of Educational Technology and edTPA Coordinator  
706-880-8202  
[rralph@lagrange.edu](mailto:rralph@lagrange.edu)

Eva Stephen, Data Assessment Manager  
706-880-8038  
[estephen@lagrange.edu](mailto:estephen@lagrange.edu)

Gail Whatley, Office Administrator  
706-880-8087 / fax: 706-880-8319  
[gwhatley@lagrange.edu](mailto:gwhatley@lagrange.edu)

Dr. Gretta Wright, Department Chair and Assistant Professor  
706-880-8203  
[mwright@lagrange.edu](mailto:mwright@lagrange.edu)

### **Music Education:**

Samuel Miller, Assistant Professor of Music and Director of Choral Ensembles  
[smiller5@lagrange.edu](mailto:smiller5@lagrange.edu)

Dr. Brandon Slocumb, Assistant Professor of Music and Director of Bands  
706-880-8219  
[bslocumb@lagrange.edu](mailto:bslocumb@lagrange.edu)

## **The Mission of LaGrange College**

LaGrange College challenges the minds and inspires the souls of its students. Founded in 1831 and committed to its relationship with the United Methodist Church and its Wesleyan and liberal arts traditions, the college supports students in their search for truth. An ethical and caring community valuing civility, diversity, service and excellence, LaGrange College prepares students to become successful, responsible citizens who aspire to lives of integrity and moral courage.

## **The Mission of the Education Department**

Reflecting the mission of the College, the mission of the Education Department, which is at the core of the College's professional education unit, is "to affirm the goals of civility, diversity, service, and excellence by developing caring and supportive classrooms and communities that foster enthusiastic engagement in learning and exemplary teaching practices." More specifically, the mission of the department is to develop and nurture teachers who have both a strong foundation in the liberal arts and the professional understandings, skills, and dispositions that are essential to successful teaching in P-12 classrooms.

## **The Conceptual Framework Undergirding Professional Education Programs at LaGrange College**

LaGrange College offers several professional education programs. These include a pre-service B.A. Program in Early Childhood Education and B.A. Program in Music Education; pre-service M.A.T. programs in Middle Grades Education and five content areas of Secondary Education (mathematics, English, history, and biology); and M.Ed. and Ed.S. programs in Curriculum and Instruction for experienced teachers.

Development of the *Conceptual Framework* undergirding these professional education programs began in 1999-2000 when a committee of three faculty members initially conceived the framework. After attending a conference on conceptual frameworks, these faculty members looked at the conceptual frameworks developed by other colleges, and the faculty reviewed standards, current research, and educational texts and journals, with a particular focus on the text *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson (1996). In addition to their individual research, these three faculty members met often and shared key ideas relevant to the direction and focus of the Education Department, its mission, and the mission of the College. Central to their initial draft of a conceptual framework were three core tenets (Enthusiastic Engagement in Learning, Exemplary Teaching Practices, and Caring and Supportive Classrooms and Communities) and the 10 INTASC principles for beginning teachers. The Education Department's *Conceptual Framework* was subsequently approved by faculty in the department.

Prior to the GA PSC accreditation visit in fall 2005, faculty in the unit formally reviewed the current version of the *Conceptual Framework* and made several changes to strengthen their, the faculty's, commitment to diversity, technology, professional and state standards, and candidate performance in terms of desired professional knowledge, skills, and dispositions. The faculty retained the original three core tenets, but also elaborated on each of these tenets by combining the 10 INTASC principles with the current standards and Georgia Systemic Teacher Education Program (GSTEP) frameworks promulgated by the GA PSC in order to identify clusters of competencies related to each of the three core tenets. They also updated the knowledge base undergirding each tenet and the references cited in each knowledge base.

In preparation for the GA PSC accreditation visit in fall 2008, the *Conceptual Framework* was reviewed by a special ad hoc group of school district leaders, teachers, supervising faculty, alumni, and current undergraduate and graduate candidates who convened in May 2007 to re-examine the *Conceptual Framework* and to recommend and suggest changes or refinements. This group of stakeholders reaffirmed the values and commitments described in the current *Conceptual Framework*.

With the advent of the Ed.S. program in June 2010, the faculty in the unit reviewed the *Conceptual Framework* with school district leaders, teachers, supervising faculty, alumni, and current undergraduate and graduate candidates during the 2010 -2011 academic year. To represent the various programs, three meetings were held with teachers, supervising faculty, alumni, and current undergraduate and graduate candidates in November 2010. The first meeting centered on the Early Childhood Program, whereas the next meeting convened stakeholders from the M.A.T. Program followed by a third meeting that combined the M.Ed. and Ed.S. constituents. Particular attention was given to the newly written teacher leader standards, 21<sup>st</sup> century teaching, and a reaffirmation to our commitment to diversity.

### **The LaGrange College Conceptual Framework**

The *Conceptual Framework* undergirding professional education programs at LaGrange College is derived from the mission of the College, the mission of its Education Department, state and national standards, and the professional judgment of those members of the College community who are involved in teacher education programs at both the Initial (pre-service) and Advanced (in-service) levels.

The *Conceptual Framework* has three core tenets. Each tenet has both a knowledge base that draws on relevant theory, research, and best practices and clusters of related competencies that candidates are expected to develop during the candidates' programs. Each of these clusters of related competencies has implications for the curriculum delivered in each program.

In addition, three kinds of alignment characterize the *Conceptual Framework*. First, the three core tenets and their related competencies are aligned with state and national standards for teachers. Second, courses in programs are clearly aligned with the *Conceptual Framework* tenets and competencies. And third, the unit's eight key candidate performance assessments in Initial teacher education programs and the six key candidate performance assessments in Advanced teacher education programs are also clearly aligned with the *Conceptual Framework* tenets and competencies.

### **The Conceptual Framework Tenets, Knowledge Bases, Clusters of Related Competencies, and Implications for Curriculum**

The *Conceptual Framework* has three core tenets—one focused on candidates' professional knowledge, a second focused on candidates' professional skills, and a third focused on candidates' professional dispositions. Each tenet has a supporting knowledge base of relevant theory, research, and best practices and a cluster of related competencies that candidates are expected to develop or enhance as they complete (1) the College's core curriculum if they are

undergraduate students and (2) professional education courses and field experiences at either undergraduate or graduate levels. Each cluster of competencies also has implications for program curriculum and its delivery.

### **Tenet 1: Enthusiastic Engagement in Learning**

This first tenet of the *Conceptual Framework* is its “professional knowledge tenet.”

#### **Undergirding Knowledge Base**

The guiding philosophy of teacher education programs at LaGrange College at both Initial (pre-service) and Advanced (in-service) levels is social constructivism, a theoretical base from which teacher education candidates learn how to be critical educators who can create learning environments in which learning is both enjoyable and rigorous. Learning in such an environment requires teachers to be learning facilitators, rather than lecturers or dispensers of information, and it requires the teachers to organize, manage, and create learning environments in which students can be actively involved in the teaching and learning process (Tomlinson, 2001). Ranier and Guyton (2001) suggest that when teacher educators implement the principles of constructivism in their teacher preparation programs, these teachers transform their candidates and stimulate them to develop their own personal understandings of constructivism. Candidates who are taught in non-constructivist classrooms are not likely to create constructivist classrooms in their own teaching.

Although there is widespread agreement among educators that learning is most effective when knowledge is constructed, the field of education has different perspectives about which disciplines, pedagogical approaches, philosophies, and social theories ought to be privileged in the curriculum (Phillips, 1995). Teacher education programs at LaGrange embrace the perspective that knowledge is constructed in a context of social relations which affirm that, because no one person has the same experiences, there are multiple ways to view the world. Moreover, while all knowledge begins with experience, not all knowledge can be adequately constructed without understanding the central concepts, tools of inquiry, and structures of various disciplines. From exposure to different disciplines in the liberal arts and sciences—a core curriculum—candidates acquire a foundation for scaffolding new information. Moreover, once they have a knowledge base in the disciplines, candidates can derive content and subject matter from these disciplines that will benefit P-12 learners.

For candidates in the Department’s Initial programs, developing knowledge in the disciplines is a major goal of both the candidates’ core courses and their courses in a major. For candidates in the Department’s M.Ed. program, increasing their knowledge of learners, curriculum, and pedagogy through a cognate and research sequence of courses is a major goal. For the

Department's Ed.S. candidates, preparing candidates to become effective teacher leaders with specific coursework through a disciplined research approach is the desired outcome.

McCutcheon's (1995) discussion of Schwab's "common places" is particularly helpful because it explains how content, curriculum, and learners provide a context for teacher preparation. *Subject matter*, which we refer to as content, is more than knowledge gleaned from disciplines. It also involves the development of cognitive processes that stimulate the growth of self and facilitate service to others. *Learners*, of course, are our candidates. Knowing the abilities, interests, and needs of candidates, as well as their strengths and limitations, is critical to our providing them with a meaningful *curriculum*. And *milieus* are the contexts that candidates bring to us—their communities and their cultures. How these "common places" interact in a teacher education program dramatically affects the success of that program.

In the Initial Early Childhood, Music Education, and M.A.T. programs, these four common places are evident in the praxis between subject matter coursework, service, and fieldwork assessments. Candidates in the Advanced M.Ed. and Ed.S. programs show how each common place is braided through their individual research thesis or project.

### **Related Candidate Competencies**

There are three clusters of candidate competencies related to this first "professional knowledge tenet":

#### **Competency Cluster 1.1: Knowledge of Content**

- Candidates understand the central concepts, tools of inquiry, and structures of disciplines needed to create learning experiences that make these aspects of subject matter meaningful to students.

*Implications for Program Curriculum:* Content is presented to our undergraduate students through a diverse network of core courses and coursework in a major field or discipline. Each Secondary M.A.T., M.Ed., or Ed.S. candidate enters our teacher education program with a strong knowledge of subject matter, as can be seen by the degrees obtained and the transcripts of prior undergraduate coursework. For these candidates, our program takes this content knowledge one step farther and offers candidates the pedagogical knowledge and theoretical constructs specific to educational practice. Content knowledge of our Middle Grades M.A.T. candidates is also determined through a transcript analysis at the time of admission as well as a content diagnostic examination at the onset of the program. The content knowledge of both Secondary and Middle Grades M.A.T. candidates is assessed with a specific content grade in two methods classes. Candidates failing the content portion of these classes must repeat this portion of the course.



### **Competency Cluster 1.2: Knowledge of Curriculum**

- Candidates relate content areas to other subject areas and see connections in everyday life to make subject matter meaningful.
- Candidates carefully select and use a wide variety of resources, including available technology, to deepen the candidate’s own knowledge of the content area.
- Candidates construct instructional plans that meet state, national, and professional association content standards.

*Implications for Program Curriculum:* From the Latin root “currere,” curriculum literally means “to run the racecourse.” To do this successfully requires a broad understanding of curriculum as active investigation of the natural and social worlds. Because curriculum extends beyond planning, instruction, and assessment to embrace philosophical, cultural, economic, and political implications of learning and schooling, curricula are addressed in terms of stimulating enthusiastic engagement in learning among both candidates and students.

### **Competency Cluster 1.3: Knowledge of Learners**

- Candidates understand how students learn and develop.
- Candidates understand how to provide diverse learning opportunities that support students’ intellectual, social, and personal development based on students’ stages of development, multiple intelligences, learning styles, and areas of exceptionality.
- Candidates demonstrate the belief that students can learn at high levels, and the candidates hold high expectations for all.
- Candidates understand how factors inside and outside schools influence students’ lives and learning.
- Candidates embrace culturally responsive strategies to reach learners from diverse groups.

*Implications for Program Curriculum:* To teach a diverse community of learners successfully, candidates need to take a holistic approach to understanding learners through a wide array of curriculum inputs. Not only do these experiences explore the cognitive, social, emotional, and physical experiences of individual children, but these experiences also emphasize how the culture, ethnicity, and language of learners affect pedagogy.

### **Tenet 2: Exemplary Professional Teaching Practices**

This second tenet of the *Conceptual Framework* is its “professional skills tenet.”

### **Undergirding Knowledge Base**

This second tenet focuses on the professional skills that teachers need in order to be competent in the classroom. This does not mean that we believe teaching can be reduced to a monolithic form of training. On the contrary, an exemplary practitioner draws from multiple resources in order to teach in diverse classrooms. We believe, therefore, that, in this age of accountability, candidates must have a large repertoire of skills to plan, deliver, and assess instruction.

Because teacher preparation involves much more than simply knowing how to deliver instruction efficiently, we do not limit the curriculum in programs to a particular set of specific teaching techniques. Rather, we try to be attentive to the purposes of instruction. Moreover, because we do not view students as context-free individuals, independent of time, culture, and condition (Cannella, 1998), we believe that teachers must link the life histories of their students to the content taught in classrooms, so that their students can make deep, meaningful personal connections (Delpit, 1995; Kincheloe, 2005). To develop these linkages as candidates learn how to plan, deliver, and assess instruction, we focus candidates on interrelationships between society and its institutions, on the one hand, and issues of race, ethnicity, gender, and social class on the other.

We believe that learning is mostly an affective, dramatic, and emotional event and that it requires learners to construct new connections. Fundamental to social constructivism, learning that is first taught at the conceptual level in the classroom must be transferred to situations outside the classroom (Fosnot & Perry, 2005). This requires that learners be active participants in the learning process.

We also believe that, while constructivism is not a prescriptive theory for curriculum, there are certain strategies that promote the creation of active learning environments. What seems to work best are methods that are cooperative and collaborative in nature and that are characterized by differentiated instruction, since all students do not learn in the same way or at the same rate. By offering instructional choices, teachers allow students to use learning styles that work best for these students.

Differentiated instruction begins with assessment of students' prior knowledge and experience and offers students multiple approaches to learning, e.g., presentations, projects, reciprocal teaching, discussion, aesthetic experiences, peer teaching, cooperative learning, and reflective writing that stimulates them to summarize and analyze their learning. Students assume increasing responsibility for the knowledge, skills, and dispositions they develop (Tomlinson, 1999). And, as they reflect upon their learning, students examine their feelings about concepts, pursue solutions to problems, and develop constructive habits, attitudes, and dispositions for future learning (Simpson, 2006).

We further believe that developing a productive classroom community and encouraging positive student behaviors are inextricably linked (Kohn, 1996). Appropriate behaviors are more likely to occur when instruction is well-planned and delivered in democratic classroom communities that respect individual freedom, personal justice, and equality, while at the same time teaching students about the welfare and interests of others (Gathercoal, 1993; Simpson, 2006). Because democratic approaches to teaching reflect the philosophy of a teacher, we want candidates to trust their students to make their own decisions in student-centered classrooms (Moorman & Moorman, 1989). The ultimate goal of constructivist teaching is to create classrooms that become laboratories for democracy in which well-planned instruction is delivered and assessed in a student-centered climate (Kincheloe, 2005; McEwan, 1996).

As Ranier (1999) concedes, there are formidable barriers to teaching in the constructivist mode, because power relationships in schools do not always support this approach to teaching. Because there are, today, specific content and testing requirements associated with each grade level, a teacher's chosen instructional philosophy and instructional strategies must satisfy these specific content knowledge and testing expectations. Seemingly at odds with these required outcomes, constructivist teaching places substantial value on the personal meaning that a learner gleans from a learning experience. This is our challenge as teachers: To apply constructivist principles, while simultaneously meeting the content and testing requirements of state departments of education and local school boards.

Rather than beginning the instructional planning process with questions like, "How do we best cover the topic?" or "What learning experience should we have today?" Wiggins and McTighe (2001) suggest "a backwards curricular design." That is, they suggest that one begin at the end of the process by identifying, first, the desired goals and standards to be achieved by a lesson and, then, the specific evidence that will show that the goals and standards have been achieved, before planning the instruction that will be used to reach those goals and standards. In "backwards curricular design," one must think, first, like an assessor and, then, like a curriculum planner.

### **Related Candidate Competencies**

There are three clusters of candidate competencies related to this second "professional skills tenet":

#### **Competency Cluster 2.1: Planning Skills**

- Candidates understand individual and group motivation and behavior in creating learning environments.
- Candidates create learning environments in which students assume responsibility and participate in decision-making.

- Candidates create learning environments in which students work both collaboratively and individually.
- Candidates organize, allocate, and manage time, space, activities, technology, and other resources to provide active and equitable engagement of diverse students in productive tasks.
- Candidates develop strategies for supporting student learning while remaining sensitive to students' unique cultures, experiences, and communities.

*Implications for Program Curriculum:* Planning skills are developed in courses that emphasize the value of preparing instruction that is based on accepted best practices and theoretical research. When candidates present students with well-prepared learning activities, students achieve more, because they are actively engaged in pleasurable and meaningful learning processes. Solid preparation by candidates before instruction not only increases student achievement, but this preparation also reduces inappropriate classroom behaviors.

### **Competency Cluster 2.2: Instructional Skills**

- Candidates use effective verbal, nonverbal, and media communication techniques to encourage students' development of critical thinking, problem-solving, and performance skills.
- Candidates are proficient with classroom technology and 21<sup>st</sup> century teaching skills.
- Candidates understand and implement effective and appropriate classroom management techniques that promote democratic classroom communities.

*Implications for Program Curriculum:* Developing instructional skills that are based on constructivist teaching principles emphasize the need to teach for conceptual understanding, before content information is presented to learners. Once conceptual understanding has been achieved, learners become more receptive to new information that is scaffolded upon prior knowledge. At the same time, this new knowledge must be applied in meaningful ways to ensure transference to other situations outside the classroom. Thus, we advocate differentiated instructional processes that begin with teaching for conceptual understanding, move to presentation of new knowledge, and then give learners an extended period during which they can apply this new information in active, meaningful, and cooperative ways. Furthermore, learning experiences in each program curriculum are designed to promote critical thinking, meet the diverse needs of students, and integrate technology in instruction.

### **Competency Cluster 2.3: Assessment Skills**

- Candidates understand and use ongoing formal and informal assessment strategies to evaluate and ensure continuous intellectual, social, and physical development of students.

- Candidates involve students in self-assessment that helps candidates or students become aware of their strengths and needs and that encourages them to set personal goals for learning.
- Candidates monitor and adjust strategies in response to student feedback.

*Implications for Program Curriculum:* Assessment skills are an essential element of exemplary instruction. Because learners can show what they have learned in many ways, it is important that teachers use multiple measures and a variety of formal and informal techniques to assess learning. Not only is it necessary for teachers to assess what students have learned, but it is equally important for these teachers to assess the effectiveness of their planning and instructional processes. This is why we provide many opportunities for candidates to reflect upon their instructional practices and think about appropriate ways to assess learning.

### **Tenet 3: Caring and Supportive Classrooms and Learning Communities**

This third tenet of the *Conceptual Framework* is its “professional dispositions tenet.”

#### **Undergirding Knowledge Base**

This third tenet focuses on the professional dispositions that teachers need to develop and demonstrate in their work with students, families, professional colleagues, and members of the larger community. Creating caring and supportive classrooms and learning communities requires that teachers reflect on their own professional responsibilities, make connections with others, and take actions thoughtfully and carefully to benefit students and enhance their learning. If candidates do not take action to improve the lives of children and communities, the candidates’ own transformation does not occur. By contrast, through action research, positive classroom practices, and on-going research in school communities, candidates can affect policies and practices around them. As they participate in these experiences, these candidates are challenged to view the world through anti-racist, multicultural, non-gender biased lenses and to advocate for social justice and equality (McLaren, 1998).

Because he thought that the greatest safeguard for democracy was a thinking population, John Dewey believed that our collective judgment would become more reasoned through reflection (Simpson, 2006). A reflective thinker questions asserted truths and values with an open mind, considers new or alternative ideas, and routinely examines beliefs and thoughts. Applying rationality to his or her world, a reflective thinker confronts biases, not necessarily to eliminate them, but to place them in a context of different social, cultural, philosophical, and theoretical positions (Kincheloe, 2005). Dewey also asserted teachers who deserve the highest praise are those whose students have intellectual awakenings, develop the power to think, can face facts, and have developed “habits of doubt” through reflection (Simpson, 2006).

Jenlink and Jenlink (2005) recommend that, in order for teachers and candidates to become public intellectuals, they must first learn to become self-critical practitioners who use research in their teaching and who reflect on their own autobiographical journey in a context of history, politics, and culture. The requisite critical disposition for teaching is social activism. As Jenlink and Jenlink assert, “teacher education programs are charged with the public responsibility to educate teachers who will enable future generations to learn the knowledge and skills necessary to address social inequities and injustices, while working to build a principled and democratic society” (p. 15).

In *Pedagogy of the Oppressed*, Paulo Freire (2002) asks teacher educators to take actions that will overcome injustice and inequities that hinder the development of children. He calls upon us to promote cooperation, rather than competition, liberty for all, unity among working people, genuinely democratic organizations, and a harmonious blending of cultures. Our culture, he argues, is a construct that encompasses the political, social, racial, gender, linguistic, ethical, and economic aspects of the human condition. It is a discourse that often does not benefit all children, particularly those who are poor or who are members of marginalized groups. At LaGrange, we believe that our teacher education candidates, not only can change the world, but have both a right and an obligation to do so.

### **Related Candidate Competencies**

There are three clusters of candidate competencies related to this third “professional dispositions tenet”:

#### **Competency Cluster 3.1: Reflection**

- Candidates reflect on the effects of choices and actions on others (students, parents, and other professionals) to improve their own practice.

*Implications for Program Curriculum:* Reflection involves writing and discussing feelings about classroom, school, and community experiences. The process is also important when it comes to thinking about how to modify teaching to improve students’ work and increase their achievement. This reflective process includes, but is not limited to, anecdotal records, regular writing assignments about teaching experiences, and reactions to articles and books.

#### **Competency Cluster 3.2: Connections**

- Candidates foster relationships with school colleagues, parents, and members of the larger community to support students’ learning.
- Candidates examine and extend knowledge of the history, ethics, politics, organization, and practices of education.

- Candidates engage in school-based research to become agents for change in a global society.
- Candidates understand and abide by laws related to the rights and responsibilities of students, educators, and families.
- Candidates follow established codes of personal conduct, including school and district policies.

*Implications for Program Curriculum:* Connections are made between people in schools and communities, as well as with literature and scholarly research. Collaboration with schools and community stakeholders is a necessary ingredient for success as a teacher. Teachers must be visible in order to make positive contributions to a greater community. Connections are made when teachers share knowledge from journals and books with colleagues and community stakeholders. Connections are also made when teachers present and publish original research that addresses a wide range of topics, from innovations in teaching techniques to analyses of educational policy.

### **Competency Cluster 3.3: Action**

- Candidates seek opportunities to grow professionally based on reflection and input from others.
- Candidates acquire the requisite skills necessary to conduct, analyze and evaluate new strategies to improve classroom instruction and facilitate school improvement.
- Candidates advocate for curriculum changes, instructional design modifications, and improved learning environments that support the diverse needs of, and high expectations for, all students.

*Implications for Program Curriculum:* Reflecting and making connections creates opportunities for teachers to take action. This can involve writing and speaking to colleagues and stakeholders about curricular issues and educational policies. It can also include volunteering and joining advocacy groups and professional associations that use the collective voice of their members to effect positive change in schools and in the lives of children, parents, and communities.

**Alignment of the Conceptual Framework Tenets and Related Competencies  
with State and National Standards, Courses in Programs,  
and Key Assessments in Initial Programs**

Table CF-1 describes how the three *Conceptual Framework* tenets and their related clusters of competencies align with the following state and national standards:

- The six standards for Georgia CAEP for Initial programs
- The ten INTASC principles for beginning teachers

Table CF-2 describes how courses in the unit's Initial M.A.T. programs in middle grades and secondary education align with the three *Conceptual Framework* tenets and their related clusters of competencies.

Table CF-3 describes how the key candidate performance assessments in Initial programs align with the three *Conceptual Framework* tenets and their related clusters of competencies.



**Table CF-1**  
**Alignment of the Conceptual Framework Tenets and Their Related Competencies**  
**with State and National Standards**

<b>The LaGrange College Conceptual Framework Tenets and Their Clusters of Related Competencies</b>	<b>Six Standards of Georgia CAEP for Initial Programs</b>	<b>Ten INTASC Principles for Beginning Teachers</b>
<p><b><u>Tenet 1: Enthusiastic Engagement in Learning (Professional Knowledge)</u></b></p> <p>1.1 Knowledge of Content  1.2 Knowledge of Curriculum  1.3 Knowledge of Learners</p>	<p>1.1, 1.3  1.1, 1.3  1.1, 1.3</p>	<p>4, 5  4, 5  1, 2</p>
<p><b><u>Tenet 2: Exemplary Professional Teaching Practices (Professional Skills)</u></b></p> <p>2.1 Planning Skills  2.2 Instructional Skills  2.3 Assessment Skills</p>	<p>1.4, 1.2  1.2, 1.4, 1.5  1.4, 1.5</p>	<p>7  7,8  6</p>
<p><b><u>Tenet 3: Caring and Supportive Classrooms and Learning Communities (Professional Dispositions)</u></b></p> <p>3.1 Reflection  3.2 Connections  3.3 Action</p>	<p>1.1  1.1  1.1, 1.2</p>	<p>3, 9, 10  3, 9, 10  3, 9, 10</p>

## Georgia CAEP Standards for Initial Programs

### **Standard 1. Content and Pedagogical Knowledge**

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

### **Standard 2. Clinical Partnerships and Practice**

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

### **Standard 3. Candidate Quality, Recruitment, and Selectivity**

The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.

### **Standard 4. Program Impact**

The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

**Standard 5. Provider Quality Assurance and Continuous Improvement** The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

### **Standard 6. Georgia Requirements for Educator Providers and Education Preparation Programs**

Educator Preparation Providers (EPPs) approved by the Georgia Professional Standards Commission (GaPSC) to offer programs leading to educator certification are expected to ensure that all preparation programs meet all applicable requirements of Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS and Rule 505-3-.02 EDUCATOR PREPARATION PROVIDER ANNUAL REPORTING AND EVALUATION. The elements of Standard 6 are intended to supplement and/or further explain program requirements specified in Rule 505-3-.01, and to guide Site Visitor Teams in properly evaluating programs. All GaPSC programs leading to certification are expected to meet the applicable elements of this standard.

## Ten INTASC Principles for Beginning Teachers

### The Learner and Learning

#### Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

#### Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

#### Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

### Content Knowledge

#### Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

#### Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

### Instructional Practice

#### Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

#### Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

#### Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

### Professional Responsibility

#### Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

#### Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Table CF-2**  
**Alignment of Courses in Programs with the**  
**Conceptual Framework Tenets and Their Related Competencies (Continued)**

M.A.T. Programs in Middle Grades and Secondary Education	Aligned with Conceptual Framework Tenets and Their Clusters of Related Competencies									Aligned with LaGrange College Student Learning Outcomes		
	1.0 Enthusiastic Engagement in Learning			2.0 Exemplary Professional Teaching Practices			3.0 Caring and Supportive Classrooms and Learning Communities			Creativity	Critical Thinking	Communi cation Skills
	Knowledge of: 1.1: Content 1.2: Curriculum 1.3: Learners			Skills of: 2.1: Planning 2.2: Instruction 2.3: Assessment			Dispositions of: 3.1: Reflection 3.2: Connections 3.3: Action					
	1.1	1.2	1.3	2.1	2.2	2.3	3.1	3.2	3.3			
EDUC 5000: Summer Field Experience	I	I	I				I	I	I	I	D	P
EDUC 5030a: Research I	P	P	P	P	P	P	P	P	P	P	P	P
EDUC 5030b: Research II	D	P	P	P	P	D	P	P	P	P	P	P
EDUC 5040: Affirming Diversity in the Classroom	D	D	D				D	D		I	I	P
EDUC 5060: Students with Special Needs	I	D	D					D		D	D	D
EDUC 5700: Internship I	D	D	D				D	D	I	D	D	D
EDUC 5700: Internship II	P	P	P				P	P	P	P	P	P
EDUC 6010: Assessment and Accountability	I	I	I	I	I	I	I	I	I	D	D	D
EDUC 6020: Educational Technology	D	D		D		D	D			P	P	P
EDUC 6030: Problems in Reading	D	D	D	D	D	D	D				P	P
EDUC 6040: Foundations of Curriculum and	I	I	I	I	I	I	I			I	I	P

Instruction												
<b>Reading Concentration:</b>												
EDUC 5050: Affirming Diversity: Teaching Reading	D	D	D	D	D	D	D	I		I	I	P
EDUC 5070: Assessing and Improving Literacy	I	I	I	I	I	I	I	I		D	D	D
EDUC 5080: Essentials of Adolescent Literature	D	D	D	D	D	D	D	D	I	P	P	P
EDUC 5090: Foundations of Reading Theories	D	D	D	D	D	I	D	D				
<b>I = INTRODUCED   D = DEVELOPED   P = PRACTICED</b>												

**Table CF-3**  
**Alignment of Key Assessments in Initial Programs**  
**with the Conceptual Framework Tenets and Their Related Competencies**

<b>Key Assessments in Initial Programs</b>	<b>Aligned with Conceptual Framework Tenets and Their Clusters of Related Competencies</b>								
	<b>1.0 Enthusiastic Engagement in Learning</b>			<b>2.0 Exemplary Professional Teaching Practices</b>			<b>3.0 Caring and Supportive Classrooms and Learning Communities</b>		
	<b>Knowledge of:</b> 1.1: Content 1.2: Curriculum 1.3: Learners			<b>Skills of:</b> 2.1: Planning 2.2: Instruction 2.3: Assessment			<b>Dispositions of:</b> 3.1: Reflection 3.2: Connections 3.3: Action		
	1.1	1.2	1.3	2.1	2.2	2.3	3.1	3.2	3.3
<b>Two Standardized State Examinations</b> <ul style="list-style-type: none"> <li>• GACE Basic Skills Test</li> <li>• GACE Content Test</li> </ul>	X X	X X							
<b>The Professional Behaviors and Dispositions Evaluation (PBD)</b>			X				X	X	X
<b>Georgia Intern Keys Effectiveness System</b>	X	X	X	X	X	X	X	X	X
<b>edTPA</b>	X	X	X	X	X	X	X	X	X
<b>Georgia Teaching Online Open Learning Certification</b>	X	X	X	X	X	X			

## References

- Cannella, G. (1998). Early childhood education: A call for the construction of revolutionary images. In W. Pinar (Ed.), *Curriculum: Toward new identities* (pp. 157-184). New York: Garland.
- Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association of Supervision and Curriculum Development.
- Delpit, L. (1995). *Other people's children: Cultural conflict in the classroom*. New York: The New Press.
- Fosnot, C., & Perry, R. (2005) Constructivism: A psychological theory of learning. Inc. Twomey (Ed.), *Constructivism: Theory, perspectives and practice* (pp. 8-38). New York: Teachers College Press.
- Freire, P. (2002). *Pedagogy of the oppressed*. New York: Continuum.
- Gathercoal, F. (1993). *Judicious discipline*. San Francisco, CA: Caddo Gap Press.
- Jenlink, P., & Jenlink, K. (2005). *Portraits of teacher preparation: Learning to teach in a changing America*. Lanham, MD: Rowman and Littlefield Education.
- Kincheloe, J. (2005). *Critical constructivism*. New York: Peter Lang.
- Kohn, A. (1999). *The schools our children deserve: Moving beyond traditional classrooms and "tougher standards"*. Boston, MA: Houghton Mifflin Co.
- McCutcheon, G. (1995). *Developing the curriculum: Solo and group deliberation*. White Plains, NY: Longman.
- McEwan, B. (1996). Assaulting the last bastions of authoritarianism: Democratic education meets classroom discipline. In J. Burstyn (Ed.), *Educating tomorrow's valuable citizen* (pp. 93–118). Albany, NY: State University of New York Press.
- McLaren, P. (1998). Revolutionary pedagogy in post-revolutionary times: Rethinking the political economy of critical education. *Educational Theory*, 48 (4), 431–463.
- Moorman C., & Moorman, N. (1989). *Teacher talk: What it really means*. Bay City, MI: Institute for Personal Power.
- Phillips, D. (1995). The good, the bad, and the ugly: The many faces of constructivism. *Educational Researcher*, 24 (7), 5- 12.
- Rainer, J. (1999). Faculty living their beliefs. *Journal of Teacher Education*, 50 (3), 192-199.
- Rainer, J., & Guyton, E. (2001). Structures of community and democratic practices in graduate teacher education, teacher change, and linkages facilitating change. *Action in Teacher Education*, 23 (2), 18-29.

Simpson, D. (2006). *John Dewey*. New York: Peter Lang.

Tomlinson, C. (2001). *How to differentiate instruction in mixed-ability classrooms*. Alexandria, VA: Association of Supervision and Curriculum Development.

Wiggins, G., & McTighe, J. (2001). *Understanding by design*. Upper Saddle River, NJ: Merrill Prentice Hall.



## **LaGrange College Policies**

The student handbook can be found at

[http://home.lagrangecollege.edu/panther/pdf/student-engagement/2017-2018\\_StudentHandbook.pdf](http://home.lagrangecollege.edu/panther/pdf/student-engagement/2017-2018_StudentHandbook.pdf)

### **HONOR CODE**

The Honor Code is the responsibility of every student, faculty member, and staff member at LaGrange College. All members of the college community are required to support the enforcement of the code which prohibits lying, cheating, or stealing when these actions involve academic processes. Any incident believed to be a violation of the Honor Code will be investigated by the Honor Council as outlined in the student handbook.

***As a member of the student body of LaGrange College, I confirm my commitment to the ideals of civility, service, and excellence. Recognizing the significance of personal integrity in establishing these ideals within our community, I pledge that I will not lie, cheat, steal, nor tolerate these unethical behaviors in others.***

### **STUDENT CONDUCT / SOCIAL CODE**

LaGrange College, as a church-related college, is committed to an honorable standard of conduct. As an educational institution the College is concerned not only with the formal in-class education of its students, but also with their welfare and their growth into mature men and women who conduct themselves responsibly as citizens. Like the Honor Code, the Social Code is the responsibility of every student, faculty member, and staff member at LaGrange College. The Social Code attempts to instill in every member of the student body a sense of moral and community responsibility. As such, LaGrange College expects its students to adhere to community standards. Likewise, if some fail to live up to these codes of conduct, the College expects students to enforce these standards through the Social Code and its Social Council. In this way, students assume the obligation of upholding the integrity of their community and of ethically preparing themselves for the world beyond college. The College has established guidelines and policies to assure the well-being of the community. In general, the College's jurisdiction is limited to events that occur on College property; however, the College and the Social Council reserve the right to hear cases that concern students' behavior when they are off-campus in the name of the College (e.g., with a Jan Term travel course, an academic fieldtrip, or a campus organization social), especially when such situations could be regarded as an adverse reflection on the College's mission.

### **STATEMENT OF POLICY ON HARASSMENT**

All members of the college community have the right to be free from discrimination in the form of harassment. Harassment may take two forms: (1) creating a hostile environment, and (2) quid pro quo. A hostile, demeaning, or intimidating environment created by harassment interferes with an individual's full and free participation in the life of the College. Quid pro quo occurs when a position of authority is used to threaten to impose a penalty or to withhold a benefit in return for sexual favors, whether or not the attempt is successful. Sexual harassment may involve behavior by a person of either gender against a person of the same or opposite gender. It should be noted that the potential of sexual harassment exists in any of the following relationships: student/student, faculty/student, student/faculty, and faculty/faculty. Here and subsequently "faculty" refers to faculty, staff, and administration. Because of the inherent differential in power between faculty and students, sexual relationships between faculty and students are prohibited.

A complete description of student conduct policies, rules and regulations can be found in the Student Handbook, which is published in the Panther Planner each year. Copies of the Handbook are available in the Student Development Office.

## Policies for the Teacher Candidate

### Appearance / Attire

All teacher candidates will dress in a professional manner. Your appearance should reflect tasteful personal grooming and hygiene. In respect to the Troup County School System board policy regarding appearance, LaGrange College teacher candidates will follow the same procedures. Specifically, the Troup County School System policy states that:

*There is abundant research to show that personal appearance has a significant effect upon other people. School system personnel are professionals. The dress, grooming and mannerisms of school system staff members have an impact upon the way students and parents respond to our leadership. Staff members are expected to dress in a professional manner.*

### Beliefs

1. *An environment that is safe, professional, and conducive to learning must begin with employees that support these attributes in their dress, grooming, and overall appearance.*
2. *Employee dress and appearance are more a matter of culture, values and creating an appropriate environment for youth who learn from every aspect of the school experience; not personal choices or fashion.*
3. *In order for students to understand the concept of an appropriate, kept, and dignified appearance, adults must lead and model the way.*
4. *As professional educators, we exist to serve students, the public, and represent our profession. Our choices in attire and appearance should be governed by this noble purpose.*
5. *Choices in dress, grooming, and overall appearance can enhance or detract from one's interaction with students, colleagues, and the public.*
6. *Being selective and strategic in one's appearance is a common expectation for most professions and work environments. Schools should seize every opportunity to coach our students in this regard.*

### Expectations

1. *Visible body piercing allowed in the ear lobe only*
2. *Visible tattoos are discouraged*
3. *No jeans, T-shirts, or shorts when students are in attendance*
4. *No exposed cleavage, midriffs, or garments or styles that might be otherwise perceived as provocative*
5. *No strapless or halter tops*
6. *Shoes should be safe and compliment a professional appearance. Rubber, plastic, or beach style flip flops are not allowed.*
7. *We must model the student dress code and what we would have students emulate as they prepare for post-secondary opportunities. For some students, we are the only professionals they see on a regular basis*

### Exceptions

1. *Jeans or "dressing down" for spirit days or other special occasions is permitted as directed by the principal. There may be "dress down" exceptions for attire. There are no exceptions for neatness and grooming.*
2. *Staff who work in physical education, lab settings or with small children may dress as necessary as guided by the principal, in the interest of safety, modesty, and serving students. There are no exceptions for neatness and grooming.*

*Each principal or supervisor is responsible for maintaining an acceptable standard for employees under his/her supervision. Employee dress and appearance are more a matter of culture, values and creating an appropriate*

*environment for youth who learn from every aspect of the school experience; not personal choices or fashion. Employees are expected to receive any concerns or sanctions by the principal or supervisor in this context.*

Further, teacher candidates should not chew gum while in the school building. Smoking while on school property is against the law. Teacher candidates should not have cell phones in view of the students. There are no exceptions. If a candidate uses the cell phone for a timekeeping device, other arrangements should be made (clock, watch, etc.).

### **Application for Internship II**

Students should complete numbers 1-6 on the Application for Internship II via their Watermark account. A candidate must have passed all first summer and fall semester courses with C or better before being permitted to enroll in Internship II.

Applications for Internship II are due midterm in the semester prior to Internship II. Internship II encompasses a full semester (January-May) under the supervision of a classroom teacher. The Director of Field Placement evaluates applications for Internship II and makes determination of approval based on academic readiness and satisfactory progress with program and college requirements. Decisions may be appealed to the Chair of the Department.

### **Attendance**

School attendance is an essential factor in the professional development of a teacher. It is a main factor of consideration as Cooperating Teachers, Supervising Faculty, and School Principals offer references to prospective employers.

Attendance for all field experiences is mandatory. Therefore, there are no excused absences. The teacher candidate must sign in and sign out during each visit to the cooperating school. Tardiness, leaving your assigned school early, or coming and going during the school day will not be tolerated as part of the teaching assignment. The teacher candidate is to function as a member of the staff of the cooperating school, and keep the same hours as other faculty members, particularly your cooperating teacher. Attendance at faculty and PTO meetings, teacher-parent conferences, and other after school and evening activities is expected.

As soon as the teacher candidate is aware that he/she will be absent from school on a scheduled field experience day, he/she must contact the following persons:

1. Cooperating teacher at home or school (leave a message, if necessary);
2. School secretary (leave a message for the administrator);
3. Supervising Faculty (email or telephone message); and
4. Director of Field Placement (email or telephone message).

The teacher candidate will be required to make up any missed field experience time.

After two unexcused absences (or a pattern of late arrivals/early departures) during any field experiences course, the Supervising Faculty contacts the Director of Field Placement regarding the school attendance problem. Then the Director of Field Placement will issue a Field Experience Probation Letter to the Teacher Candidate. A grade reduction may be assigned in the event of attendance irregularities. Further, a third absence may result in the termination of the Teacher Candidate's field experiences for the semester. The submission of documentation of

absences for any reason, particularly illness or family emergency, is the responsibility of the Teacher Candidate.

Field experience hours must be made-up in the following manner:

- If you miss 1 – 2 hours, you may arrive early or stay late to your field assignment to make up the missed time, in no less than 1 hour increments
- If you miss 3 hours, you need to make up your missed time in a 3 hour block between the hours of 7:30 and 4:00.
- If you miss ½ day (4 hours), you will need to make up your missed time in a ½ day, 4 hour block between the hours of 7:30 and 4:00.
- If you miss a full day, you will need to make up your missed time in a full day, 8 hour block.

Teacher candidates follow the calendar of the school district in which they are placed. Teacher candidates observe the same holidays as the school to which they are assigned. This includes unscheduled holidays (e.g., those due to inclement weather) as well as scheduled holidays. Teacher candidates will attend school during college holidays if the assigned school is in session. Students are excused for additional religious holidays when agreed upon by the cooperating teacher and the supervising faculty. Regular and prompt attendance by teacher candidates to the assigned school maintains continuity of the instructional process and exhibits commitment to the students' learning and well-being.

### **Classroom Management**

Various techniques for effective classroom management will be discussed and demonstrated in various courses throughout the program. Teacher candidates should implement these techniques in the cooperating classroom when appropriate. Evaluation of using classroom management practices should be revealed in reflections.

### **Conduct**

Teacher candidates are representatives of LaGrange College and the Department of Education while in the schools and are expected to act appropriately. All teacher candidates should:

- Meet specified deadlines when reporting for duties and turning in work.
- Attend all school meetings, activities, and seminars.
- Notify supervisors as soon as possible when changes in activities must be made or obligations cannot be met.
- Maintain appropriate professional relationships with students.
- Demonstrate ethical behavior.
- Exhibit enthusiasm for teaching and the teaching profession.

### **Confidentiality**

The teacher candidate is reminded that the confidentiality of all student records, including test scores, correspondence, conversations, and other personal matters, is protected by law. No information is to be released to any unauthorized person – under any circumstances. If the teacher candidate has any question about whether or not to release this type information, it is

recommended they consult the cooperating teacher. Schools will typically provide a brief orientation to teacher candidates regarding confidentiality policies. If offered, teacher candidates will participate in this orientation. Candidates should remember that casual conversations (workroom chit-chat, hallway discussions, etc.) should never include confidential information.

### **Content Diagnostic Assessment**

**Purpose:** The content diagnostic assessments are internal instruments that assess knowledge of the content standards prescribed by the related Specialty Professional Association. These internal assessments are developed by content faculty and aligned with the GACE test subarea objectives.

#### *Masters of Arts in Teaching –*

- Candidates will take all pre-content diagnostics at the beginning of the program during Summer I, unless they have already passed the GACE content exams prior to entering the program.
- Post content diagnostics will be administered during the fall semester in EDUC 5030a.
- Candidates must pass content diagnostic assessments in their declared concentration(s) with a passing score of 70% or better in order for them to be given permission to take GACE content assessments.
- Only two attempts are permitted for post content diagnostic examinations. There shall be a 30 day time period between attempts. If candidates are unable to pass the diagnostic after the second attempt, they will be enrolled in the course EDUC 4490S for remediation.
- After passing all content diagnostic assessments, candidates must attempt and pass the GACE in their specific content area as a program completion requirement. For middle grades candidates, the GACE must be attempted in both content areas and passing one GACE for program completion.

#### **Test Administration:**

- The Education Department's data manager will schedule with the designative course faculty to administer content diagnostic assessments in class.
- The course faculty are not to proctor the administration of the content diagnostic assessments.
- To allow for the interactions between candidates and faculty about areas for improvement, diagnostic results will be shared with faculty.
- Only two attempts are permitted for post content diagnostic examinations. There shall be a 30 day time period between attempts.
- Content course faculty have the option of using the post content diagnostic assessment as their final exam and include the results as part of the course grade.
- If faculty choose to use the diagnostic as a final exam, the administration of the assessment will be during finals week.

<b>SEMESTER</b>	<b>PRE TEST – MAT</b>	<b>POST TEST – MAT</b>
First Summer I	<p style="text-align: center;"><b>JUNE</b></p> <p><b>EDUC 6040 Foundations of C&amp;I</b>            Sec Math/ MG Math            Sec History/MG Social Science            Sec Biology/ MG Science            Sec English/MG LA            Reading</p>	
Fall		<p style="text-align: center;"><b>DEC</b></p> <p><b>EDUC 5030a Research in C&amp;I</b>            Sec Math/ MG Math            Sec History/MG Social Science            Sec Biology/ MG Science            Sec English/MG LA            Reading</p>

**Coursework**

The semester devoted to Internship II is a full student load. Teacher candidates are to be free from outside responsibilities so they can function as a full-time member of the staff in the school to which they have been assigned.

**Criminal History / Background Checks**

Admission into the Master of Arts in Teaching program includes a background check to ensure that no criminal record or discharge from the armed services would prevent teacher certification.

**Degree Application and Certification**

The Georgia Professional Standards Commission (PSC) issues a teaching certificate (license to teach) in the State of Georgia. To be eligible for a Georgia teaching certificate, the candidate must have successfully completed the LaGrange College’s teacher preparation program. An additional certification and graduation requirement is a passing score on the GACE and EdTPA.

**Diversity**

Teacher candidates have field experiences in schools that are diverse in terms of gender, race, ethnicity, socio-economic status, and have P-12 students with exceptionalities. The Director of Field Placement closely monitors this component when considering placement, and works with school administrators to best place teacher candidates. MAT teacher candidates participate in a summer field experience camp which includes diverse students who are rising 5<sup>th</sup> – 8<sup>th</sup> graders.

**edTPA**

LaGrange College participates in the edTPA process for certification. Teacher candidates’ portfolios will be completed during Internship II. More information can be found at <http://edtpa.aacte.org>.

### **Ethics Entry/Exit Assessments**

All teacher candidates are required to take the Georgia Ethics Entry and Exit assessments. The assessments are composed of a series of modules that combine instruction and testing. The goal is to help teachers become familiar with, understand, and apply the Georgia Code of Ethics for Educators, as well as comprehend and embrace the principles of ethical decision making in an educational context. MAT teacher candidates are required to take the entry exam prior to admittance into the program and pass the exit exam prior to certification. Both the entry and exit exams cost \$35 each.

### **Employment**

Unless a candidate holds a bachelor's degree from an accredited institution, students should not accept teaching jobs prior to successful completion of GACE exams. If a contract is signed prior to the completion of the teacher education program without prior consent from the Chair of the Education Department, the student and contracting school district become responsible for certification, and LaGrange College is no longer obligated as a certifying or supervisory agent for the GPSC. The State of Georgia will not certify prospective teachers without supervised student teaching and passing GACE scores.

Prior to accepting ANY full-time teaching position, particularly those positions which have the potential to interfere with successful completion of internship requirements, teacher candidates MUST obtain permission from the Director of Field Placement. Please note that any teaching position considered by the candidate must be in field in the appropriate grade level in which he/she is seeking certification.

### **Expenses**

The teacher candidate is responsible for the following expenses incurred during student teaching:

- transportation
- special teaching materials
- lunches
- students on the college meal plan are responsible for making arrangements with the cafeteria for meals taken off campus
- living accommodations

### **Extracurricular Activities**

Often, cooperating teachers are involved in leadership roles that involve extracurricular activities. Teacher candidates are encouraged to participate in these activities, as they provide unique and authentic professional development opportunities. The cooperating teacher can guide the teacher candidate to the level of appropriate participation. While attending extracurricular activities, teacher candidates must follow the Georgia Code of Ethics for Educators.

### **GACE**

(Undergraduates) If a junior has not passed the GACE Program Admissions Assessment by fall, the student will be dropped from the Education Department and can only be reinstated once

official passing scores have been received by our office unless they meet the GACE Program Admission Assessment Flexibility Policy.

### GACE Test Selection

Assessment Name	Tests	Test Code	Duration	Question Types
Middle Grades Language Arts	Middle Grades Language Arts	011	2.5 hours	SR, CR
Middle Grades Mathematics	Middle Grades Mathematics	013	2.5 hours	SR
Middle Grades Reading	Middle Grades Reading	012	2.5 hours	SR
Middle Grades Science	Middle Grades Science	014	2.5 hours	SR
Middle Grades Social Science	Middle Grades Social Science	015	2.5 hours	SR

Assessment Name	Tests	Test Code	Duration	Question Types
-----------------	-------	-----------	----------	----------------

Biology	Test I	026	2.5 hours	SR
	Test II	027	2.5 hours	SR
	Combined Test I and II	526	5 hours	SR

English	Test I	020	2.5 hours	SR, CR
	Test II	021	2.5 hours	SR, CR
	Combined Test I and II	520	5 hours	SR, CR

History	Test I	034	2.5 hours	SR
	Test II	035	2.5 hours	SR
	Combined Test I and II	534	5 hours	SR



Mathematics	Test I	022	2.5 hours	SR
	Test II	023	2.5 hours	SR
	Combined Test I and II	522	5 hours	SR

### GACE Program Admission Assessment Flexibility Policy

Well-qualified students who pass two out of three of the GACE Program Admission Assessments and are otherwise admissible to teacher education may be afforded an opportunity to exempt passing all three tests.

#### Eligibility:

For a prospective student who is not exempt from the GACE Program Admission requirement, passing two of the three tests can qualify the student for admission under the following minimum guidelines.

1. The student must attempt at least twice the assessment component for which a waiver is sought.
2. The student has an admission GPA of at least 3.0.
3. Selection by Faculty to complete a Support Plan

#### Selection Process:

To qualify for selection for a Support Plan, students must be recommended to the Chair of the Department by at least two fulltime Education Department Faculty (the Faculty). Faculty recommendations must be submitted in writing to the Chair of the Education Department (the Chair). With all deliberate speed, the Chair will present the recommendations to the Faculty for approval. Approval for the Support Plan recommendation is affirmed with a two-thirds yes vote of the Faculty as recorded in a Department Meeting scheduled by the Chair. Faculty not present at the scheduled meeting may cast a vote in abstention by writing the Chair no later than twenty-four hours after the conclusion of the meeting.

#### Support Plan and Team

Students selected for the Support Plan will be supported by team (the Support Team) comprised of the Field Director and the student's academic advisor (the Advisor). The Support Team will submit an individualized Support Plan to the Chair for approval. Once approved by the Chair, the student must complete the Support Plan as prescribed by the Support Team before the start of clinical practice (Transition Point 3).

### **Grievance Procedure**

The College of Education at LaGrange College is committed to mutual respect among all constituents of the college and departmental community. This commitment includes students, faculty, staff, and administration. In all concerns about fair treatment, we seek to work together to understand and address those concerns without having to resort to formal grievance procedures. When that is not possible, we are at all levels committed to a fair and reasonable resolution of issues through an established, formal grievance process. A copy of this policy is posted on our department's website and a paper copy is available in the administrator's office located in the Education Department.

### **Liability**

Teacher candidates are required to have professional liability insurance. Prior to the first field experience, students are introduced to Student Professional Association of Georgia Educators (SPAGE), and Georgia Association of Educators (GAE) professional organizations in which membership carries liability coverage up to one million dollars. Sometime during the teacher candidate orientation, students will be asked to fill out a form listing their source and type of liability coverage, or sign a waiver stating that they do not care to have such coverage even though they have been warned as to the advisability of having this type of insurance.

### **Lesson Plans**

The teacher candidate will submit a lesson plan for approval to the cooperating teacher and supervising faculty for every lesson taught. Plans must be submitted at least 48 hours prior to the scheduled observation date on Watermark. Supervisors may also request a paper version. These plans may be modified by the supervising faculty or the cooperating teacher. The approved plans must be made available to the supervising faculty member on each visit.

### **Materials and Supplies**

The teacher candidate is responsible for expenses associated with special materials and supplies for a lesson or activity. The teacher candidate will return all borrowed materials to the cooperating school and/or teacher as requested.

### **Observations by Supervisors**

Teacher candidates are routinely observed by the cooperating teacher, supervising faculty members, college faculty, and may also be observed by the principal of the cooperating school, the Director of Field Placement, and/or other school or college personnel. Observations are scheduled depending upon the teacher candidate's progress. Teacher candidates must provide supervising faculty a schedule indicating days, times, locations of activities, and teaching activities. Refer to the "Field Placement Assessment Schedule" for each program to view frequency and types of assessment completed during observations.

### **Placement in Schools**

The Director of Field Placement, in conjunction with the Troup County School System, is responsible for assigning teacher candidates to a cooperating school to complete field experience requirements. Placement is determined based on content area and the availability of qualified teachers willing to serve as cooperating teachers, as this is a voluntarily assumed responsibility. The Director of Field Placement places each teacher candidate to provide a meaningful field experience, based on individual needs, strengths, and weaknesses. A review of each student's academic record and general experiences ensures diversity of field experiences (grade levels, diverse racial and ethnic groups, diverse socioeconomic backgrounds, etc.) Placement is made in elementary, middle, and secondary schools within the geographic area served by LaGrange College. Schools within the Troup County School System serve as primary field placement locations.

Cooperating Teachers are required to have a minimum of three years of teaching experience as well as hold a professional certification in the content area of certification sought by the candidate. The school/district must confirm that the individuals selected as cooperating teachers are best qualified and received an annual summative performance rating of proficient or satisfactory for the most recent year of experience.

### **Pre-and Post-Planning**

Teacher candidates will complete pre-planning before the beginning of Internship I and post-planning at the end of Internship II. Both placements will be completed with their assigned cooperating teachers for Internship I and II.

### **Professional Development Plan**

The Georgia Intern Keys Effectiveness System (IKES) has 10 performance standards and rubrics which are taken from the Teacher Candidate Assessment on Performance Standards (TAPS). This evaluation provides the evaluator with performance indicators at the proficient level as well as examples of evidence at each performance level. Scores range from Ineffective to Exemplary. During Internship II, each candidate's cooperating teacher or intern supervisor and his or her College supervisor conduct a minimum of four formal classroom observations during the 12-week clinical practice experience. All observers use Georgia Intern Keys Effectiveness System to document their observations and provide feedback. If a candidate scores "Ineffective" on any domain, the candidate works with the College supervisor, cooperating teacher or intern supervisor, and a content faculty member (if relevant) to develop a "professional development plan" that will remediate identified weaknesses. Additional observations are then scheduled as the "professional development plan" is implemented.

During both Internship I and Internship II, candidates who exhibit poor content knowledge, content pedagogical knowledge, professional skills and/or fail to demonstrate a positive effect on student learning based on specific criteria stated in the Field Experience Handbook (FEH) may be required to complete a remedial Professional Development Plan (PDP). Dismissal from the program is possible if the candidate fails to complete or meet the minimum scores on the PDP. Candidates must successfully complete Internship I and Internship II within three attempts. **If a**

**candidate fails to successfully complete Internship I and Internship II in three attempts, the candidate may be dismissed from the program.**

### **Program Admission**

Students intending to complete a Master of Arts in Teaching in Middle Grades or Secondary Education must complete a formal application to the Teacher Education Program. The following are required for entrance into the MAT program:

- Official transcripts from each graduate and undergraduate institution attended
- A four-year degree from an accredited institution with a GPA of 2.5
- Passing score on the GACE Program Admission Test
- GACE Georgia Educator Ethics - Program Entry (Assessment 350)
- Successful interview with the Education faculty
- Three letters of recommendation
- Criminal background check
- A minimum score on the TOEFL exam of at least 550 if English is not the applicant's primary language

### **Seminars**

All teacher candidates are expected to return to the campus for planned seminars. Seminar attendance is mandatory. Seminar objectives are designed to meet the needs of the teacher candidate in the context of the *Conceptual Framework*.

Students will:

- share experiences in teaching in varied classroom situations;
- raise individual issues and problems; receive suggestions to deal with them;
- evaluate their own performance based on the *Conceptual Framework*;
- attend lectures/presentations of professional educators;
- meet with college supervisors;
- review portfolios;
- review procedures for job placement and portfolio development;
- make application for certification; and
- make suggestions for the improvement of the field experience program at LaGrange College.

### **Substitute Teaching**

It has been a long-standing policy with the Education Department at LaGrange College not to permit a teacher candidate to assume all responsibilities and serve as a paid substitute for her/his cooperating teacher due to the absence of that teacher. A qualified substitute should be employed to replace the classroom teacher. The candidate is responsible for reporting any prolonged illness or absence of the cooperating teacher to the Faculty Supervisor and Director of Field Placement.

### **Withdrawal from Program**

Field placements are for the duration of the semester. A field experience assignment will be terminated or changed upon the request of the cooperating school. The termination will occur following consultations with all parties concerned. Depending upon the nature of the circumstances, the teacher candidate may be re-assigned to complete her/his field experience. Any teacher candidate who wishes to withdraw at any point during the field experience will receive a grade consistent with LaGrange College's grading procedures.

The faculty of the Education Department reserve the right to dismiss at any time a student whose health, conduct (academic dishonesty, professional conduct), general attitude, field performance, or scholastic standing make it inadvisable to retain the student in the program. Students are expected to display qualities that are desirable in professional persons.

## **Policy for Remediation of Inappropriate Dispositions and/or Inadequate Performance**

### Dispositions

Because appropriate dispositions enhance teaching and learning, the Department of Education believes that teachers should project positive and productive attitudes toward students, colleagues and professors. It is not the intent of the Education Department to produce identical personalities. Rather, acceptable dispositions refer to positive attitudes, respect for the diverse characteristics of others and taking grievances to the appropriate person in a professional manner. In the pursuit of knowledge of learning, childhood and society, appropriate dispositions reflect the teachers abiding respect for the intellectual challenges set before them by their professors. Teachers are committed intellectuals who value rigorous inquiry, critique and informed skepticism as ways to expand their ethical, cultural and intellectual universes. To engage in professional exchanges, committed teachers must demonstrate constructive dispositions at all times. If a classroom professor observes or becomes aware of inappropriate dispositions, s/he will issue a written warning to the student. Upon the second time, the student will be required to attend a hearing of the Education Department Faculty for possible disciplinary action. At the discretion of the faculty, disciplinary action may result in a reduction in grade or in severe situations, expulsion from the program. Appropriate dispositions are also expected and assessed during field and clinical experiences.

### Performance

Candidates who exhibit poor content knowledge, content pedagogical knowledge, professional skills and/or fail to demonstrate a positive effect on student learning based on specific criteria stated in the Field Experience Handbook (FEH) may be required to complete a remedial Professional Development Plan (PDP). Dismissal from the program is possible if the candidate fails to meet the minimum expectations on the PDP. Specific procedures, instruments and scoring criteria used to assess dispositions and performance are described in the FEH.

## Responsibilities of Each Stake Holder in the Collaborative Design, Delivery, and Evaluation of Field Experiences and Clinical Practice in Initial Programs

Stakeholders	Responsibilities of Each Stakeholder
<b>College Teaching Faculty Members</b>	Provides assignments and tasks within courses that will enhance learning skills and techniques of teaching content at appropriate grade levels; helps candidates plan lessons; provides opportunities for candidates to reflect upon their teaching performance and gives them feedback about this performance.
<b>The Director of Field Placement</b>	Determines candidate placements; monitors and assesses the roles and responsibilities of candidates, cooperating teachers, intern supervisors, and College supervisors; conducts orientation sessions with candidates, cooperating teachers, and intern supervisors; serves as primary contact among candidates, cooperating teachers, intern supervisors, College teaching faculty members, and College supervisors.
<b>School Principals</b>	Works with the Director of Field Placement to ensure proper placement of candidates; periodically monitors field experiences and clinical practice; informs candidates about school policies and regulations and provides them with curriculum guidelines.
<b>Cooperating Teachers and Intern Supervisors</b>	Provides candidates with opportunities to practice techniques and skills; offers frequent evaluation with praise, constructive criticism, and suggestions of alternate techniques; assesses teaching procedures; provides verbal and written feedback on lessons observed; encourages responsibility by entrusting instruction to candidates as they demonstrate competencies; discusses philosophies of student guidance and disciplinary techniques when needed; gives candidates an opportunity to observe other teachers in the school.
<b>College Supervisors</b>	Ensures that candidates understand both the Conceptual Framework and the policies and procedures of the Education Department; is familiar with the academic backgrounds of assigned candidates; collaborates with candidates, cooperating teachers, and intern supervisors to promote professional development; maintains regular contact with the Field Placement Director, principals, cooperating teachers, and intern supervisors; regularly observes, assesses, and documents the progress of assigned candidates.
<b>Student Teachers and Interns</b>	Completes field experience and clinical practice responsibilities in assigned placements; assumes full responsibility for P-12 students when ready to do so; complies with school policies and regulations; follows Education Department policies and guidelines described in the Field Experience Handbook; behaves professionally with students, parents, faculty, and staff; completes all assignments related to field experiences (e.g., reflections and lesson plans) in a timely fashion.

## **Terms and Acronyms Used in the Education Department at LaGrange College**

Candidate – individuals admitted to, or enrolled in, programs for the initial or advanced preparation of teachers, or teachers continuing their professional development

Cooperating Teacher – a P-12 instructor who voluntarily agrees to serve as a mentor to teacher candidates during field experiences

Early Childhood Education (ECE)–an initial teacher certification program focusing on elementary curriculum

edTPA - Educational Teacher Performance Assessment; a portfolio assessment for teacher candidates completed during student teaching or Internship II

Field experience – a variety of field-based opportunities in which candidates may observe, assist, tutor, and/or instruct within a range of settings including schools, community centers, or early learning centers.

GACE (Georgia Assessment for the Certification of Educators) - tool used to assess the knowledge and skills of prospective Georgia public school educators, GACE is aligned with state and national standards for educator preparation and with state standards for the P-12 student curriculum

Internship – generally used in reference to field experiences during the M.A.T. program; typically Internship I occurs during the fall semester (two days each week), and Internship II (five days each week) occurs during spring semester

Master of Arts in Teaching (M.A.T.) – an initial teacher certification program for candidates who hold a bachelor’s degree in content area

Master of Education in Curriculum and Instruction (M.Ed.) – graduate program for certified teachers designed to increase their knowledge and experience in issues related to P-12 curriculum and instruction

Music Education (ME)- an initial teacher certification program focusing on music education

Pedagogical knowledge – general concepts, theories, and research about effective teaching

Professional Behavior and Dispositions Evaluation (PBD) – a measurement tool that assess the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities, and affect student learning, motivation, and development, as well as the educator’s own professional growth



Standards Based Embedded Candidate Assessment (SBECA)—candidates showcase work samples, lesson plans, and coursework assignments that demonstrate standards have been met

Student Teaching – typically performed during the spring semester, pre-service clinical practice for candidates (Known as “student teaching” for undergraduates and “Internship II” for MAT candidates)

Georgia Intern Keys Effectiveness System (IKES) – tool used by supervising faculty when observing candidates teaching lesson in schools

## **The Role of the Intern (Internship I)**

Prior to the experience, review the *Georgia Code of Professional Ethics for Educators* (<http://www.gapsc.com/Professionalpractices/NEthics.asp>).

Maintain a Field Experience notebook with related items. See “Field Experience Notebook” under Policies for the Teacher Candidate.

### Observation

This is typically the first role a candidate assumes when placed in a P-12 classroom. Pay close attention to how the cooperating teacher instructs, interacts with the students, establishes and adheres to routines, and manages the entire classroom. During this time, you should take the opportunity to study curriculum guides and learn about general school procedures.

### Assisting

Becoming an active assistant to the cooperating teacher is the next role a candidate assumes. The cooperating teacher remains as the primary lesson planner and instructor, the candidate should seek opportunities to work with individuals or small groups of students, and may teach a mini-lesson or small part of a lesson using the cooperating teacher’s plans and with his/her guidance. Doing this affords the candidate the chance to get to know the students individually, develop a relationship with the students, and learn important routines. Mastering these aspects will assist the candidate later when assuming more responsibilities.

### Teaching

When given approval by the cooperating teacher and supervising faculty, the teacher candidate will begin teaching. The candidate will become responsible for planning instruction, gathering required materials, and teaching the lesson. This may include a short lesson or a full lesson, with small groups or the entire class. It is often a good idea to begin with lessons with which you are most comfortable, and then move into areas which challenge the candidate. The cooperating teacher should begin to leave the candidate alone for longer periods of time. Eventually, this will lead to the candidate taking over the entire classroom for a period of at least two weeks. The cooperating teacher still advises and approves lesson plans. The cooperating teacher should also observe and evaluate the candidate, offering suggestions when needed. During the last week of the field experience, the candidate should give control of the classroom back to the cooperating teacher, but remain involved with the students and teacher. When able, the candidate should observe other teachers/grade levels.

## **The Role of the Intern (Internship II)**

### **PHASE-IN**

1. Become acquainted with the school, students, and cooperating teacher.
2. Make a seating chart and learn the students' names.
3. Learn class schedules.
4. Become familiar with emergency procedures.
5. Visit the library. Learn how to check out books, audio-visual equipment, etc. Think about how the library can supplement your instruction.
6. Ask how faculty members acquire copies of materials for students.
7. Learn the long-term instructional plan for each class.
8. Observe your cooperating teacher. Take notes of how the cooperating teacher manages various aspects of the lesson and different students.
9. Help with small groups or an individual student.
10. Take over small tasks, such as attendance, lunch count, homeroom work, moving class to/from lunch, recess, etc.

### **IMMERSION**

1. Teach small group lessons.
2. Direct the whole class for longer periods of time.
3. Ask to prepare a bulletin board or learning area.
4. Participate in student evaluation and testing. For example, volunteer to grade a few papers or read journal entries.
5. Learn about the counselor's role in the school.
6. Begin to think about the lessons you plan to teach in the coming weeks.
7. Participate in co-teaching models (One Teach/One Observe, One Teach/One Assist, Parallel Teaching, Station Teaching, Supplemental Teaching, Alternative Teaching, Team Teaching)

### **FULL-TIME TEACHING**

1. Assume full responsibility for the classroom – planning and teaching.
2. Know what to do in case of emergency. This includes knowing your students – are there any special medical situations you should know?
3. Perform regular self-evaluation and reflection of your teaching. Recognize strengths and weaknesses.
4. During student teaching, candidate must assume major responsibilities for the duties of the classroom teacher in directing learning experiences for a minimum of two weeks.

### **PHASE-OUT**

1. Gradually release responsibilities to cooperating teacher.
2. Observe other teachers in your school.
3. Return any borrowed materials and begin to return the class to the cooperating teacher.

## **Checklist of Activities for the Intern**

1. Brief discussions with the bus driver, janitor, and other members of the support staff where appropriate.
2. Brief discussions with clerical staff.
3. Interview with principal and/or assistant principal.
4. Observations of parent conferences.
5. Planning and implementing of a parent conference.
6. Follow-up contacts with parents by letter or telephone.
7. Visits and observations in a special needs classroom.
8. Visits and discussions with counselors as to their role and responsibilities.
9. Attendance at all regular meetings that faculty attend.
10. Attendance to parent-teacher organizations, faculty meetings, school sponsored events, and similar functions.
11. Familiarization with information on cumulative records.
12. Familiarization with various standardized and end-of-course tests used by the school system.
13. Familiarization with record keeping systems, grade book, and computer database programs.
14. Visits to other classrooms to observe developmental differences in children, differences in curricular activities and different teaching styles.
15. Assistance with cafeteria duty, morning and afternoon activities and all such activities that teachers are commonly called upon to perform.
16. Familiarization with the referral systems to counselors, psychologists, social workers, child neglect/abuse specialists, mental health specialists, and other support personnel.
17. Initiation and implementation, if necessary, of a conference with appropriate support personnel for any student perceived to be having difficulty. (Learn to ask for help.)
18. Accession of professional and instructional materials in the school (films, manuals, supplementary texts, videotapes, books, pamphlets, software, etc.)
19. Familiarization with pertinent parts of the school policy manual as well as state and local school policies and procedures.
20. Utilization of all available materials for yearly planning such as the Georgia Standards of Excellence, school system pacing guides, and school guides.
21. Familiarization with the Code of Ethics and state mandates that impact public school personnel.

## LaGrange College MAT – Internship II Placement Request

This completed form must be submitted to the Director of Field Placement according to the schedule below. Please note that this is only a request and does not guarantee placement outside Troup County.

*For those completing Internship II during fall semester: Submit form prior to April 15.*

*For those completing Internship II during spring semester: Submit form prior to October 15.*

Name \_\_\_\_\_

Semester of Internship II \_\_\_\_\_

Requested School/System (System Name, City, State) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
MAT Teacher Candidate Signature

\_\_\_\_\_  
Date

By signing this request form, I understand and agree to the following:

1. This is only a request form and placement in a system other than the Troup County School System is not guaranteed.
2. I am responsible for paying mileage (.51/mile between school site and LaGrange College) for compensation toward the supervisor for mileage incurred during the required five observations and other visits deemed necessary for successful completion of the course.
3. The Director of Field Placement will identify a supervisor and request his/her agreement in the out-of-county placement.
4. This request will only be confirmed after successful completion of Internship I.
5. If the request is granted, I accept that being placed in a school system outside Troup County will not interfere with classes, seminars, or meetings scheduled on the LaGrange College campus.

By failing to agree/adhere to the above statements, the request will be immediately revoked and placement for Internship II will be confirmed within Troup County.

## Internship II Attendance Policy

Internship II will start at the beginning of January and end the last day of post planning at their assigned school. One excused sick day and one excused personal day will be given to interns at the beginning of Internship II, to be used at his/her own discretion. Partial days can count toward this allotment.

The intern will be required to make up any missed field experience time beyond one sick day and one personal days. See below for policy regarding the following:

**Sick Days:** Student teachers will be given one sick day to use at his/her own discretion throughout the semester. As soon as the intern is aware that he/she will be out, the intern must contact the field director, the supervisor, the clinical faculty member, and the school secretary.

**Personal Days:** Student teachers will be given one personal day to use at his/her own discretion throughout the semester. Interns must fill out the appropriate paperwork and submit the form to the Field Experience Director and their supervisor one week (7 days) in advance for approval. You cannot elect to use a personal day without filling out appropriate paperwork and without the approval of both the Field Experience Director and the supervisor.

**Professional Days:** Interns will be given one excused day for GACE testing and one excused day for job fair attendance. Interns must notify the appropriate persons one week (7 days) in advance he/she will be out due to these circumstances. Emergency situations will be considered on a case by case basis.

Any time missed beyond the one sick day and one personal day will require a doctor's note and must be made up. The note must be submitted to the Field Experience Director. Make-up time must occur after the last day of LaGrange College classes in May. Student teachers must work with the Field Experience Director and the assigned clinical faculty member to make up this time.

**Athletic Events:** If a student teacher is an athlete, he/she must submit his/her schedule to the Field Experience Director at the beginning of the athletic season. Along with this, he/she must indicate the time he/she will need to leave the field placement for games/travel. The student teacher will have to notify the Field Experience Director, the supervisor and the clinical faculty member each time he/she needs to miss field placement for athletic reasons. Please notify the Field Experience Director of any special tournaments and play-off games. Athletic events are excused, however; an excessive amount of absences (which will be determined by the Field Experience Director) may result in make-up days.

**Academic events on campus:** Student teachers should notify the Field Experience Director, the supervisor, and the clinical faculty member ahead of time when he/she has been asked to attend an academic event on campus. Depending on the amount of time that the event will take, the student teacher may have to make it up. He/She should only leave during the time period of the event and return as soon as possible to field placement after the event is over.

**Fraternity/Sorority Events:** Fraternity/Sorority events are not excused absences. Student teachers may not leave field placement to attend one of these events (unless it is an approved personal day).

**Exams/Reading Day:** As long as an intern has exams during the exam period, the intern will be excused from field placement for Reading Day and exams. Student teachers should only leave during the time period of the exam and return as soon as possible to the field placement after he/she has completed the exam.

**Professional Activities Log:** The minimum number of events that student teachers must attend (and should be recorded on their professional activities log) is below:

- 4 faculty meetings \*These include Professional Learning days.\*
- 1 community events at the school (fall festival, evening book fair)
- 1 Board meeting
- 1-2 misc. (at clinical faculty discretion)

After two unexcused absences (or a pattern of late arrivals/early departures) during any field experiences course, the Supervising Faculty contacts the Director of Field Experiences regarding the school attendance problem. Then the Director of Field Experiences will issue a Field Experience Probation Letter to the Teacher Candidate. A grade reduction may be assigned in the event of attendance irregularities. Further, a third absence may result in the termination of the Teacher Candidate's field experiences for the semester. The submission of documentation of absences for any reason, particularly illness or family emergency, is the responsibility of the Teacher Candidate.

\*As events and circumstances arise, we reserve the right to revise this policy.\*

### M.A.T. Programs in Middle Grades and Secondary Education – Field Experiences and Clinical Practice Matrix

Semester or Term	Course	Field Experience or Clinical Practice Requirements
<b>Summer I</b>	EDUC 5000 Adolescent Development/Summer Field Expr. EDUC 6040 Foundations of Curriculum and Instruction	Learn2Serve: Observation in a classroom setting of rising 5 <sup>th</sup> -8 <sup>th</sup> grade students (15 hours) M.A.T. candidates will explore grade levels outside area of certification.
<b>Summer II</b>	EDUC 5050 Affirming Diversity in the Classroom: Teaching Reading for Success in Changing Times EDUC 5030B Research in Curriculum and Instruction (Opening Experience)	Pre-Planning Completed (10 days) Liability insurance required
<b>Fall Semester</b>	EDUC 5030A Research in Curriculum and Instruction  EDUC 6010 Assessment and Accountability OR EDUC 5070 Assessing and Improving Literacy  EDUC 5700A Internship I	Placement in a classroom for 240 hours during a minimum of 15 weeks: Placement of middle grades interns in one of their two areas of concentration; placement of secondary education interns in their expected area of certification  Internship I begins directly after Opening School Experience
<b>Spring Semester</b>	EDUC 5060 Students with Special Needs EDUC 5700 Internship II EDUC 5090 Foundations in Reading	Placement in a classroom for 600 hours full-time during a minimum of 15 weeks: Placement of middle grades interns in second area of concentration; placement of secondary education interns in their expected area of certification in a different school from their Internship I school. Gradual assumption of full-time teaching responsibilities in the classroom for a period of at least two weeks. Complete the edTPA portfolio during solo-teaching.  Post Planning Completed
<b>Summer I</b>	EDUC 6020 Educational Technology EDUC 6065 Reading in the Content Areas	
<b>Summer II</b>	EDUC 5080 Essentials of Adolescent Literature	



## Assessment Schedule Internship I- Fall 2019

Friday, August 2	Opening Experience Begins (All day, every day through August 15 <sup>th</sup> ) Be sure to use “Teacher Candidate Time Log”
Tuesday, August 20	Internship I begins (2 days a week, all day)
Tuesday, September 3	Schedule Observation 1 with cooperating teacher and supervising faculty member to occur between <u>September 10 and September 26</u>
Thursday, September 26	<b>Demographic Forms due (there are three forms; enter on Tk20)</b>  <b>Observation 1 should be complete (enter lesson plan and self-IKES on Tk20)</b>  Schedule Observation 2 with cooperating teacher and supervising faculty member to occur between <u>October 1 and October 31</u>
October 10-11	LC Fall Break (Non-Provisional teacher candidates not expected to attend field placement)
Tuesday, October 15	TCSS Professional Learning Day (Candidates should still attend field) <b>Self-Professional Dispositions Evaluation due (enter on Tk20) midterm</b>
Thursday, October 31	<b>Observation 2 should be complete (enter lesson plan and self-IKES on Tk20)</b>  Schedule Observation 3 with supervising faculty member to occur between <u>November 5 and November 21</u>  <i>Are you placing entries in your Professional Activities Log?</i>
Thursday, November 21	<b>Observation 3 should be complete (enter lesson plan and self-IKES on Tk20)</b>
November 25-29	Thanksgiving Holiday
Tuesday, December 3	<b>Self-Professional Dispositions Evaluation due (enter on Tk20) final</b> <b>Professional Activities and Contact Log (enter on Tk20)</b> <b>Time Log (enter on Tk20)</b> <b>Application for Internship II (enter on Tk20)</b> <b>Self-Field Experience Essentials (enter on Tk20)</b> <b>Self-Classroom Management Assessment (enter on Tk20)</b>
Thursday, December 5	<b><u>Binder due in Tk20 by 9 a.m.</u></b>
Friday, December 20	Last Day of Internship I Field Experience

***Remember to send written reflections to your supervisor by email and complete video reflection on Advance Feedback! There will be at least 3 video reflections assigned. See Reflection Schedule.***

## Assessment Schedule Internship II- Fall 2019

Monday, August 5	Internship II begins Be sure to use “Teacher Candidate Time Log”
Monday, August 19	Schedule Observation 1 with cooperating teacher and supervising faculty member to occur between <u>August 26 and September 13</u>
Friday, September 13	<b>Observation 1 should be complete (enter lesson plan and self-IKES on Tk20).</b> <b>Demographic Forms due (there are three forms; enter on Tk20)</b>  Schedule Observation 2 with cooperating teacher and supervising faculty member to occur between <u>September 16 and October 4</u>  Dates for two weeks of solo teaching must be scheduled (end before Nov. 22)
Friday, October 4 <b>Tk20).</b>	<b>Observation 2 should be complete (enter lesson plan and self-IKES on Self-Professional Dispositions Evaluation (midterm) due (enter on Tk20)</b>  <b><u>Notice: Two-Week Availability to work on edTPA</u></b>  Schedule Observation 3 with cooperating teacher and supervising faculty member to occur between <u>October 21 and November 8</u>
October 10-11	LC Fall Break (attendance at field placement is mandatory)
Monday, October 14	TCSS Closed
Tuesday, October 15	TCSS Professional Learning Day
<b>Monday, October 21</b>	<b><u>edTPA submission date</u></b>
Friday, November 8	<b>Observation 3 should be complete (enter lesson plan and self-IKES on Tk20).</b>  Schedule Observation 4 with cooperating teacher and supervising faculty member to occur between <u>November 11 and December 3</u>
November 25-29	Thanksgiving Holiday
Tuesday, December 3	<b>Observation 4 should be complete (enter lesson plan and self-IKES on Tk20)</b>
Wednesday, December 4	<b>Self-Professional Dispositions Evaluation due (enter on Tk20)</b> <b>MAT (Self) Growth Instrument (enter on Tk20)</b> <b>Self-Field Experience Essentials (enter on Tk20)</b> <b>Professional Activities and Contact Log (enter on Tk20)</b> <b>Time Log (enter on Tk20)</b>
Thursday, December 5	<b>Binder (due on Tk20) by 9 a.m.</b>
Friday, December 20	Last Day of Internship II Field Experiences

## **APPENDICES Table of Contents**

### **Key Assessments with Rubrics**

Page 52	Lesson Plan Template
Page 55	Professional Behaviors and Dispositions Evaluation (PBD)
Page 61	Intern Keys Evaluations System (IKES)
Page 71	Classroom Management
Page 72	Field Experience Essentials
Page 73	Code of Ethics for Georgia educators
Page 76	Confidential Professional Development Plan
Page 77	Field Experience Reflection format (General)

## Learning Segment Planning

<p><b>Central Focus</b> Succinctly describe the core concepts and subject specific components you want students to develop during the three to five day learning segment</p>		
<p><b>Standard(s)</b> Provide the related standards.</p>		
<p><b>Learning Goals and EQs</b> Provide the learning goals using the Know, Understand, Do format for the entire learning segment. Your goals should be SMART. List essential questions that will be asked to determine if students have developed an understanding of core concepts and subject specific components related to the standard/learning goal/central focus.</p>		
<p><i>In the section below, select one language function that is appropriate for the level at which you expect your students to use the academic language. Include all relevant key subject-specific and general vocabulary related to your standard and objectives. Include forms of syntax that will provide the supports and scaffolds necessary to allow students to learn, understand, and apply the academic language and develop the skills necessary to use the academic language at the level of the language function (Discourse).</i></p>		
<p><b>Language Function</b></p>		
<p><b>Language Demands</b></p>	<p><b>Academic Language:</b></p>	<p><b>Syntax (Supports for Language Development):</b></p> <p><b>Discourse (Oral or written discussion):</b></p>
<p><i>In the section below, describe the prior academic knowledge, personal/cultural/community knowledge, and prior misconceptions of your student related to your standard(s) and central focus. You should first consider the prior knowledge or misconceptions of the class as a whole. Then, you should consider how groups or individuals in your class may have various levels and experiences related to prior knowledge and misconceptions. Provide justification.</i></p>		
<p><b>Prior Academic Knowledge and Concepts</b></p>	<p><b>Whole Class:</b></p>	<p><b>Groups of Learners:</b></p>
<p><b>Prior Personal, Cultural, and/or Community Knowledge and Assets</b></p>	<p><b>Whole Class:</b></p>	<p><b>Groups of Learners:</b></p>
<p><b>Common Errors/ Misunderstandings</b></p>	<p><b>Whole Class:</b></p>	<p><b>Groups of Learners:</b></p>
<p><i>In the section below, describe the formative assessments that occur during a three to five day learning segment. You should include a description of each assessment as well as the evidence it will provide related to the learning goal/standard/subject specific pedagogy. Also, describe the summative assessment that would occur during a three to five day learning segment. You should include a description of the assessment as well as the evidence it will provide related to the learning goal/standard/subject specific pedagogy. An evaluative criteria should be listed for each assessment. Each evaluative criteria should include descriptions of the criteria used to in the evaluation of the students' work.</i></p>		
<p><b>Assessment (Formative and Summative)</b></p>		
<p><b>Evaluative Criteria</b></p>		
<p><i>In the section below, list materials needed during the three to five day learning segment. Describe the intentional use of technology during at least one lesson.</i></p>		
<p><b>Materials Needed</b></p>		

<b>Technology Integration</b>	
-------------------------------	--

**Day 1**

<b>Learning Goals and EQs</b> <i>Provide the learning goals using the Know, Understand, Do format for this lesson. Your goals should be SMART. List essential questions that will be asked to determine if students have developed an understanding of core concepts and subject specific components related to the standard/learning goal/central focus.</i>	
<b>Launch/Activator</b> <i>Describe how you will engage students' prior knowledge and/or allow students to build requisite knowledge or skills related to the standard/learning goal of the lesson. The connection/transition to the mini-lesson should be clear.</i>	
<b>Instruction (mini lesson)</b> <i>Describe how you plan to succinctly and effectively facilitate instruction around the concepts and skills related to the learning goal/standard. This section should include the intentional use of subject-specific pedagogy. Clearly describe what the teacher and students will do during the mini-lesson.</i>	
<b>Practice</b> <i>Describe the opportunities you will provide for students to engage in guided activities related to the learning goal. A gradual release should be evident.</i>	
<b>Differentiation</b> <i>Describe forms of differentiation which encompass the needs of all learners. State specifically when the differentiation will occur in the lesson. Differentiation should be specific and should provide students with support, choice, or enrichment. Consider differentiation of content, process, product based on readiness, learning style, and interest.</i>	
<b>Student Use of Academic Language</b> <i>List all relevant and appropriate academic language terms used in the lesson. Describe supports (syntax) throughout the lesson and the opportunities provided to</i>	<b>Academic Language:</b>  <b>Syntax:</b>

<i>students to intentional use academic language (discourse).</i>	<b>Discourse:</b>
<b>Closure/Summarizer</b> <i>Describe how you will summarize the lesson with students in a way that allows students to synthesize knowledge, reflect on the new learning, or apply learning to other situations.</i>	
<b>Assessment/Evidence of Student Learning</b> <i>Describe each assessment you plan to use in the lesson. Explain how each assessment will allow you to evaluate students' progress toward the learning goal. Make clear connections to subject-specific pedagogy. Explain how the design or adaptation of the assessments will allow students with specific learning needs to demonstrate progress toward the learning goal.</i>	
<b>Research Base for Lesson Planning</b> <i>Describe how research and/or theory informed at least one of your instructional choices in this lesson.</i>	

**NOTES:**

*Copy/Paste the Day 1 portion of the lesson plan template for each day of your learning segment. If you are using this template for a one day field observation, use the Day 1 portion of the lesson plan template to describe the instruction your supervisor will observe even if it may not be Day 1 of a learning segment.*

*Before submitting your lesson plans for edTPA, anything in italics should be removed*

## University and School District Professional Behaviors and Dispositions Project

Outcome Statement <i>Professional Behaviors and Dispositions</i>	Does Not Meet Expectations	Developing	Meets Expectations	Exceeds Expectations	Not Observed	Evidence That Supports Assessor Rating
<u>Collaboration</u> The teacher candidate collaborates with others.	Avoids opportunities to collaborate with others <b>OR</b> is confrontational, argumentative, or unwilling to cooperate with others in collaborative settings	Demonstrates a willingness to collaborate with others <b>but does not</b> make contributions toward productive, collaborative work	Collaborates with others <b>AND</b> makes positive contributions toward productive, collaborative work	Actively seeks opportunities to collaborate with others <b>AND</b> makes positive contributions to collaborative work		
<u>Attitude</u> The teacher candidate demonstrates a positive attitude.	Does not demonstrate a positive attitude  For example, the candidate does not demonstrate flexibility, openness, or willingness to seek positive solutions to problems.	Usually demonstrates a positive attitude <b>BUT</b> does not seek positive solutions to problems	Demonstrates a positive attitude <b>AND</b> seeks positive solutions to problems  For example, the candidate exhibits flexibility and openness.	Demonstrates a positive attitude <b>AND</b> seeks positive solutions to problems  <b>AND</b> is proactive in promoting positive attitudes among others		
<u>Relationship with Adults</u> The teacher candidate maintains positive relationships with adults (parents, colleagues, guardians, staff, administration, etc.).	Acts toward others in ways that are clearly disrespectful or inappropriate  For example, the candidate often <b>OR</b> egregiously demonstrates a lack of respect for others; communicates inappropriately; does not appear to respect others' feelings, perspectives, and cultures.	Generally maintains positive relationships with adults, with few lapses  For example, the candidate is generally respectful of others; communicates appropriately; considers others' feelings, perspectives, and cultures.	Maintains positive relationships with adults at all times  For example, the candidate is always respectful of others; communicates appropriately; considers others' feelings, perspectives, and cultures.	Maintains positive relationships with adults at all times <b>AND</b> is proactive in creating and promoting an environment that is mutually respectful		

Dispositions Assessment Task Force – Spring 2017

Copyright © 2017 Co-Project Leaders: Dr. Mary Ansil and Dr. Sallie Averitt Miller

Task Force Members – Phase II: Dr. Bonnie Anderson, Dr. Cynthia Bolton, Dr. Susan Hagood, Dr. Sharon Livingston, Dr. Holley Roberts, Ms. Carle Tanguay, and Dr. Deborah Thomas

Piloting Institutions: Georgia State University, LaGrange College, Thomas University, University of West Georgia

Invited Reviewers: Dr. Deirdre Greer, Dr. Lynn Minor, Dr. Beverly Mitchell, Dr. Debbie Stoullig

Outcome Statement <i>Professional Behaviors and Dispositions</i>	Does Not Meet Expectations	Developing	Meets Expectations	Exceeds Expectations	Not Observed	Evidence That Supports Assessor Rating
<u>Communication</u> The teacher candidate communicates effectively.	Uses ineffective or inappropriate communications with stakeholders (i.e., students, parents or guardians, district and school personnel); OR lacks the verbal, non-verbal, and written communication techniques that foster positive interactions and promote learning in the classroom and school environment	Seeks guidance in ways to communicate effectively with stakeholders (i.e., students, parents or guardians, district and school personnel), BUT sometimes lacks the verbal, non-verbal, and written communication techniques that foster positive interactions and promote learning in the classroom and school environment	Communicates effectively with all stakeholders (i.e., students, parents or guardians, district and school personnel); AND uses verbal, non-verbal, and written communication techniques to foster positive interactions and promote learning in the classroom and school environment	Communicates effectively with all stakeholders (i.e., students, parents or guardians, district and school personnel); AND uses verbal, non-verbal, and written communication techniques to foster positive interactions and promote learning in the classroom and school environment; AND is proactive in developing creative communications that clearly exceed minimum requirements for communicating effectively		
<u>Attendance</u> The teacher candidate adheres to policies regarding attendance and punctuality.	Absences and/or late arrivals violate university, school, and/or district policies regarding attendance and punctuality	Works toward becoming knowledgeable of university, school, and/or district policies regarding attendance and punctuality AND attempts to comply with policies	Knows and adheres to university, school, and/or district policies regarding attendance and punctuality	Knows and adheres to university, school, and/or district policies regarding attendance and punctuality; AND attends school related events that are not required, for example, extracurricular school activities, parent organization meetings, community events related the school		
<u>Relationship with Students</u> The teacher candidate interacts appropriately and positively with others.	Does not interact appropriately and/or positively with students; OR does not demonstrate a willingness to address the intellectual, social, emotional, and physical development of the age group in his/her teaching	Interacts appropriately and positively with students BUT does not address the intellectual, social, emotional, and physical development of the age group in his/her teaching	Interacts appropriately and positively with students AND addresses the intellectual, social, emotional, and physical development of the age group in his/her teaching	Interacts appropriately and positively with students AND addresses the intellectual, social, emotional, and physical development of the age group in his/her teaching AND is proactive in promoting respect for and understanding of students' needs and interests		

Dispositions Assessment Task Force – Spring 2017

Copyright © 2017 Co-Project Leaders: Dr. Mary Anail and Dr. Sallie Averitt Miller

Task Force Members – Phase II: Dr. Bonnie Anderson, Dr. Cynthia Bolton, Dr. Susan Hagood, Dr. Sharon Livingston, Dr. Holley Roberts, Ms. Carla Tanguay, and Dr. Deborah Thomas

Piloting Institutions: Georgia State University, LaGrange College, Thomas University, University of West Georgia

Invited Reviewers: Dr. Deirdre Greer, Dr. Lynn Minor, Dr. Beverly Mitchell, Dr. Debbie Stoulig



Outcome Statement <i>Professional Behaviors and Dispositions</i>	Does Not Meet Expectations	Developing	Meets Expectations	Exceeds Expectations	Not Observed	Evidence That Supports Assessor Rating
<u>Initiative</u> The teacher candidate demonstrates evidence of initiative.	Does not initiate and/or complete responsibilities  For example, the teacher candidate blames others rather than taking personal responsibility or provides excuses, such as lack of understanding or support.	Completes assigned responsibilities when prompted  For example, the teacher candidate <i>reflects</i> on experience and suggests possibilities for approaching new situations and challenges.	Initiates and completes responsibilities without prompting  For example, the teacher candidate is proactive in asking questions and seeking guidance for areas of uncertainty, draws on knowledge and experience to respond to new situations and challenges, anticipates and plans for the unexpected.	Initiates and completes responsibilities without prompting <b>AND</b> seeks opportunities to take on new responsibilities and challenges		
<u>Professional Appearance</u> The teacher candidate adheres to good hygiene and follows university, school, and/or district policies for professional appearance.	Does not meet minimum expectations for personal hygiene <b>OR</b> violates university, school, and/or district policies for professional appearance	Is clean and neat <b>BUT</b> occasionally fails to adhere to university, school, and/or district policies for professional appearance	Is clean and neat <b>AND</b> adheres to university, school, and/or district policies for professional appearance	Is clean and neat <b>AND</b> adheres to university, school, and/or district policies for professional appearance <b>AND</b> serves as a role model for professional appearance		

Dispositions Assessment Task Force – Spring 2017

Copyright © 2017 Co-Project Leaders: Dr. Mary Añail and Dr. Sallie Averitt Miller

Task Force Members – Phase II: Dr. Bonnie Anderson, Dr. Cynthia Bolton, Dr. Susan Hagood, Dr. Sharon Livingston, Dr. Holley Roberts, Ms. Carla Tanguay, and Dr. Deborah Thomas

Piloting Institutions: Georgia State University, LaGrange College, Thomas University, University of West Georgia

Invited Reviewers: Dr. Deirdre Greer, Dr. Lynn Minor, Dr. Beverly Mitchell, Dr. Debbie Stoulig

Outcome Statement <i>Professional Behaviors and Dispositions</i>	Does Not Meet Expectations	Developing	Meets Expectations	Exceeds Expectations	Not Observed	Evidence That Supports Assessor Rating
<p><u>Legal and Ethical Conduct</u> The teacher candidate adheres to legal and ethical standards for behavior.</p>	<p>Does not adhere to university, school, and/or district policies, <b>OR</b> deliberately fails to uphold the State Code of Ethics</p> <p>For example, the candidate falsifies information on student records.</p>	<p>Reviews and seeks guidance for gaining knowledge of and adhering to university, school, and/or district policies related to legal and ethical standards of behavior <b>AND</b> asks questions or pursues information to increase understanding of the State Code of Ethics</p> <p>For example, <i>seeks</i> guidance on the equitable treatment of others and protecting students from conditions that interfere with learning or are harmful to their health and safety.</p>	<p>Knowledgeable of and adheres to university, school, and/or district policies related to legal and ethical standards of behavior <b>AND</b> upholds the State Code of Ethics for Educators</p> <p>For example, exhibits equitable treatment of others and exerts reasonable effort to protect students from conditions that interfere with learning or are harmful to their health and safety.</p>	<p>Knowledgeable of and adheres to university, school, and/or district policies related to legal and ethical standards of behavior <b>AND</b> upholds the State Code of Ethics for Educators <b>AND</b> advocates for equitable treatment of others <b>AND</b> initiates preventative methods to protect students from conditions that interfere with learning or are harmful to their health and safety</p>		
<p><u>Diversity</u> The teacher candidate demonstrates respect for and appreciation for a wide variety of individual differences.</p>	<p>Demonstrates a lack of willingness to listen and to learn how to respond appropriately to others' opinions <b>OR</b> demonstrates a lack of respect for or insensitivity to those of different cultural backgrounds, cognitive and physical abilities, and personal ideologies</p>	<p>Demonstrates a willingness to listen and to learn how to respond appropriately to others' opinions <b>AND</b> seeks guidance on how to exhibit respect for those of different cultural backgrounds, cognitive and physical abilities, and personal ideologies</p>	<p>Listens and responds appropriately to others' opinions <b>AND</b> exhibits respect for those of different cultural backgrounds, cognitive and physical abilities, and personal ideologies</p>	<p>Listens and responds appropriately to others' opinions <b>AND</b> exhibits respect for those of different cultural backgrounds, cognitive and physical abilities, and personal ideologies <b>AND</b> advocates for fair and equitable treatment for all</p>		

Dispositions Assessment Task Force – Spring 2017

Copyright © 2017 Co-Project Leaders: Dr. Mary Arianil and Dr. Sallie Averitt Miller

Task Force Members – Phase II: Dr. Bonnie Anderson, Dr. Cynthia Bolton, Dr. Susan Hagood, Dr. Sharon Livingston, Dr. Holley Roberts, Ms. Carla Tanguay, and Dr. Deborah Thomas

Piloting Institutions: Georgia State University, LaGrange College, Thomas University, University of West Georgia

Invited Reviewers: Dr. Deirdre Greer, Dr. Lynn Minor, Dr. Beverly Mitchell, Dr. Debbie Stoulig

Outcome Statement <i>Professional Behaviors and Dispositions</i>	Does Not Meet Expectations	Developing	Meets Expectations	Exceeds Expectations	Not Observed	Evidence That Supports Assessor Rating
<u>Learning Environment</u> The teacher candidate demonstrates a commitment to creating a positive, low-risk learning environment.	Does not demonstrate a willingness to create a positive, low-risk learning environment OR allows disruptive behavior to interfere with learning	Demonstrates a developing commitment to creating a positive, low-risk learning environment AND a willingness to provide students choices, make relevant connections, build understanding, and develop relationships that create a sense of belonging between and among learners	Demonstrates a commitment to creating a positive, low-risk learning environment by providing students with choices, making relevant connections, building understanding, and developing relationships that create a sense of belonging between and among learners	Demonstrates a commitment to creating a positive, low-risk learning environment by providing students with choices, making relevant connections, building understanding, and developing relationships that create a sense of belonging between and among learners AND is proactive in disseminating information with others about how to create a positive learning environment		
<u>Time Management</u> The teacher candidate uses time effectively.	Fails to use time effectively  For example, the teacher candidate waits until the last minute to prepare for events; does not use a reliable system for planning and scheduling; frequently plans too much or too little material, resulting in a rushed lesson or excess time at the end of class and is unable to identify appropriate adjustments.	Demonstrates progress toward development of a reliable system for planning and scheduling  For example, the teacher candidate sometimes plans too much or too little material, resulting in a rushed lesson or excess time at the end of class, but is able to identify appropriate adjustments.	Demonstrates effective use of time through thoughtful planning, thorough preparation, and efficient organization  For example, the teacher candidate prepares in advance for events and uses a reliable system for planning and scheduling.	Demonstrates effective use of time through thoughtful planning, thorough preparation, and efficient organization AND supports others in helping them to learn time management skills		

Dispositions Assessment Task Force – Spring 2017

Copyright © 2017 Co-Project Leaders: Dr. Mary Ariail and Dr. Sallie Averitt Miller

Task Force Members – Phase II: Dr. Bonnie Anderson, Dr. Cynthia Bolton, Dr. Susan Hagood, Dr. Sharon Livingston, Dr. Holley Roberts, Ms. Carla Tanguay, and Dr. Deborah Thomas

Piloting Institutions: Georgia State University, LaGrange College, Thomas University, University of West Georgia

Invited Reviewers: Dr. Deirdre Greer, Dr. Lynn Minor, Dr. Beverly Mitchell, Dr. Debbie Stoulig

Outcome Statement <i>Professional Behaviors and Dispositions</i>	Does Not Meet Expectations	Developing	Meets Expectations	Exceeds Expectations	Not Observed	Evidence That Supports Assessor Rating
<u>Commitment to Student Learning</u> The candidate demonstrates a commitment to students' learning.	Demonstrates little or no evidence of commitment to student learning	Demonstrates commitment to student learning by identifying student strengths OR needs	Demonstrates commitment to student learning by addressing student strengths AND needs  For example, the teacher plans instruction and assessments that are clearly aligned with learning objectives, takes time to know every student and their learning needs, differentiates instruction and assessments based on identified strengths and areas for improvement.	Demonstrates commitment to student learning by addressing student strengths and needs AND Advocates for optimal student learning opportunities		
<u>Commitment to Continuous Improvement</u> The teacher candidate demonstrates a commitment to continuous improvement as an educator.	Demonstrates little or no evidence of commitment to continuous improvement as a professional educator	Demonstrates evidence of a developing commitment to continuous improvement as an educator through use of information and feedback related to professional practice  For example, the candidate demonstrates a <i>willingness</i> to analyze and apply data to guide instruction in the classroom, accepts and <i>attempts</i> to apply feedback and / or constructive criticism, attends recommended workshops, conferences, and job-related meetings.	Demonstrates commitment to continuous improvement as an educator through intentional use of information and feedback related to professional practice  For example, analyzes and applies data to guide instruction in the classroom, seeks feedback, accepts constructive criticism, attends recommended workshops, conferences, and job-related meetings.	Demonstrates commitment to continuous improvement as an educator through intentional use of information, feedback, AND research related to professional practice to guide instruction in the classroom		

Dispositions Assessment Task Force – Spring 2017

Copyright © 2017 Co-Project Leaders: Dr. Mary Anail and Dr. Sallie Averitt Miller

Task Force Members – Phase II: Dr. Bonnie Anderson, Dr. Cynthia Bolton, Dr. Susan Hagood, Dr. Sharon Livingston, Dr. Holley Roberts, Ms. Carla Tanguay, and Dr. Deborah Thomas

Piloting Institutions: Georgia State University, LaGrange College, Thomas University, University of West Georgia

Invited Reviewers: Dr. Deirdre Greer, Dr. Lynn Minor, Dr. Beverly Mitchell, Dr. Debbie Stoulig

## Georgia Intern Keys Effectiveness System Candidate Assessment on Performance Standards

The following performance standards, performance rubrics are taken from the Teacher candidate Assessment on Performance Standards (TAPS), a component of the official teacher candidate evaluation system in Georgia. Additional performance indicators at the proficient level (Level 3) have been added for some standards and are in italics and highlighted. The rubrics have NOT been modified; however, examples of evidence for teacher Candidates have been provided. Teacher Candidates are expected to perform at a minimum at the “Needs Development” (Level 1) and should aspire to perform at the “Proficient” level (Level 3) for most standards. It is expected that teacher candidates will develop during the induction years and continue to move up the continuum of performance.

Performance Standard 1: Professional Knowledge			
<i>The teacher candidate demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.</i>			
<b>Performance Indicators at the Level 3</b>			
1.1 Addresses appropriate curriculum standards and integrates key content elements.			
1.2 Facilitates students’ use of higher-level thinking skills in instruction.			
1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.			
1.4 Demonstrates accurate, deep, and current knowledge of subject matter.			
1.5 Exhibits pedagogical skills relevant to the subject area(s) taught and best practice based on current research.			
1.6 Bases instruction on goals that reflect high expectations for all students and a clear understanding of the curriculum.			
1.7 Displays an understanding of the intellectual, social, emotional, and physical development of the age group.			
Performance Rubrics			
<input type="checkbox"/> Level 4	<input type="checkbox"/> Level 3	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 1
The teacher candidate continually demonstrates extensive content and pedagogical knowledge, enriches the curriculum, and guides others in enriching the curriculum. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)	The teacher candidate consistently demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	The teacher candidate inconsistently demonstrates understanding of curriculum, subject content, pedagogical knowledge, and student needs, or lacks fluidity in using the knowledge in practice.	The teacher candidate inadequately demonstrates understanding of curriculum, subject content, pedagogical knowledge and student needs, or does not use the knowledge in practice.
Evidence/Documentation			

**Georgia Intern Keys Effectiveness System  
Candidate Assessment on Performance Standards**

The following performance standards, performance rubrics are taken from the Teacher candidate Assessment on Performance Standards (TAPS), a component of the official teacher candidate evaluation system in Georgia. Additional performance indicators at the proficient level (Level 3) have been added for some standards and are in italics and highlighted. The rubrics have NOT been modified; however, examples of evidence for teacher Candidates have been provided. Teacher Candidates are expected to perform at a minimum at the “Needs Development” (Level 1) and should aspire to perform at the “Proficient” level (Level 3) for most standards. It is expected that teacher candidates will develop during the induction years and continue to move up the continuum of performance.

<b>Performance Standard 2: Instructional Planning</b>			
<i>The teacher candidate plans using state and local school district curricula and standards, effective strategies, resources, and data to address the needs of all students.</i>			
<b>Performance Indicators at the Level 3</b>			
2.1 Analyzes and uses student learning data to inform planning			
2.2 Develops plans that are clear, logical, sequential, and integrated across the curriculum (e.g., long-term goals, lesson plans, and syllabi).			
2.3 Plans instruction effectively for content mastery, pacing, and transitions.			
2.4 Plans for instruction to meet the needs of all students.			
2.5 Aligns and connects lesson objectives to state and local school district curricula and standards, and student learning needs.			
2.6 Develops appropriate course, unit, and daily plans, and is able to adapt plans when needed.			
<b>Performance Rubrics</b>			
<input type="checkbox"/> <b>Level 4</b>	<input type="checkbox"/> <b>Level 3</b>	<input type="checkbox"/> <b>Level 2</b>	<input type="checkbox"/> <b>Level 1</b>
The teacher candidate continually seeks and uses multiple data and real world resources to plan differentiated instruction to meet the individual student needs and interests in order to promote student accountability and engagement.	The teacher candidate consistently plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	The teacher candidate inconsistently uses state and local school district curricula and standards, or inconsistently uses effective strategies, resources, or data in planning to meet the needs of all students.	The teacher candidate does not plan, or plans without adequately using state and local school district curricula and standards, or without using effective strategies, resources, or data to meet the needs of all students.
<b>Evidence/Documentation</b>			

## Georgia Intern Keys Effectiveness System Candidate Assessment on Performance Standards

The following performance standards, performance rubrics are taken from the Teacher candidate Assessment on Performance Standards (TAPS), a component of the official teacher candidate evaluation system in Georgia. Additional performance indicators at the proficient level (Level 3) have been added for some standards and are in italics and highlighted. The rubrics have NOT been modified; however, examples of evidence for teacher Candidates have been provided. Teacher Candidates are expected to perform at a minimum at the “Needs Development” (Level 1) and should aspire to perform at the “Proficient” level (Level 3) for most standards. It is expected that teacher candidates will develop during the induction years and continue to move up the continuum of performance.

Performance Standard 3: Instructional Strategies			
<i>The teacher candidate promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students’ acquisition of key knowledge and skills.</i>			
<b>Performance Indicators at the Level 3</b>			
3.1 Engages students in active learning and maintains interest.			
3.2 Builds upon students’ existing knowledge and skills.			
3.3 Reinforces learning goals consistently throughout the lesson.			
3.4 Uses a variety of research-based instructional strategies and resources.			
3.5 Effectively uses appropriate instructional technology to enhance student learning.			
3.6 Communicates and presents material clearly, and checks for understanding.			
3.7 Develops higher-order thinking through questioning and problem-solving activities.			
3.8 Engages students in authentic learning by providing real-life examples and interdisciplinary connections.			
Performance Rubrics			
<input type="checkbox"/> Level 4	<input type="checkbox"/> Level 3	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 1
The teacher candidate continually facilitates students’ engagement in metacognitive learning, higher-order thinking skills, and application of learning in current and relevant ways. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)	The teacher candidate consistently promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning, and to facilitate the students’ acquisition of key skills.	The teacher candidate inconsistently uses research-based instructional strategies. The strategies used are sometimes not appropriate for the content area or for engaging students in active learning or for the acquisition of key skills.	The teacher candidate does not use research-based instructional strategies, nor are the instructional strategies relevant to the content area. The strategies do not engage students in active learning or acquisition of key skills.
<b>Evidence/Documentation</b>			

**Georgia Intern Keys Effectiveness System  
Candidate Assessment on Performance Standards**

The following performance standards, performance rubrics are taken from the Teacher candidate Assessment on Performance Standards (TAPS), a component of the official teacher candidate evaluation system in Georgia. Additional performance indicators at the proficient level (Level 3) have been added for some standards and are in italics and highlighted. The rubrics have NOT been modified; however, examples of evidence for teacher Candidates have been provided. Teacher Candidates are expected to perform at a minimum at the “Needs Development” (Level 1) and should aspire to perform at the “Proficient” level (Level 3) for most standards. It is expected that teacher candidates will develop during the induction years and continue to move up the continuum of performance.

<b>Performance Standard 4: Differentiated Instruction</b>			
<i>The teacher candidate challenges and supports each student’s learning by providing appropriate content and developing skills which address individual learning differences.</i>			
<b>Performance Indicators at the Level 3</b>			
4.1 Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.			
4.2 Provides remediation, enrichment, and acceleration to further student understanding of material.			
4.3 Uses flexible grouping strategies to encourage appropriate peer interaction and to accommodate learning needs/goals.			
4.4 Uses diagnostic, formative, and summative assessment data to inform instructional modifications for individual students.			
4.5 Develops critical and creative thinking by providing activities at the appropriate level of challenge for students.			
4.6 Demonstrates high learning expectations for all students commensurate with their developmental levels.			
<b>Performance Rubrics</b>			
<input type="checkbox"/> <b>Level 4</b>	<input type="checkbox"/> <b>Level 3</b>	<input type="checkbox"/> <b>Level 2</b>	<input type="checkbox"/> <b>Level 1</b>
The teacher candidate continually facilitates each student’s opportunities to learn by engaging him/her in critical and creative thinking and challenging activities tailored to address individual learning needs and interests.	The teacher candidate consistently challenges and supports each student’s learning by providing appropriate content and developing skills which address individual learning differences.	The teacher candidate inconsistently challenges students by providing appropriate content or by developing skills which address individual learning differences.	The teacher candidate does not challenge students by providing appropriate content or by developing skills which address individual learning differences.
<b>Evidence/Documentation:</b>			



**Georgia Intern Keys Effectiveness System  
Candidate Assessment on Performance Standards**

The following performance standards, performance rubrics are taken from the Teacher candidate Assessment on Performance Standards (TAPS), a component of the official teacher candidate evaluation system in Georgia. Additional performance indicators at the proficient level (Level 3) have been added for some standards and are in italics and highlighted. The rubrics have NOT been modified; however, examples of evidence for teacher Candidates have been provided. Teacher Candidates are expected to perform at a minimum at the “Needs Development” (Level 1) and should aspire to perform at the “Proficient” level (Level 3) for most standards. It is expected that teacher candidates will develop during the induction years and continue to move up the continuum of performance.

<b>Performance Standard 5: Assessment Strategies</b>			
<i>The teacher candidate systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.</i>			
<b>Performance Indicators at the Level 3</b>			
5.1 Aligns student assessment with the established curriculum and benchmarks.			
5.2 Involves students in setting learning goals and monitoring their own progress.			
5.3 Varies and modifies assessments to determine individual student needs and progress.			
5.4 Uses formal and informal assessments for diagnostic, formative, and summative purposes.			
5.5 Uses grading practices that report final mastery in relationship to content goals and objectives.			
5.6 Uses assessment techniques that are appropriate for the developmental level of students.			
5.7 Collaborates with others to develop common assessments, when appropriate.			
<b>Performance Rubrics</b>			
<input type="checkbox"/> <b>Level 4</b>	<input type="checkbox"/> <b>Level 3</b>	<input type="checkbox"/> <b>Level 2</b>	<input type="checkbox"/> <b>Level 1</b>
The teacher continually demonstrates expertise and leads others to determine and develop a variety of strategies and instruments that are valid and appropriate for the content and student population and guides students to monitor and reflect on their own academic progress. (Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)	The teacher systematically and consistently chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	The teacher inconsistently chooses a variety of diagnostic, formative, and summative assessment strategies or the instruments are sometimes not appropriate for the content or student population.	The teacher chooses an inadequate variety of diagnostic, formative, and summative assessment strategies or the instruments are not appropriate for the content or student population.
<b>Evidence/Documentation</b>			

**Georgia Intern Keys Effectiveness System  
Candidate Assessment on Performance Standards**

The following performance standards, performance rubrics are taken from the Teacher candidate Assessment on Performance Standards (TAPS), a component of the official teacher candidate evaluation system in Georgia. Additional performance indicators at the proficient level (Level 3) have been added for some standards and are in italics and highlighted. The rubrics have NOT been modified; however, examples of evidence for teacher Candidates have been provided. Teacher Candidates are expected to perform at a minimum at the “Needs Development” (Level 1) and should aspire to perform at the “Proficient” level (Level 3) for most standards. It is expected that teacher candidates will develop during the induction years and continue to move up the continuum of performance.

Performance Standard 6: Assessment Uses			
<i>The teacher candidate systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.</i>			
<b>Performance Indicators at the Level 3</b>			
6.1 Uses diagnostic assessment data to develop learning goals for students, to differentiate instruction, and to document learning.			
6.2 Plans a variety of formal and informal assessments aligned with instructional results to measure student mastery of learning objectives.			
6.3 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust instruction.			
6.4 Systematically analyzes and uses data to measure student progress, to design appropriate interventions, and to inform long- and short-term instructional decisions.			
6.5 Shares accurate results of student progress with students, parents, and key school personnel.			
6.6 Provides constructive and frequent feedback to students on their progress toward their learning goals.			
6.7 Teaches students how to self-assess and to use metacognitive strategies in support of lifelong learning.			
Performance Rubrics			
<input type="checkbox"/> Level 4	<input type="checkbox"/> Level 3	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 1
The teacher candidate continually demonstrates expertise in using data to measure student progress and leads others in the effective use of data to inform instructional decisions. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)	The teacher candidate systematically and consistently gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.	The teacher candidate inconsistently gathers, analyzes, or uses relevant data to measure student progress, inconsistently uses data to inform instructional content and delivery methods, or inconsistently provides timely or constructive feedback.	The teacher candidate does not gather, analyze, or use relevant data to measure student progress, to inform instructional content and delivery methods, or to provide feedback in a constructive or timely manner.
<b>Evidence/Documentation</b>			

**Georgia Intern Keys Effectiveness System  
Candidate Assessment on Performance Standards**

The following performance standards, performance rubrics are taken from the Teacher candidate Assessment on Performance Standards (TAPS), a component of the official teacher candidate evaluation system in Georgia. Additional performance indicators at the proficient level (Level 3) have been added for some standards and are in italics and highlighted. The rubrics have NOT been modified; however, examples of evidence for teacher Candidates have been provided. Teacher Candidates are expected to perform at a minimum at the “Needs Development” (Level 1) and should aspire to perform at the “Proficient” level (Level 3) for most standards. It is expected that teacher candidates will develop during the induction years and continue to move up the continuum of performance.

<b>Performance Standard 7: Positive Learning Environment</b>			
<i>The teacher candidate provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.</i>			
<b>Performance Indicators at the Level 3</b>			
7.1 Responds to disruptions in a timely, appropriate manner.			
7.2 Establishes clear expectations for classroom rules, routines, and procedures and enforces them consistently and appropriately.			
7.3 Models caring, fairness, respect, and enthusiasm for learning.			
7.4 Promotes a climate of trust and teamwork within the classroom.			
7.5 Promotes respect for and understanding of students’ diversity, including – but not limited to – race, color, religion, sex, national origin, or disability.			
7.6 Actively listens and pays attention to students’ needs and responses.			
7.7 Creates a warm, attractive, inviting, and supportive classroom environment.			
7.8 Arranges the classroom materials and resources to facilitate group and individual activities.			
<b>Performance Rubrics</b>			
<input type="checkbox"/> <b>Level 4</b>	<input type="checkbox"/> <b>Level 3</b>	<input type="checkbox"/> <b>Level 2</b>	<input type="checkbox"/> <b>Level 1</b>
The teacher candidate continually engages students in a collaborative and self-directed learning environment where students are encouraged to take risks and ownership of their own learning behavior. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)	The teacher candidate consistently provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	The teacher candidate inconsistently provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	The teacher candidate inadequately addresses student behavior, displays a negative attitude toward students, ignores safety standards, or does not otherwise provide an orderly environment that is conducive to learning or encourages respect for all.
<b>Evidence/Documentation</b>			

**Georgia Intern Keys Effectiveness System  
Candidate Assessment on Performance Standards**

The following performance standards, performance rubrics are taken from the Teacher candidate Assessment on Performance Standards (TAPS), a component of the official teacher candidate evaluation system in Georgia. Additional performance indicators at the proficient level (Level 3) have been added for some standards and are in italics and highlighted. The rubrics have NOT been modified; however, examples of evidence for teacher Candidates have been provided. Teacher Candidates are expected to perform at a minimum at the “Needs Development” (Level 1) and should aspire to perform at the “Proficient” level (Level 3) for most standards. It is expected that teacher candidates will develop during the induction years and continue to move up the continuum of performance.

<b>Performance Standard 8: Academically Challenging Environment</b>			
<i>The teacher candidate creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.</i>			
<b>Performance Indicators at the Level 3</b>			
8.1 Maximizes instructional time.			
8.2 Conveys the message that mistakes should be embraced as a valuable part of learning.			
8.3 Encourages productivity by providing students with appropriately challenging and relevant material and assignments.			
8.4 Provides transitions that minimize loss of instructional time.			
8.5 Communicates high, but reasonable, expectations for student learning.			
8.6 Provides academic rigor, encourages critical and creative thinking, and pushes students to achieve goals.			
8.7 Encourages students to explore new ideas and take academic risks.			
<b>Performance Rubrics</b>			
<input type="checkbox"/> Level 4	<input type="checkbox"/> Level 3	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 1
The teacher candidate continually creates an academic learning environment where students are encouraged to set challenging learning goals and tackle challenging materials. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)	The teacher candidate consistently creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	The teacher candidate inconsistently provides a student-centered, academic environment in which teaching and learning occur at high levels or where students are self-directed learners.	The teacher candidate does not provide a student-centered, academic environment in which teaching and learning occur at high levels, or where students are self-directed learners.
<b>Evidence/Documentation</b>			

## Georgia Intern Keys Effectiveness System Candidate Assessment on Performance Standards

The following performance standards, performance rubrics are taken from the Teacher candidate Assessment on Performance Standards (TAPS), a component of the official teacher candidate evaluation system in Georgia. Additional performance indicators at the proficient level (Level 3) have been added for some standards and are in italics and highlighted. The rubrics have NOT been modified; however, examples of evidence for teacher Candidates have been provided. Teacher Candidates are expected to perform at a minimum at the “Needs Development” (Level 1) and should aspire to perform at the “Proficient” level (Level 3) for most standards. It is expected that teacher candidates will develop during the induction years and continue to move up the continuum of performance.

Performance Standard 9: Professionalism			
<i>The teacher candidate exhibits a commitment to professional ethics and the school’s mission, participates in professional growth opportunities to support student learning, and contributes to the profession</i>			
<b>Performance Indicators at the Level 3</b>			
9.1 Carries out duties in accordance with federal and state laws, Code of Ethics, and established state and local school board policies, regulations, and practices.			
9.2 Maintains professional demeanor and behavior (e.g., appearance, punctuality and attendance).			
9.3 Respects and maintains confidentiality.			
9.4 Evaluates and identifies areas of personal strengths and weaknesses related to professional skills and their impact on student learning and sets goals for improvement.			
9.5 Participates in ongoing professional growth activities based on identified areas for improvement (e.g., mentoring, peer coaching, course work, conferences) and incorporates learning into classroom activities.			
9.6 Demonstrates flexibility in adapting to school change.			
9.7 Engages in activities outside the classroom intended for school and student enhancement			
<i>9.8 Maintains appropriate interactions with students, parents, faculty, and staff.</i>			
<i>9.9 Engages in self-reflection about the success of the lesson after teaching; seeks feedback from mentor teacher about teaching and impact on student learning.</i>			
Performance Rubrics			
<input type="checkbox"/> Level 4	<input type="checkbox"/> Level 3	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 1
The teacher candidate continually engages in a high level of professional growth and application of skills and contributes to the development of others and the well-being of the school and community. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)	The teacher candidate consistently exhibits a commitment to professional ethics and the school’s mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	The teacher candidate inconsistently supports the school’s mission or seldom participates in professional growth opportunities.	The teacher candidate shows a disregard toward professional ethics or the school’s mission or rarely takes advantage of professional growth opportunities.
<b>Evidence/Documentation</b>			

**Performance Standard 10: Communication**

*The teacher candidate communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.*

**Performance Indicators at the Level 3**

- 10.1 Uses verbal and non-verbal communication techniques to foster positive interactions and promote learning in the classroom and school environment.
- 10.2 Engages in ongoing communication and shares instructional goals, expectations, and student progress with families in a timely and constructive manner.
- 10.3 Collaborates and networks with colleagues and community to reach educational decisions that enhance and promote student learning.
- 10.4 Uses precise language, correct vocabulary and grammar, and appropriate forms of oral and written communication.
- 10.5 Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner.
- 10.6 Adheres to school and district policies regarding communication of student information.
- 10.7 Creates a climate of accessibility for parents and students by demonstrating a collaborative and approachable style.
- 10.8 Listens and responds with cultural awareness, empathy, and understanding to the voice and opinions of stakeholders (parents, community, students, and colleagues).
- 10.9 Uses modes of communication that are appropriate for a given situation.
- 10.10 *Engages in appropriate conversations and maintains confidentiality of information related to students, parents, faculty, and staff. Such conversations include text messaging, social media, emails, etc.*

**Performance Rubrics**

<input type="checkbox"/> <b>Level 4</b>	<input type="checkbox"/> <b>Level 3</b>	<input type="checkbox"/> <b>Level 2</b>	<input type="checkbox"/> <b>Level 1</b>
The teacher candidate continually uses communication techniques in a variety of situations to proactively inform, network, and collaborate with stakeholders to enhance student learning. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)	The teacher candidate communicates effectively and consistently with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	The teacher candidate inconsistently communicates with students, parents or guardians, district and school personnel, or other stakeholders or communicates in ways that only partially enhance student learning.	The teacher candidate inadequately communicates with students, parents or guardians, district and school personnel, or other stakeholders by poorly acknowledging concerns, responding to inquiries, or encouraging involvement.

**Evidence/Documentation**

## Classroom Management Assessment

Teacher \_\_\_\_\_ Rater \_\_\_\_\_ Date \_\_\_\_\_

### Classroom Management Practice

### Rating

Never 0	Sometimes 1	Often 2	Always 3
------------	----------------	------------	-------------

1. The teacher candidate arranged the classroom to minimize crowding and distraction.
2. The teacher candidate maximized structure and predictability in his/her classroom (e.g., explicit classroom routines, specific directions, etc.)
3. The teacher candidate posted, taught, reviewed, and reinforced 3-5 positively stated expectations (or rules).
4. The teacher candidate provided more frequent acknowledgement for appropriate behaviors than inappropriate behaviors (see top of page).
5. The teacher candidate provided each student with multiple opportunities to respond and participate during instruction.
6. The teacher candidate's instruction actively engaged students in observable ways (e.g., writing, verbalizing)
7. The teacher candidate actively supervised the classroom (e.g., moving, scanning) during instruction.
8. The teacher candidate ignored or provided quick, direct, explicit reprimands/redirections in response to inappropriate behavior.
9. The teacher candidate has multiple strategies/systems in place to acknowledge appropriate behavior (e.g., class point systems, praise, etc.).
10. In general, the teacher candidate provided specific feedback in response to social and academic behavior errors and correct responses.

Comments:

Average:

## LaGrange College Education Department Field Experience Essentials

### Expectations

Never

Sometimes

Often

Always

1. The teacher candidate uploads all necessary forms to Watermark by the stated deadline.
2. The teacher candidate completes all field evaluations on Watermark with specific evidence cited for each standard when applicable.
3. The teacher candidate provides the supervisor and cooperating teacher with all lesson plans 48-hours in advance from the time of the lesson.
4. All lesson plans written by the teacher candidate are completed correctly in its entirety with specific details, research, and differentiation.
5. The teacher candidate completes all required written and video reflections on time and with effort.
6. The teacher candidate takes initiative and seeks guidance to become a collaborative partner in the classroom.
7. The teacher candidate is consistently being observed as an active participant in the field.
8. The teacher candidate is consistently prepared to teach planned lessons (both small and whole group) in addition to the required lesson plans evaluated by the cooperating teacher and supervisor.
9. The teacher candidate accepts and applies feedback from stakeholders to improve their practice.
10. The teacher candidate consistently exhibits professionalism. This includes being prompt, dressing appropriately, and interacting with adults and students in a positive and productive manner.
11. The teacher candidate adheres to the attendance policy stated in the Department Handbook. This includes notifying stakeholders concerning any absences, late arrivals, or early dismissals as soon as he/she is made aware, making up any missed time before the last day of the field, and providing necessary documentation after two absences.
12. The teacher candidate adheres to all other policies in the field experience handbook not stated in the essentials.

Comments/Grade:

The score received on this evaluation may affect the final grade in the following courses requiring a field component:  
EDUC 3319, EDUC 3356, EDUC 3354, EDUC 4459, EDUC 4360, EDUC 3355, EDUC 4490, EDUC 5700



## The Code of Ethics for Educators

Effective October 15, 2009

### 505-6-.01 THE CODE OF ETHICS FOR EDUCATORS

(1) Introduction. The Code of Ethics for Educators defines the professional behavior of educators in Georgia and serves as a guide to ethical conduct. The Professional Standards Commission has adopted standards that represent the conduct generally accepted by the education profession. The code defines unethical conduct justifying disciplinary sanction and provides guidance for protecting the health, safety and general welfare of students and educators, and assuring the citizens of Georgia a degree of accountability within the education profession.

#### (2) Definitions

(a) "Certificate" refers to any teaching, service, or leadership certificate, license, or permit issued by authority of the Professional Standards Commission.

(b) "Educator" is a teacher, school or school system administrator, or other education personnel who holds a certificate issued by the Professional Standards Commission and persons who have applied for but have not yet received a certificate. For the purposes of the Code of Ethics for Educators, "educator" also refers to paraprofessionals, aides, and substitute teachers.

(c) "Student" is any individual enrolled in the state's public or private schools from preschool through grade 12 or any individual under the age of 18. For the purposes of the Code of Ethics and Standards of Professional Conduct for Educators, the enrollment period for a graduating student ends on August 31 of the year of graduation.

(d) "Complaint" is any written and signed statement from a local board, the state board, or one or more individual residents of this state filed with the Professional Standards Commission alleging that an educator has breached one or more of the standards in the Code of Ethics for Educators. A "complaint" will be deemed a request to investigate.

(e) "Revocation" is the invalidation of any certificate held by the educator.

(f) "Denial" is the refusal to grant initial certification to an applicant for a certificate.

(g) "Suspension" is the temporary invalidation of any certificate for a period of time specified by the Professional Standards Commission.

(h) "Reprimand" admonishes the certificate holder for his or her conduct. The reprimand cautions that further unethical conduct will lead to a more severe action.

(i) "Warning" warns the certificate holder that his or her conduct is unethical. The warning cautions that further unethical conduct will lead to a more severe action.

(j) "Monitoring" is the quarterly appraisal of the educator's conduct by the Professional Standards Commission through contact with the educator and his or her employer. As a condition of monitoring, an educator may be required to submit a criminal background check (GCIC). The Commission specifies the length of the monitoring period.

(k) "No Probable Cause" is a determination by the Professional Standards Commission that, after a preliminary investigation, either no further action need be taken or no cause exists to recommend disciplinary action.

#### (3) Standards

(a) **Standard 1: Legal Compliance** - An educator shall abide by federal, state, and local laws and statutes. Unethical conduct includes but is not limited to the commission or conviction of a felony or of any crime involving moral turpitude; of any other criminal offense involving the manufacture, distribution, trafficking, sale, or possession of a controlled substance or marijuana as provided for in Chapter 13 of Title 16; or of any other sexual offense as provided for in Code Section 16-6-1 through 16-6-17, 16-6-20, 16-6-22.2, or 16-12-100; or any other laws applicable to the profession. As used herein, conviction includes a finding or verdict of guilty, or a plea of *nolo contendere*, regardless of whether an appeal of the conviction has been sought; a situation where first offender treatment without adjudication of guilt pursuant to the charge was granted; and a situation where an adjudication of guilt or sentence was otherwise withheld or not entered on the charge or the charge was otherwise disposed of in a similar manner in any jurisdiction.

(b) **Standard 2: Conduct with Students** - An educator shall always maintain a professional relationship with all students, both in and outside the classroom. Unethical conduct includes but is not limited to:

1. committing any act of child abuse, including physical and verbal abuse;

2. committing any act of cruelty to children or any act of child endangerment;
3. committing any sexual act with a student or soliciting such from a student;
4. engaging in or permitting harassment of or misconduct toward a student that would violate a state or federal law;
5. soliciting, encouraging, or consummating an inappropriate written, verbal, electronic, or physical relationship with a student;
6. furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student; or
7. failing to prevent the use of alcohol or illegal or unauthorized drugs by students who are under the educator's supervision (including but not limited to at the educator's residence or any other private setting).

(c) **Standard 3: Alcohol or Drugs** - An educator shall refrain from the use of alcohol or illegal or unauthorized drugs during the course of professional practice. Unethical conduct includes but is not limited to:

1. being on school premises or at a school-related activity while under the influence of, possessing, using, or consuming illegal or unauthorized drugs; and
2. being on school premises or at a school-related activity involving students while under the influence of, possessing, or consuming alcohol. A school-related activity includes, but is not limited to, any activity sponsored by the school or school system (booster clubs, parent-teacher organizations, or any activity designed to enhance the school curriculum i.e. Foreign Language trips, etc).

(d) **Standard 4: Honesty** - An educator shall exemplify honesty and integrity in the course of professional practice. Unethical conduct includes but is not limited to, falsifying, misrepresenting or omitting:

1. professional qualifications, criminal history, college or staff development credit and/or degrees, academic award, and employment history;
2. information submitted to federal, state, local school districts and other governmental agencies;
3. information regarding the evaluation of students and/or personnel;
4. reasons for absences or leaves;
5. information submitted in the course of an official inquiry/investigation; and
6. information submitted in the course of professional practice.

(e) **Standard 5: Public Funds and Property** - An educator entrusted with public funds and property shall honor that trust with a high level of honesty, accuracy, and responsibility. Unethical conduct includes but is not limited to:

1. misusing public or school-related funds;
2. failing to account for funds collected from students or parents;
3. submitting fraudulent requests or documentation for reimbursement of expenses or for pay (including fraudulent or purchased degrees, documents, or coursework);
4. co-mingling public or school-related funds with personal funds or checking accounts; and
5. using school property without the approval of the local board of education/governing board or authorized designee.

(f) **Standard 6: Remunerative Conduct** - An educator shall maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation. Unethical conduct includes but is not limited to:

1. soliciting students or parents of students to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local board of education/governing board or authorized designee;
2. accepting gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest;
3. tutoring students assigned to the educator for remuneration unless approved by the local board of education/governing board or authorized designee; and
4. coaching, instructing, promoting athletic camps, summer leagues, etc. that involves students in an educator's school system and from whom the educator receives remuneration unless approved by the local board of education/governing board or authorized designee. These types of activities must be in compliance with all rules and regulations of the Georgia High School Association.

(g) **Standard 7: Confidential Information** - An educator shall comply with state and federal laws and state school board policies relating to the confidentiality of student and personnel records, standardized test material and other information. Unethical conduct includes but is not limited to:

1. sharing of confidential information concerning student academic and disciplinary records, health and medical information, family status and/or income, and assessment/testing results unless disclosure is required or permitted by law;
2. sharing of confidential information restricted by state or federal law;
3. violation of confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, violating local school system or state directions for the use of tests or test items, etc.; and
4. violation of other confidentiality agreements required by state or local policy.

(h) **Standard 8: Abandonment of Contract** - An educator shall fulfill all of the terms and obligations detailed in the contract with the local board of education or education agency for the duration of the contract. Unethical conduct includes but is not limited to:

1. abandoning the contract for professional services without prior release from the contract by the employer, and
2. willfully refusing to perform the services required by a contract.

(i) **Standard 9: Required Reports** - An educator shall file reports of a breach of one or more of the standards in the Code of Ethics for Educators, child abuse (O.C.G.A. §19-7-5), or any other required report. Unethical conduct includes but is not limited to:

1. failure to report all requested information on documents required by the Commission when applying for or renewing any certificate with the Commission;
2. failure to make a required report of a violation of one or more standards of the Code of Ethics for educators of which they have personal knowledge as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner; and
3. failure to make a required report of any violation of state or federal law soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. These reports include but are not limited to: murder, voluntary manslaughter, aggravated assault, aggravated battery, kidnapping, any sexual offense, any sexual exploitation of a minor, any offense involving a controlled substance and any abuse of a child if an educator has reasonable cause to believe that a child has been abused.

(j) **Standard 10: Professional Conduct** - An educator shall demonstrate conduct that follows generally recognized professional standards and preserves the dignity and integrity of the teaching profession. Unethical conduct includes but is not limited to any conduct that impairs and/or diminishes the certificate holder's ability to function professionally in his or her employment position, or behavior or conduct that is detrimental to the health, welfare, discipline, or morals of students.

(k) **Standard 11: Testing** - An educator shall administer state-mandated assessments fairly and ethically. Unethical conduct includes but is not limited to:

1. committing any act that breaches Test Security; and
2. compromising the integrity of the assessment.

(4) Reporting

(a) Educators are required to report a breach of one or more of the Standards in the Code of Ethics for Educators as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. Educators should be aware of legal requirements and local policies and procedures for reporting unethical conduct. Complaints filed with the Professional Standards Commission must be in writing and must be signed by the complainant (parent, educator, personnel director, superintendent, etc.).

(b) The Commission notifies local and state officials of all disciplinary actions. In addition, suspensions and revocations are reported to national officials, including the NASDTEC Clearinghouse.

(5) Disciplinary Action

(a) The Professional Standards Commission is authorized to suspend, revoke, or deny certificates, to issue a reprimand or warning, or to monitor the educator's conduct and performance after an investigation is held and notice and opportunity for a hearing are provided to the certificate holder. Any of the following grounds shall be considered cause for disciplinary action against the holder of a certificate:

1. unethical conduct as outlined in The Code of Ethics for Educators, Standards 1-10 (PSC Rule 505-6-.01);
2. disciplinary action against a certificate in another state on grounds consistent with those specified in the Code of Ethics for Educators, Standards 1-10 (PSC Rule 505-6-.01);
3. order from a court of competent jurisdiction or a request from the Department of Human Resources that the certificate should be suspended or the application for certification should be denied for non-payment of child support (O.C.G.A. §19-6-28.1 and §19-11-9.3);
4. notification from the Georgia Higher Education Assistance Corporation that the educator is in default and not in satisfactory repayment status on a student loan guaranteed by the Georgia Higher Education Assistance Corporation (O.C.G.A. §20-3-295);
5. suspension or revocation of any professional license or certificate;
6. violation of any other laws and rules applicable to the profession; and
7. any other good and sufficient cause that renders an educator unfit for employment as an educator.

(b) An individual whose certificate has been revoked, denied, or suspended may not serve as a volunteer or be employed as an educator, paraprofessional, aide, substitute teacher or in any other position during the period of his or her revocation, suspension or denial for a violation of The Code of Ethics. The superintendent and the superintendent's designee for certification shall be responsible for assuring that an individual whose certificate has been revoked, denied, or suspended is not employed or serving in any capacity in their district. Both the superintendent and the superintendent's designee must hold GaPSC certification.

Authority O.C.G.A. § 20-2-200; 20-2-981 through 20-2-984.5

## Confidential Professional Development Plan

Teacher Candidate: \_\_\_\_\_

School Placement/Grade Level: \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_ College Supervisor \_\_\_\_\_

**Areas of Strength:**

**Challenge Areas:**

**Plan for improving challenge area(s) including timeline, strategies, etc.**

Follow up meeting schedule for \_\_\_\_\_. Failure to uphold any of the plan of action will result in a hearing in the department.

### Signatures

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

Teacher Candidate: \_\_\_\_\_ Date: \_\_\_\_\_

(Teacher Candidate's signature acknowledges receipt of form, not necessarily concurrence. Written comments may be provided below and/or attached to the evaluator's copy. Initial and date here if comments are attached:

\_\_\_\_\_)

Teacher Candidate's comments:

**Field Experience Reflections (General)**  
**LaGrange College**  
**Department of Education**

Reflections are most useful when completed while the memory is still “fresh”. Therefore, they should be completed as soon after the experience as possible. In addition to any specific reflective questions assigned to you by supervising faculty, college faculty, or the Director of Field Placement, your reflections should include the following:

- A.     Heading  
Name, date of field experience reported, time spent
  
- B.     Sequence of events  
Make a brief list describing what happened. This “record” allows later review of events that may seem “insignificant” at the time.
  
- C.     Elaboration of one or two significant episodes  
An episode is significant if it reflects your successes or failures. It may bother you, excite you, or cause you to rethink your initial ideas (goals, plans, or perspective). If you can learn from it, the episode is most likely “significant”.

Describe the episode(s) in detail, to include what people said, what they did, and how they responded. Be specific, and use word-for-word quotations, as best you can recall. Using notes you jotted immediately after an encounter will be helpful here.

Discuss the learner (what they said and did), cooperating teacher (when appropriate), subject matter (content of the lesson), and context (surroundings).

Remember, this section is only *descriptive*. Stick to the details. Focus on motivations (“trying to please”), a trait (“lazy”), capabilities (“a good reader”), or emotional states (“angry”).

- D.     Analysis of episode(s)  
Focusing on the episode described above, interpret what feelings and thoughts may have caused the episode to occur, why they were significant, what questions they raise, and what you think you learned from them. Draw conclusions. What have you realized/learned from this episode?

Think about your own past experiences. Remember what you have learned in your coursework. Can that knowledge be applied to learn from this episode?

What will happen with your newfound realization? How will this alter your plans? What will you do the same? What will you do differently?