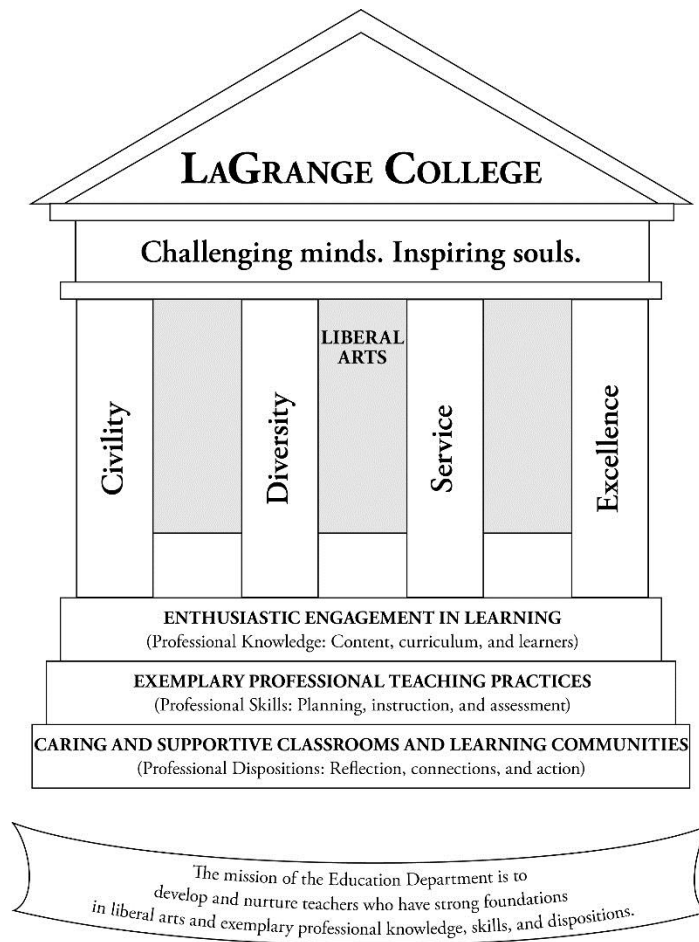


LAGRANGE

COLLEGE



Department of Education Handbook For Music Education

Academic Year 2019-20

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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.

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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, 21st 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 21st 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 B.A. program in Music 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

The LaGrange College Conceptual Framework Tenets and Their Clusters of Related Competencies	Six Standards of Georgia CAEP for Initial Programs	Ten INTASC Principles for Beginning Teachers
<p><u>Tenet 1: Enthusiastic Engagement in Learning (Professional Knowledge)</u></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><u>Tenet 2: Exemplary Professional Teaching Practices (Professional Skills)</u></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><u>Tenet 3: Caring and Supportive Classrooms and Learning Communities (Professional Dispositions)</u></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)

Courses in Programs	Attention to Conceptual Framework Tenets and Their Clusters of Related Competencies								
	(I) Introduced			(D) Developed			(P) Practiced		
	1.0 Enthusiastic Engagement in Learning			2.0 Exemplary Professional Teaching Practices			3.0 Caring and Supportive Classrooms and Learning Communities		
	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
The B.A. Program in Music Education									
MUED 2040 Woodwinds Methods	I	I	I	I	I	I	I	I	I
MUED 2000 Brass Methods	I	I	I	I	I	I	I	I	I
MUED 2020 String Methods	I	I	I	I	I	I	I	I	I
MUED 2030 Percussion Methods	I	I	I	I	I	I	I	I	I
MUED 3000 Elementary Methods	D	D	D	D	D	D	D	D	D
MUED 4100 Choral Methods	P	P	P	P	P	P	P	P	P
MUED 4110 Band Methods	P	P	P	P	P	P	P	P	P
MUED 2010 Music Technology	I	I	I	I	I	I	I	I	I
MUED 3030 Introduction to World Music	D	D	D	D	D	D	D	D	D
MUSI 3311 Advanced Theory	P	P	P	P	P	P	P	P	P
MUED 3010 Instrumental Conducting	D	D	D	D	D	D	D	D	D
MUED 3020 Choral Conducting	D	D	D	D	D	D	D	D	D
MUED 4000 Clinical Practice	P	P	P	P	P	P	P	P	P
MUSI 3366 Basic of Conducting	I	I	I	I	I	I	I	I	I
MUSI 1107/1108 Ensemble	D	D	D	D	D	D	D	D	D
MUSI 1109 Beginning Class Instruction	I	I	I	I	I	I	I	I	I
MUSI 1113/1114/2213/2214 Ear Training 1-4	D	D	D	D	D	D	D	D	D
MUSI 1101/1102/2201/2202 Theory 1-4	D	D	D	D	D	D	D	D	D
MUSI 3301/3302 Music History I & II	D	D	D	D	D	D	D	D	D
MUSI 1110 Literature and Language of Music	I	I	I	I	I	I	I	I	I
EDUC 1199: Foundations of Education	I	I	I	I	I	I	I	I	
EDUC 4459: Special Needs/Exceptional Child	I	D	D	D	D	I		D	
EDUC 4461/4462/4463: Diversity in Elem. Grades	D	D	D	D	D	D	D	D	D
EDUC 4449: Classroom Technology	D	D		D		I	D		
EDUC 3342: Child Development Practicum	D		D	I	I	I	D	D	

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

Key Assessments in Initial Programs	Aligned with Conceptual Framework Tenets and Their Clusters of Related Competencies								
	1.0 Enthusiastic Engagement in Learning			2.0 Exemplary Professional Teaching Practices			3.0 Caring and Supportive Classrooms and Learning Communities		
	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
Two Standardized State Examinations • GACE Basic Skills Test • GACE Content Test	X X	X X							
The Professional Behaviors and Dispositions Evaluation (PBD)			X				X	X	X
Georgia Intern Keys Effectiveness System	X	X	X	X	X	X	X	X	X
edTPA	X	X	X	X	X	X	X	X	X
Performance	X								

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LaGrange College Policies

The student handbook can be found at

http://home.lagrange.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 Student Teaching

Students should complete numbers 1-6 on the Application for Student Teaching via their Watermark account. Senior teacher candidates must submit a statement detailing how many credit hours of Cultural Enrichment Events they have accrued and how they will achieve the total number of hours required for graduation prior to student teaching. Music Education candidates should plan to complete most, if not all, of the CE requirements BEFORE student teaching. A candidate must have passed all courses with C or better before being permitted to enroll in student teaching.

Applications for student teaching are due midterm in the semester prior to student teaching. Student teaching encompasses a semester long for Music Education candidates where candidates are engaged in full-time teaching activities under the supervision of a classroom teacher. The Director of Field Experiences evaluates applications for student teaching 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 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.

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.

Coursework

The semester devoted to Student Teaching 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.

Music Education teacher candidates who do not pass content examinations or fall below a 2.5 GPA will be placed on academic probation by the Department of Education. Candidates must satisfy all deficiencies by the beginning of the next semester or be withdrawn from the Department of Education.

Criminal History / Background Checks

Admission into the Undergraduate Teacher Education program or 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. For undergraduates, a second background check (completed no more than 60 days prior to beginning student teaching) is also required.

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 Experiences closely monitors this component when considering placement and works with school administrators to best place teacher candidates.

edTPA

LaGrange College participates in the edTPA process for certification. Teacher candidates' portfolios will be completed the final semester of their student teaching. 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. Undergraduate teacher candidates will complete the entry exam while taking EDUC 1199 Foundations of Education, and the exit exam will be completed their senior year. 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.

Students cannot be paid for student teaching, nor should they consider student teaching schemes outside traditional internships. You are not allowed to be a paid employee of the school system (e.g., teacher, paraprofessional, teacher assistant) and complete field experience requirements that would conflict with your daily paid duties.

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

MUSIC

Tests	Test Code	Question Types	Testing Time	Test Duration
Test I	111	SR	2 hrs.	2.5 hrs.
Test II	112	SR	2 hrs.	2.5 hrs.
Combined Test I and II	611	SR	4 hrs.	5 hrs.

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 Tk20. 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 Experiences, 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 Experiences, 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 Experiences 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

Music Education teacher candidates are required to attend both a pre- and post- planning field experience. Teacher candidates will complete post-planning at the end of the spring semester of their junior year, and pre- planning at the beginning of their senior year. Both placements will be completed with their student teaching clinical faculty member.

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 both student teaching and 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.

Program Admission

Students intending to complete a Bachelor of Arts program in Music Education must complete a formal application to the Teacher Education Program. The following are required for entrance into an undergraduate program:

- A passing score on the GACE Program Admissions Assessment or Exemption

- Completion of the Georgia Educator Ethics Entry Assessment
- Applied for and or received a pre-service teaching certificate
- A GPA of 2.5 or better
- Submission of an application to the program
- Obtain liability insurance for duration of time in program
- Completion of a criminal background check showing no criminal record or a discharge from the armed services that would prevent teacher certification
- Verification of residency requirement
- Approval from the Chair of the Education program

All student must pass the Program Admissions Test before fall semester junior year in order to apply and receive the state-required pre-service certificate issued by the Georgia Professional Standards Commission. Any student who has not passed the Program Admissions Test before fall semester of junior year will not be permitted to complete required program field experiences during fall semester.

If the Program Admissions Test has not been passed by spring course registration during the month of October (fall semester junior year), the student will be withdrawn from the Education Department.

Admission decisions may be appealed to the Vice President of Academic Affairs. After admission to the program, a review occurs each semester for each candidate to determine retention in the Education program.

All Education pre-service candidate have extensive field experiences each semester. Prior to senior year, they are in schools for a minimum of 7 hours each week. During the senior year candidates are in schools from the first day of pre-planning for the academic school year to the last day of classes at Lagrange College. The hours will change from 7 hours a week in the fall semester to all day, every day in the spring semester. Success completion of field experiences is a program requirement.

Any transfer and/or pre-approved transient credits must completely satisfy a program requirement by the course syllabus and appropriate Georgia Professional Standards Commission rules.

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.

Watermark

We use an online data management system known as Watermark that allows students, cooperating teachers, and supervisors to be online participants throughout the field experience. This online portal allows you to quickly access evaluation tools that will be used throughout the semester. The following documents can be found on Watermark:

- Georgia Intern Keys Effectiveness System
- Professional Behaviors and Dispositions Evaluation
- Application for Student Teaching
- Technology Resource Survey
- Demographics of Classroom Diversity
- School Profile
- Time Log
- Professional Activities and Time Log

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.

MUSIC EDUCATION ADVISEMENT SHEET

Name: _____ Advisor _____

Entrance Requirements met. Provisional admission conditions _____

ETHOS BRIDGE requirements – 44 Semester hours plus 3 Interim courses. (Cross out completed courses.)

PG-1 Intellectual Skills	Writing and Informational Literacy – 6 hours		Logical and Quantitative Reasoning – 6 hours						
	ENGL 1101	ENGL 1102	MATH 1101, 2105, 2221, OR 2222	MATH 1101, 2105, 2221, OR 2222					
PG-2 Modes of Inquiry	Diverse Cultures, Human Behavior, Human Relationships – 3 hours		Modern Languages – 6 hours		Lab Sciences – 7 hours		World Civilizations and Humanities – 6 hours		Artistic Expressions – 3 hours
			Language I	Language II	Lab Science I	Other Science	I	II	
PG-3 Global Citizenship	Values – 4 hours		Faith Traditions – 3 hours						
	CORE 1101	CORE 1102							
Interim	Interim I		Interim II		Interim III				

Course #	Course Title	Sem. Hrs.	Grade
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<i>Fall Freshman</i>	MUSI 1101	Theory 1	3		
	MUSI 1113	Ear Training 1	1		
	MUSI 1105	Applied Music	1		
	MUSI 1107	Ensemble	1		
	MUSI 0999	Music Seminar	0		
	MUSI 1103	Piano 1	1		
	Course #	Course Title	Sem. Hrs.	Grade	
<i>Spring Freshman</i>	MUSI 1102	Theory 2	3		
	MUSI 1114	Ear Training 2	1		
	MUSI 1106	Applied Music	1		
	MUSI 1108	Ensemble	1		
	MUSI 0999	Music Seminar	0		
	MUED 2000	Brass Methods	1		
	MUED 2030	Percussion Methods	1		
	MUSI 1104	Piano 2	1		
	MUSI 1110	Literature and Language of Music	3		

	Course #	Course Title	Sem. Hrs.	Grade	
<i>Fall Sophomore</i>	EDUC 1199	Foundations in Education (Criminal Background Check Required)	3		
	MUSI 2201	Theory 3	3		
	MUSI 2213	Ear Training 3	1		
	MUSI 2203	Piano 3	1		
	MUSI 1105	Applied Music	1		
	MUSI 1107	Ensemble	1		
	MUSI 0999	Music Seminar	0		
	Course #	Course Title	Sem. Hrs.	Grade	
<i>Interim Sophomore</i>	MUED 3030	Intro to World Music	3		
	Course #	Course Title	Sem. Hrs.	Grade	Transition Point 1
<i>Spring Sophomore</i>	EDUC 4459	Special Needs/Exceptional Children	3		By End of Semester Entry into Program: <ul style="list-style-type: none"> <input type="checkbox"/> Submit Education Department program application <input type="checkbox"/> Completed Criminal Background Check <input type="checkbox"/> Purchased SPAGE Insurance <input type="checkbox"/> Received approval of department chair <input type="checkbox"/> Passing score on piano proficiency <input type="checkbox"/> Passing score on Barrier Jury
	EDUC 3342	Child Development	3		
	MUSI 2202	Theory 4	3		

	MUSI 2214	Ear Training 4	1		
	MUSI 2204	Piano 4	1		
	MUSI 1106	Applied Music	1		
	MUSI 1108	Ensemble	1		
	MUSI 0999	Music Seminar	0		
Course #		Course Title	Sem. Hrs.	Grade	Transition Point 2
<i>Fall Junior</i>	MUSI 3301	Music History 1	3		Before Fall Junior Entry into Field Experiences: <input type="checkbox"/> Received Pre-Service Certificate <input type="checkbox"/> Have a GPA of 2.5 or above <input type="checkbox"/> Completed Ethics Entry (#350) Assessment <input type="checkbox"/> Passed/exempted GACE Program Admissions Text <input type="checkbox"/> Met verification of residency requirements
	MUSI 1105	Applied Music	1		
	MUSI 1107	Ensemble	1		
	MUSI 3366	Basics of Conducting	3		
	MUED 3000	Elementary Methods	3		
	MUSI 1109	Voice OR Guitar Class	1		
	EDUC 4461	Diversity in the Elementary Classroom I	1		
Course #		Course Title	Sem. Hrs.	Grade	
<i>Interim Junior</i>	MUED 3010 OR 3020	Instrumental OR Choral Conducting	3		

	Course #	Course Title	Sem. Hrs.	Grade	Transition Point 3
<i>Spring Junior</i>	MUSI 3302	Music History 2	3		<p>By End of Semester Entry into Clinical Practice:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Have an average GPA of 3.0 or higher in major courses <input type="checkbox"/> Passed Content Diagnostics (Instrumental Methods, Music Technology, and Conducting) with score of 70% or higher <input type="checkbox"/> Passed program coursework through Spring Junior with a grade of C or above <input type="checkbox"/> Passing score on ETS Music Field Test <p>If students do not have a minimum of 35 LC CE credits, a PDP will be implemented.</p>
	MUSI 1106	Applied Music	1		
	MUSI 1108	Ensemble	1		
	MUSI 0999	Music Seminar	0		
	MUED 2010	Intro to Music Technology	1		
	MUED 2020	String Methods	1		
	MUED 2040	Woodwind Methods	1		
	MUED 4100	Choral Methods	3		
	EDUC 4462	Diversity in the Elementary Classroom II	1		
	Course #	Course Title	Sem. Hrs.	Grade	Transition Point 4
<i>Fall Senior</i>	MUSI 3105	Applied Music	2		<p>By End of Semester Continuation of Clinical Practice:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Accepted application for clinical practice <input type="checkbox"/> Passed Combined Content Diagnostic (Elem/Choral/Band Methods) with score of 70% or higher <input type="checkbox"/> Passed all courses in major with C or above
	MUSI 4484	Recital	0		
	MUSI 1107	Ensemble	1		
	MUSI 0999	Music Seminar	0		
	MUED 4110	Band Methods	3		

	EDUC 4463	Diversity in the Elementary Classroom III	1		
	MUSI 3311	Advanced Theory	3		
Course # Course Title Sem. Hrs. Grade Transition Point 5					
<i>Spring Senior</i>	EDUC 4449	Classroom Technology	3		By End of Semester Completion of Program: <input type="checkbox"/> Have an average GPA of 2.5 or higher <input type="checkbox"/> Passed all program coursework with a grade of C or above <input type="checkbox"/> Met all program requirements <input type="checkbox"/> Passed the GACE content exams at or above the minimum score <input type="checkbox"/> Passed Ethics Exit (#360) Assessment <input type="checkbox"/> Passed edTPA
	MUED 4475	Clinical Practice	9		

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
College Teaching Faculty Members	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.
The Director of Field Placement	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.
School Principals	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.
Cooperating Teachers and Intern Supervisors	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.
College Supervisors	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.
Student Teachers and Interns	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 Teacher Candidate (Sophomores and Juniors)

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.

Role of the Student Teacher (Seniors)

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 Student Teacher

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.

Student Teaching Attendance Policy

Student Teachers must attend post planning in May of their junior year. They will also complete the pre-planning requirement for 10 days starting the first day of pre-planning of their senior year. Student teachers will then complete their Clinical Practice during the spring semester of their senior year. One excused sick day and one excused personal day will be given to student teachers at the beginning of their Clinical Practice, to be used at his/her own discretion. Partial days can count toward this allotment.

The student teacher 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 your own discretion throughout the semester. As soon as the student teacher is aware that he/she will be out, the student teacher 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. Student teachers 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: Student teachers will be given one excused day for GACE testing and one excused day for job fair attendance. Student teachers 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.

Classes within department: Classes in the Spring will be scheduled to pose the least interference with the field placement. Attendance in class is excused. Student teachers should only be out of field placement for the duration of the classes and return to the field placement as soon as possible after the classes are over.

Core Classes/Classes outside of department: If a student teacher has to leave a field placement to attend class, it is strongly recommended that he/she register/choose the course of least resistance (the

one that poses minimal interference with the field placement). If a student teacher does not do so, he/she may have to make the time up.

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.

****CE Events are not included in this! ****

CE Events: Must be completed during the night or on the weekend. Student teachers may not leave field placements to attend a CE event. It is strongly encouraged to complete all CE requirements prior to starting Clinical Practice/Student Teaching.

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 a student teacher has exams during the exam period, the student teacher 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.

B.A. Program in Music Education – Field Experiences and Clinical Practice Matrix

Semester or Term	Course	Field Experience or Clinical Practice Requirements
Prerequisite	EDUC 1199 Foundations of Education	An initial school visit, followed by two hours per week for five weeks (10 hours total) of field observations in that and other schools
Spring Sophomore Year	EDUC 4459 Special Needs and Exceptional Children EDUC 3342 Child Development	A minimum of 75 hours in an assigned classroom at either elementary, middle, high schools, gradually progressing from working with individual students to working with small groups to working with the entire class. Liability Insurance Required
Fall Junior Year	MUED 3000 Elementary Methods	A minimum of 75 hours in an assigned classroom at either elementary, middle, high schools, gradually progressing from working with individual students to working with small groups to working with the entire class.
Spring Junior Year	MUED 4100 Choral Methods	A minimum of 75 hours in an assigned classroom at either elementary, middle, high schools, gradually progressing from working with individual students to working with small groups to working with the entire class. Post Planning completed at this time.
Fall Senior Year	MUED 4110 Band Methods	A minimum of 75 hours in an assigned classroom at either elementary, middle, high schools, gradually progressing from working with individual students to working with small groups to working with the entire class. Pre Planning completed at this time.
Spring Senior Year	MUED 4000 Clinical Practice	Student Teaching Placement in a full-time student teaching experience. Complete the edTPA portfolio during solo-teaching (minimum two weeks).

**Sophomore Assessment Schedule
Spring 2020**

**Junior Assessment Schedule
Fall 2019**

ECE Junior Field Experience-Fall Semester 2019
Teacher Candidate: 77 Hours

Thursday, September 5	Fall Semester Field Experience begins Be sure to use “Teacher Candidate Time Log” Schedule Observation 1 with cooperating teacher to occur before October 17
Thursday, September 26	Demographic Forms due (there are three forms; enter on Tk20)
Tuesday, October 8	Self-Professional Dispositions Evaluation due (enter on Tk20) <i>midterm</i>
October 10-11	LC Fall Break – Students do not need to attend field
Tuesday, October 15	TCSS Professional Learning Day- <u>Students need to attend field</u>
Thursday, October 17	Documents for Observation 1 due (enter lesson plan and self- IKES on Tk20) <i>Are you placing entries in your Professional Activities Log?</i> Schedule Observation 2 (video) with cooperating teacher for LC faculty to occur by November 21 <i>Are you placing entries in your Professional Activities Log?</i>
Thursday, November 21	Last Day of Field Experiences Documents for Observation 2 due (enter lesson plan and self- IKES on Tk20) Self-Professional Dispositions Evaluation due (enter on Tk20) <i>final</i> Self-Field Experience Essentials (enter on Tk20) Professional Activities and Contact Log (enter on Tk20) Time Log (enter on Tk20)
November 25-29	Thanksgiving Holiday
Tuesday, December 3	Binder due in Tk20 by 9 a.m.

**Junior Assessment Schedule
Spring 2020**

**Senior Assessment Schedule
Fall 2019**

**Senior Assessment Schedule
Spring 2020**

APPENDICES Table of Contents

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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 play 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?