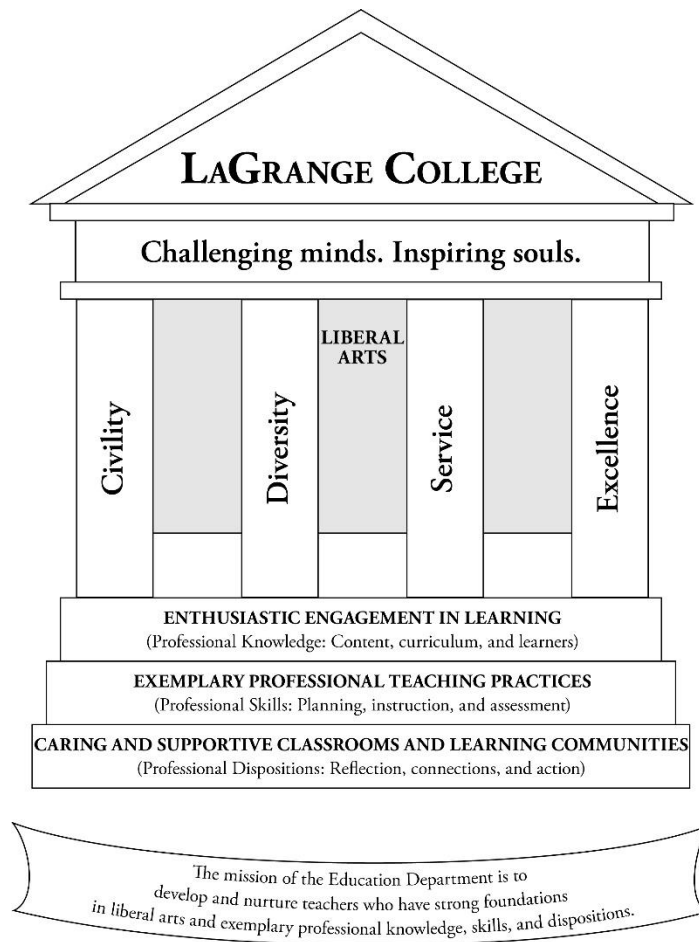


LAGRANGE

COLLEGE



Department of Education Handbook for Service Programs Academic Year 2024-25

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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.

LaGrange College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, master's, and doctoral degrees, as well as the educational specialist degree. LaGrange College also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of LaGrange College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

LaGrange College offers several professional education programs. These include:

- B.A. Program in Elementary Education
- M.A.T. Pedagogy only program – offering a route to certification for Middle and High School teachers
- M.Ed. in Curriculum and Instruction
- Ed.S. programs in Curriculum and Instruction
- Ed.D. program in Curriculum and Instruction
- Tier I – Educational Leadership Certification

**Student Learning Outcomes: Service/Leader Programs
Curriculum and Instruction Standards (rule 505-3-.63)**

- SLO 1:** *Knowledge of Curriculum.* Program completers will demonstrate advanced ability to design, implement, and evaluate curriculum that promotes student learning.
- SLO 2:** *Knowledge of Instruction.* Program completers will demonstrate advanced ability to plan, implement, and evaluate instruction to facilitate student learning.
- SLO 3:** *Knowledge of Content.* Program completers will demonstrate advanced depth and breadth of knowledge and skills in their academic discipline and pedagogy.
- SLO 4:** *Knowledge of Students.* Program completers will demonstrate advanced knowledge of students as influenced by cognitive, physical, emotional, social, cultural, environments, and economic factors.
- SLO 5:** *Knowledge of Research.* Program completers will demonstrate the ability to use research to promote student learning and to contribute to the teaching profession.
- SLO 6:** *Knowledge of Assessment.* Program completers will demonstrate advanced knowledge of assessment and the ability to use multiple sources of assessment for maximizing student learning.
- SLO 7:** *Professional Practices.* Program completers will demonstrate high standards for professional practice.

SERVICE/LEADERS COMPETENCIES

- Competency 1:** Candidates in Service/Leader programs will demonstrate the ability to apply data in a variety of settings.
- Competency 2:** Candidates in Service/Leader programs will employ action research to address an identified instructional/curricular need.
- Competency 3:** Candidates in Service/Leader programs will employ action research to address an identified instructional/curricular need in order to promote a supportive school environment.
- Competency 4:** Candidates in Service/Leader programs will demonstrate the ability to participate and lead collaborative activities in the appropriate setting.
- Competency 5:** Candidates in Service/Leader programs will demonstrate the ability to utilize technology in a variety of educational settings.
- Competency 6:** Candidates in Service/Leader programs will demonstrate their application of professional dispositions, laws and policies, codes of ethics, and professional standards appropriate to their field of specialization.

**Alignment of Student Learning Outcomes/State Standards
and Related Service Competencies,
Courses in Programs, and Key Assessments in Initial Programs**

The Student Learning Outcomes (SLO) identified by the LaGrange College Education faculty are directly aligned with the state standards for Curriculum and Instruction programs.

**Alignment of Key Assessments in the M.Ed. Program
Student Learning Outcomes and Their Related Service Competencies**

Key Assessments	Student Learning Outcomes (SLO)							Competencies
	1	2	3	4	5	6	7	
Knowledge of Instruction & Assessment (EDUC 6015)		X				X		1, 3, 5
Knowledge of Content (EDUC 6100)			X					1
Knowledge of Curriculum and Professional Practice (EDUC 6900)	X						X	2, 3, 4, 6
Knowledge of Research (EDUC 6200)					X			3
Knowledge of Student (EDUC 6080)				X				4

SLO/Standards

1. Knowledge of Curriculum
2. Knowledge of Instruction
3. Knowledge of Content
4. Knowledge of Students
5. Knowledge of Research
6. Knowledge of Assessment
7. Knowledge of Professional Practices

Competencies

1. Data Literacy
2. Research
3. Data Analysis
4. Collaborative Activities
5. Technology
6. Professional Dispositions

**Alignment of Key Assessments in the Ed.S. Program
Student Learning Outcomes and Their Related Service Competencies**

Key Assessments	Student Learning Outcomes (SLO)							Competencies
	1	2	3	4	5	6	7	
Knowledge of Instruction & Assessment (EDUC 7010)		X				X		1, 3, 5
Knowledge of Curriculum (EDUC 7035)	X							1, 2
Knowledge of Content and Professional Practice (EDUC 7300)			X				X	2, 3, 4, 6
Knowledge of Research (EDUC 7100)					X			3
Knowledge of Student (EDUC 7070)				X				4

SLO/Standards

1. Knowledge of Curriculum
2. Knowledge of Instruction
3. Knowledge of Content
4. Knowledge of Students
5. Knowledge of Research
6. Knowledge of Assessment
7. Knowledge of Professional Practices

Competencies

1. Data Literacy
2. Research
3. Data Analysis
4. Collaborative Activities
5. Technology
6. Professional Dispositions

**Alignment of Key Assessments in Tier I
Program Standards, Student Learning Outcomes, and Their Related Service Competencies**

Key Assessments	Student Learning Outcomes (SLO)							Competencies	Leadership Standards
	1	2	3	4	5	6	7		
Collaboration and Communication (EDUC 7075)		X		X				1, 3, 5	1, 2, 5, 6, 8
Management and Operations (EDUC 7085)							X	1	9
Improving Professional Skills (EDUC 7380)					X		X	2, 3, 4, 6	7, 10
Technology (EDUC 7400)	X		X					3	3, 4,
Leadership (EDUC 7410)	X	X	X	X	X	X	X	4	1-10

SLO

1. Knowledge of Curriculum
2. Knowledge of Instruction
3. Knowledge of Content
4. Knowledge of Students
5. Knowledge of Research
6. Knowledge of Assessment
7. Knowledge of Professional Practices

Competencies

1. Data Literacy
2. Research
3. Data Analysis
4. Collaborative Activities
5. Technology
6. Professional Dispositions

Leadership Standards

1. Shared Mission
2. Student Success
3. Educational Opportunities
4. Curriculum
5. Caring Community
6. Teaching and Learning
7. Professional Learning
8. Family Engagement
9. Management of Resources
10. Continuous Improvement

LaGrange College Policies

The LaGrange College Education Department complies with all policies outlined in the college bulletin and the student handbook. The college bulletin and the student handbook can be found on the LaGrange College website: www.lagrange.edu

Academic Integrity

By accepting admission to LaGrange College, each student makes a commitment to understand, support and abide by the LaGrange College Honor Code without compromise or exception. This class will be conducted in strict observance of this policy.

Honor Code

As a member of the student body of LaGrange College, I confirm my commitment to the ideals of civility, diversity, 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. Further, I affirm the following LaGrange College Pledge: I pledge that I have neither given nor received unauthorized help in this academic work, nor have I witnessed any violation of the Honor Code.

ADA STATEMENT

In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, LaGrange College is committed to providing appropriate and reasonable accommodation(s) for specific, approved medical documented diagnoses that have been made (or reaffirmed) within the last two years. Students must first register with Accessibility Services online. After completing the [Online Intake Form](#) and uploading supporting documentation, students must schedule an interactive meeting with Mr. Steve Kenner, Coordinator of Accessibility Services, as part of the approval process for the accommodations and services for academics and college-sponsored activities and events.

If you have a documented accessibility issue that may impact your work in this class for which you may require accommodations, please see Mr. Kenner, during the first two weeks of the semester to obtain a current Student Instructional Accommodation Letter. Mr. Kenner can be found in the Lewis Library, Suite 209, and can be reached [at Accessibility@lagrange.edu](mailto:Accessibility@lagrange.edu).

LaGrange College Education Department Policies are published in all course syllabi.

ADVISEMENT DOCUMENTS

Advisement documents contain all information pertaining to your progression through the program, including course sequence and transition points. Please select your specific program of study below. The provided hyperlink will redirect you to the required document.

[M.Ed. Curriculum and Instruction](#)

[Dual M.Ed. and Ed.S. Curriculum and Instruction](#)

[M.Ed. Curriculum and Instruction with Tier I](#)

[Ed.S. Initial Curriculum and Instruction \(Summer start\)](#)

[Ed.S. Initial Curriculum and Instruction with Tier I \(Summer start\)](#)

[Ed. S. Initial Curriculum and Instruction with Tier I \(Spring start\)](#)

[Ed.S. Advanced Curriculum and Instruction \(Summer start\)](#)

[Ed.S. Advanced Curriculum and Instruction with Tier I \(Summer start\)](#)

[Ed. S. Advanced Curriculum and Instruction with Tier I \(Spring start\)](#)

Ed.D. Curriculum and Instruction

**Tier I: Educational Leadership
Transition Points and Required Courses**

Transition Points			
Program Entry	Clinical Practice Entry	Clinical Practice Exit	Program Completion
Minimum of Master's Degree	Passing grades for all courses taken	Completed 250 internship hours at appropriate bands and across all standards	Completion of all field hours
Current Teaching Certificate	Minimum GPA of 3.0	Complete Key Assessment Project	Satisfactory scores on key program assessments
Verification of Special Needs Course	Satisfactory dispositions evaluation by faculty	Complete Exit Interview	Complete All Portfolio (Key Assessment) Requirements
Minimum GPA of 3.0		Satisfactory dispositions evaluation by mentor	Passed GACE exam
Completion of Ethics for Leadership Exam			
Transcript Analysis to Determine Pre-Requisite Requirements			

Pre-Requisite Course Requirements – satisfied through transcript analysis.

- School Law (3 credit hours)
- Curriculum Theories and Philosophies (3 credit hours)
- Research Methods (3 credit hours)
- Management and Analysis of Educational Data (3 credit hours)

Required Courses

- EDUC 7380 Improving Professional Skills (3 hours) -Spring
- EDUC 7075 Collaborating in a School Environment (3 hours) – Spring
- EDUC 7499 Internship in Technology (1 hour) – Summer
- EDUC 7085 Management and School Operations (3 hours) – Summer
- EDUC 7410 Internship in Educational Leadership II (3 hours) – Fall
- EDUC 7420 Internship in Educational Leadership III (1 hour) – as needed to complete field hours

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 internships; informs candidates about school policies and regulations.
Mentors	Provides candidates with opportunities to practice techniques and skills; offers frequent evaluation with praise, constructive criticism, and suggestions of alternate techniques; assesses candidate skills in relation to the provided task; provides verbal and written feedback; encourages responsibility by entrusting opportunities to candidates as they demonstrate competencies; discusses philosophies of student guidance and disciplinary techniques; gives candidates an opportunity to observe other teachers/administrators in the school.

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

Competencies – identified components of proficiency at the service level

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

Dispositions – assessing 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

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 – experiences at identified grade bands that allow candidates the opportunity to demonstrate knowledge of coursework in a school setting

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

Tier I Educational Leadership (non-degree)- graduate program prepares completers for administrative roles below the principal’s position

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Georgia Professional Standards Commission Educator Ethics Division
Two Peachtree Street, Suite 6000
Atlanta, GA30303

www.gapsc.com

THE CODE OF ETHICS FOR EDUCATORS <http://www.gapsc.com/Professionalpractices/CodeOfEthics09152005.pdf>

Effective August 15, 2005

The Code of Ethics for Educators

Effective January 1, 2024 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 Georgia Professional Standards Commission (GaPSC) 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) "Breach of contract" occurs when an educator fails to honor a signed contract for employment with a school/school system by resigning in a manner that does not meet the guidelines established by the GaPSC.
- (b) "Certificate" refers to any teaching, service, or leadership certificate, license, or permit issued by authority of the GaPSC.
- (c) "Child endangerment" occurs when an educator disregards a substantial and/or unjustifiable risk of bodily harm to the student.
- (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 GaPSC 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) "Educator" is a teacher, school or school system administrator, or other education personnel who holds a certificate issued by the GaPSC 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.
- (f) "Inappropriate" is conduct or communication not suitable for an educator to have with a student. It goes beyond the bounds of an educator-student relationship.
- (g) "Physical abuse" is physical interaction resulting in a reported or visible bruise or injury to the student.
- (h) "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 for Educators, the enrollment period for a graduating student ends on August 31 of the school year of graduation.

(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;
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 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 or Local Unit of Administration (LUA)/school district premises or at a school or a LUA/school district-related activity while under the influence of, possessing, using, or consuming illegal or unauthorized drugs; and
2. Being on school or LUA/school district 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.).

(i) For the purposes of this standard, an educator shall be considered "under the influence" if the educator exhibits one or more of the following indicators, including but not limited to: slurred speech, enlarged pupils, bloodshot eyes, general personality changes, lack of physical coordination, poor motor skills, memory problems, concentration problems, 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 or school district 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, or school or LUA/school district personnel, 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: Required Reports** - An educator shall file with the GaPSC 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 to the GaPSC all requested information on documents required by the GaPSC when applying for or renewing any certificate with the GaPSC;
2. Failure to make a required report of an alleged or proven 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 alleged or proven violation of state or federal law 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. 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.

(i) **Standard 9: Professional Conduct** - An educator shall demonstrate conduct that follows generally recognized professional standards and preserves the dignity and integrity of the education profession. Unethical conduct includes but is not limited to a resignation that would equate to a breach of contract; 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; or failure to supervise a student(s).

(j) **Standard 10: 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 GaPSC must be in writing and must be signed by the complainant (parent, educator, or other LUA/school district employee, etc.).

(b) The GaPSC notifies local and state officials of all disciplinary actions. In addition, suspensions and revocations are reported to national officials, including the National Association of State Directors of Teacher Education and Certification (NASDTEC) Clearinghouse.

Time Log for Tier I Internship

Candidate: _____

Supervisor: _____

All candidates are required to complete 250 documented internship hours. These hours must be completed across 4 bands (Elementary, Middle School, High School, and Central Office), with a minimum of 50 hours documented in each band.

Utilize the form below to document your work:

Date:	Event/Action	Educational Leadership Standard Addressed	Band (E, M, H, CO)	Hours

- Add additional lines as needed

Band	Number of Hours Accumulated
ELEMENTARY	
MIDDLE SCHOOL	
HIGH SCHOOL	
CENTRAL OFFICE	
TOTAL HOURS	

I certify that the information above accurately reflects my internship hours for this program.

Candidate Signature: _____ Date: _____

I certify that the candidate has completed internship hours as indicated above.

Supervisor Signature: _____ Date: _____

Confidential Professional Development Plan

Teacher Candidate: _____

School Placement/Grade Level: _____

Cooperating Teacher _____ College Supervisor _____

Specific Objectives for Improvement:

Activities and Time Line:

Criteria for Measurement of Progress:

Record of Participation in Recommended Activities:

Record of Performance on Specified Criteria:

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: