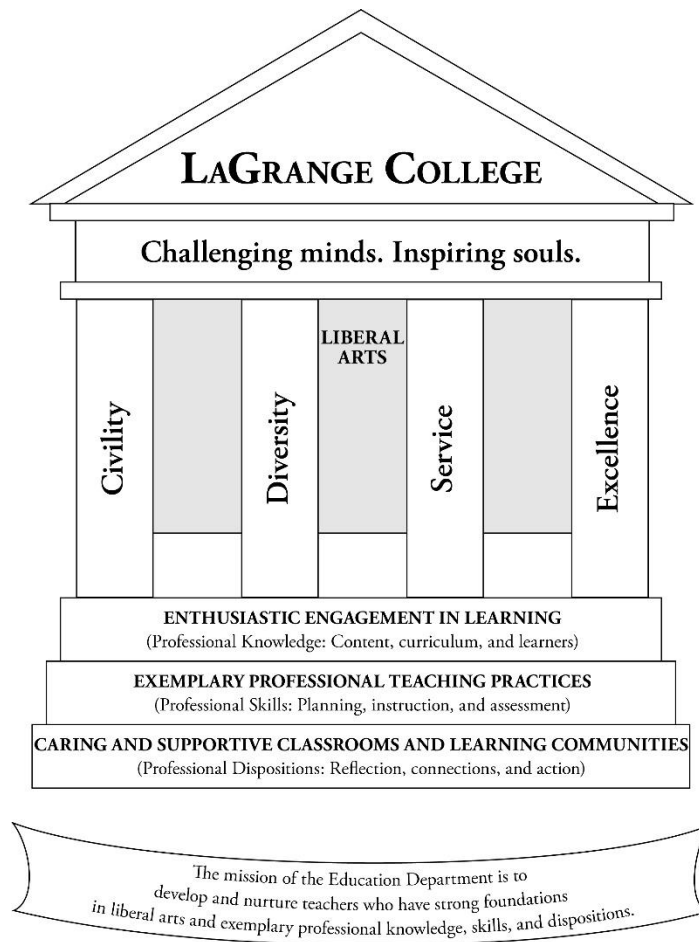


LAGRANGE

COLLEGE



Department of Education Handbook for Initial Teaching Programs Academic Year 2024-25

Table of Contents

General Handbook

LaGrange College Department of Education Contact Information.....	3
Mission Statements.....	4
Student Learning Outcomes.....	5
Alignment of Courses and Standards.....	7
LaGrange College Policies.....	10
Policies for the Teacher Candidate.....	11
Advisement Sheets.....	23

Field Experience/Clinical Practice Handbook

Terms and Acronyms.....	27
Stakeholder Roles and Responsibilities.....	29
Student Teaching Attendance Policy.....	33
Field Experiences and Clinical Practice Matrix.....	35
Appendices.....	37
Lesson Plan Template	38
Professional Behaviors and Dispositions	48
Candidate Keys Rubric	54
Field Essentials Instrument	64
Code of Ethics	65
Professional Development Plan	69
Personal Day Request Form	70
Field Experience Reflection Format (General).....	71

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: Initial Programs

SLO 1: The teacher candidate demonstrates an understanding of curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences based on state and local standards and using research-based strategies that meet the needs of all students. (TAPS/CKES 1, 2)

SLO 2: The teacher candidate promotes student learning by providing content that engages student in active learning, promoting student acquisition of key knowledge and skills, and addressing individual learning differences. (TAPS/CKES 3, 4)

SLO 3: The teacher candidate systematically chooses a variety of assessment strategies and instruments and gathers, analyzes, and uses data from these assessments to inform instructional content and delivery methods. (TAPS/CKES 5, 6)

SLO 4: The teacher candidate provides a well-managed, safe, academic environment in which teaching and learning occur at high levels. (TAPS/CKES 7, 8)

SLO 5: The teacher candidate demonstrates a commitment to professional ethics, participates in professional growth opportunities, and communicates with stakeholders in ways that enhance student learning. (TAPS/CKES 9, 10)

TAPS/CKES Standards

PLANNING

Standard 1: Professional Knowledge

The candidate demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.

Standard 2: Instructional Planning

The candidate plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.

INSTRUCTIONAL DELIVERY

Standard 3: Instructional Strategies

The candidate promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.

Standard 4: Differentiated Instruction

The candidate challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.

ASSESSMENT OF AND FOR LEARNING

Standard 5: Assessment Strategies

The candidate systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.

Standard 6: Assessment Uses

The candidate systematically gathers, analyzed, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.

LEARNING ENVIRONMENT

Standard 7: Positive Learning Environment

The candidate provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.

Standard 8: Academically Challenging Environment

The Candidate creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.

PROFESSIONALISM AND COMMUNICATION

Standard 9: Professionalism

The candidate exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.

Standard 10: Communication

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

**Table CF-2
Alignment of Courses with TAPS/CKES Standards and College Student Learning Outcomes**

Elementary Education Initial Program														
TAPS/CKES Standards											LC Student Learning Outcomes			
Courses	Planning		Instructional Delivery		Assessment		Learning Environment		Professionalism and Communication		Creativity	Critical Thinking	Communication Skills	Connectivity
	1	2	3	4	5	6	7	8	9	10				
EDST 1198: Introduction to Teaching											I	I	I	I
EDUC 4459: Special Needs/Exceptional Child											I	I	I	I
EDUC 3342: Child Development Practicum	I							I				I	I	I
EDUC 4489A: Introduction to Clinical Practice I											I	D	D	D
EDMA 3201: Teaching Mathematics I												D	P	D
EDUC 3354: Fundamental of Reading Instruction I	I			I								I	P	
EDUC 4360: Curriculum and Accountability			I		I							I	P	I
EDUC 4461: Diversity I: Race & Poverty												D	D	
EDUC 4489B: Introduction to Clinical Practice II								I		I	I	D	D	D
EDMA 3202: Teaching Mathematics II						D		D				D	P	D
EDUC 3355: Fundamentals of Reading Instruction II			D			I		D					I	
EDUC 4410: Approaches & Issues in Educ. Assessment					I	I						I	D	
EDUC 4457: Social Studies Methods	D					I						D	P	
EDUC 4462: Diversity II: Gender & Identity												D	D	
EDUC 4489C: Introduction to Clinical Practice III	D	D	D	D	D	D	D	D	D	D		P	P	D
EDUC 3317: Science Methods												D	D	D
EDUC 4356: Fundamentals of Reading III					D	D						D	D	D
EDUC 4463: Diversity III: Language and Culture												D	D	
EDUC 4490A: Clinical Practice I	P	P	P	P	P	P	P	P	P	D	D		P	P
EDUC 4449: Classroom Technology													P	P
EDUC 4480: Senior Seminar										P	P	P	P	P
EDUC 4490B: Clinical Practice II	P	P	P	P	P	P	P	P	P	P	P		P	P

MAT Initial Program														
TAPS/CKES Standards											LC Student Learning Outcomes			
Courses	Planning		Instructional Delivery		Assessment		Learning Environment		Professionalism and Communication		Creativity	Critical Thinking	Communication Skills	Connectivity (N/A for MAT)
	1	2	3	4	5	6	7	8	9	10				
EDUC 5000: Adolescent Development / Summer Field Experience	I			I							D	P	P	
EDUC 6040: Foundations of Curriculum and Instruction			I						I	I	I	P		
EDUC 5030B: Research in Curriculum & Instruction					I	I		I			P	P		
EDUC 5050: Affirming Diversity in the Classroom								I			I	P		
EDUC 5030A: Research in Curriculum & Instruction			D					D			P	P		
EDUC 6010: Assessment and Accountability					I	I					D	D	P	
EDUC 5700A: Internship I	D	D	D	D	D	D	D	D	D	D	D	D	P	
EDUC 5060: Students with Special Needs				D			D				D	D		
EDUC 5700B: Internship II	P	P	P	P	P	P	P	P	P	P	P	P	P	
EDUC 6020: Educational Technology											P	P		
EDUC 6065: Reading in the Content Areas											P	P		

Table CF-3
Alignment of Key Assessments in Initial Programs (Elementary and MAT)
TAPS and LC Student Learning Outcomes (SLO)

TAPS Standard	1	2	3	4	5	6	7	8	9	10
Student Learning Outcomes (SLO)	1		2		3		4		5	
GACE Content Test	X	X								
The Professional Behaviors and Dispositions Evaluation (PBD)				X			X		X	X
Georgia Candidate Keys Effectiveness System	X	X	X	X	X	X	X	X	X	X
LaGrange College Reflective Practitioner Assessment	X	X	X	X	X	X	X	X	X	X
Technology Portfolio	X	X		X	X	X	X	X		

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

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.

The Honor Code is the responsibility of every student, faculty member, and staff member at LaGrange College. The cooperation of all members of the College community is needed to promote an environment of academic integrity, scholarship, and discipline.

The Honor Code may be augmented for individual course needs, provided that any additions are listed in the course syllabus and do not detract from the letter or spirit of the Honor Code or jurisdiction of the Honor Council.

STUDENT CONDUCT / SOCIAL CODE

As a member of the student body at LaGrange College, I confirm my commitment to the ideals of civility, diversity, service, and excellence, and will adhere 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 each student's welfare and growth into mature individuals 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 someone fails to live up to these codes of conduct, the College expects students to report violations of the Social Code to the 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.

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.

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

Policies for the Teacher Candidate

Appearance / Attire

- Dress Professionally. It is important to the School of Teaching and Learning that you are dressed professionally for your clinical experience. Remember, you are your own best walking resume! Professional dress sets you apart from the students – dress for the job you wish to earn.
- “Business casual attire” is a common term used among principals when they speak of appropriate attire for clinical teacher candidates from universities.
- “Business casual attire” means the following: Dress slacks, blouses, button-down shirts, pull-over sweaters, dress shoes, knee length dresses/skirt, etc.
- “Business casual attire” does not mean: Blue jeans, shorts, tank tops, flip flops, sweatshirts, or sweatpants, etc.

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 Final Internship

ELEMENTARY

Elementary Education Teacher Candidates 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. Elementary Education candidates should plan to complete 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 yearlong student teaching.

Applications for student teaching are due midterm in the semester prior to student teaching. Student teaching encompasses a full academic year for EE teacher 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.

MAT

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

Applications for Internship II are due midterm in the semester prior to Internship II. Internship II encompasses a full semester (January-May) under the supervision of a classroom teacher. The Director of Field Placement evaluates applications for Internship II and makes determination of

approval based on academic readiness and satisfactory progress with program and college requirements. Decisions may be appealed to the Chair of the Department.

Attendance

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

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

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

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

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

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

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

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

Teacher candidates follow the calendar of the school district in which they are placed. Teacher candidates observe the same holidays as the school to which they are assigned. This includes unscheduled holidays (e.g., those due to inclement weather) as well as scheduled holidays.

Teacher candidates will attend school during college holidays if the assigned school is in session. Students are excused for additional religious holidays when agreed upon by the cooperating teacher and the supervising faculty. Regular and prompt attendance by teacher candidates to the assigned school maintains continuity of the instructional process and exhibits commitment to the students' learning and well-being.

Classroom Management

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

Conduct

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

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

Confidentiality

The teacher candidate is reminded that the confidentiality of all student records, including test scores, correspondence, conversations, and other personal matters, is protected by law. No information is to be released to any unauthorized person – under any circumstances. If the teacher candidate has any question about whether or not to release this type information, it is recommended they consult the cooperating teacher. Schools will typically provide a brief orientation to teacher candidates regarding confidentiality policies. If offered, teacher candidates will participate in this orientation. Candidates should remember that casual conversations (workroom chit-chat, hallway discussions, etc.) should never include confidential information.

Content Diagnostic Assessments: Elementary Education

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

Policies:

- Candidates will take pre/post content diagnostics embedded in courses throughout the junior fall and spring semesters and during senior fall semester (see schedule below). For

content classes where students have no prior knowledge, only the post test will be administered.

- Candidates must pass all content diagnostic assessments with a 70% or above passing score in order to be given permission to take the GACE content assessment.
- Only two attempts are permitted for post content diagnostic examinations. There shall be a 30 day time period between attempts. If candidates are unable to pass the diagnostic after the second attempt, they will be enrolled in the course EDUC 4490S before beginning the second semester of clinical practice (senior year).
- Failure to pass content diagnostics by the end of the second semester of senior year will result in a change of major to Education Studies.
- Candidates must pass the GACE *Elementary Education Test I & II* as a program completion requirement.

Test Administration:

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

SEMESTER	PRE TEST – EE	POST TEST –EE
Fall Junior Year	AUG Integrating Specialty Areas	EDUC 3354 Reading Diagnostic I Integrating Specialty Areas
Spring Junior Year	JAN EDMA 3201 Math Methods I EDUC 4457 Social Studies Methods	APRIL/MAY EDMA 3202 Math Methods II EDUC 3355 Reading Diagnostic II EDUC 4457 Social Studies Methods
Fall Senior Year	AUG EDUC 3317 Science Methods	OCT/NOV EDUC 3317 Science Methods

Coursework

Candidates who do not meet identified transition points (see Advisement Sheets later in this document) 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, including earning a grade or "B" or better in the exceptional students course. An additional certification and graduation requirement is a passing score on the GACE and the Reflective Practitioner Assessment.

Teacher candidates who complete all the degree requirements for the degree program in which they are enrolled should be prepared to take the Georgia Assessment for the Certification of Educators (GACE) Content Exam. Once a teacher candidate successfully passes the GACE Content Exam, fulfills all class requirements, meets all transition point requirements, and receives approval of the Professional Standards Commission, they will receive licensure for the state of Georgia in their identified content area.

LaGrange College is unaware of a reciprocity of Georgia licensure with licensure in any other state. Becoming licensed in another state is dependent upon that state's licensure requirements and LaGrange College cannot ensure that reciprocity will be granted between the state education agencies.

Diversity

Teacher candidates have field experiences in schools that are diverse in terms of gender, race, ethnicity, socio-economic status, and have P-12 students with exceptionalities. The Director of Field Placement closely monitors this component when considering placement, and works with school administrators to best place teacher candidates.

Ethics Assessment

All teacher candidates are required to take the Georgia Educator Ethics assessment. The assessment is 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 Ethics exam while taking EDST 1198 Introduction to Teaching, prior to applying for their pre-service certificate. All MAT candidates must complete the Ethics Assessment prior to admission.

Employment

During internship, any employment with the school system must be approved by the department.

Expenses

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

- transportation
- special teaching materials
- lunches
- 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

GACE Test Selection Elementary

Assessment Name	Tests	Test Code	Duration	Question Types
Elementary Education	Test I	001	2.5 hours	SR, CR
	Test II	002	2.5 hours	SR
	Combined Test I and II	501	5 hours	SR, CR

Note: The Elementary Education assessment cannot be used to add this field to a clear renewable teaching certificate. It is intended only for those who have completed a state-approved educator preparation program in this field. [Contact the GaPSC](#) for further information.

GACE Test Selection MAT

The GACE assessment for MAT candidates is dependent on their field of intended certification, as declared at admission. Any questions regarding which assessment is required should be directed to the MAT advisor or to the certification office of the Professional Standards Commission.

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 the

grievance/appeal process may be obtained in the current LaGrange College bulletin, available on the college website.

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. All plans must be submitted using the LC Lesson Plan template. Plans not submitted in the correct format will not be evaluated and must be redone. Plans must be submitted at least 48 hours prior to the scheduled observation date on Watermark. Supervisors may also request a paper version. These plans may be modified by the supervising faculty or the cooperating teacher. The approved plans must be made available to the supervising faculty member on each visit.

Meal Plan Option

LaGrange understands that senior teacher education majors engaged in full-time student teaching are required to be in their respective school between the hours of 7am and 4pm five days a week. Teacher candidates are not allowed to leave their assigned school and return to campus for lunch in the LaGrange College cafeteria.

Materials and Supplies

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

Observations by Supervisors

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

Placement in Schools

The Director of Field Placement, in conjunction with the surrounding school systems, is responsible for assigning teacher candidates to a cooperating school to complete field experience requirements. Placement is determined based on content area and the availability of qualified teachers willing to serve as cooperating teachers, as this is a voluntarily assumed responsibility.

The Director of Field Placement places each teacher candidate to provide a meaningful field experience, based on individual needs, strengths, and weaknesses. A review of each student's academic record and general experiences ensures diversity of field experiences (grade levels, diverse racial and ethnic groups, diverse socioeconomic backgrounds, etc.) Placement is made in elementary 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.

MAT candidates who have been hired as the teacher of record will complete their field experiences in their assigned classrooms.

Pre-and Post-Planning

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 at the extent possible.

MAT provisional teachers will complete the pre- and post- planning experience in their own school. Non-provisional candidates will complete these experiences with their internship faculty member at the extent possible.

Professional Development Plan

The Georgia Candidate Keys Effectiveness System (CKES) 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 courses, each candidate's cooperating teacher or intern supervisor and his or her College supervisor conduct a minimum of three formal classroom observations during the semester. All observers use Georgia Candidate 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.

Candidates may also be placed on a PDP for recognized dispositional issues.

Once an issue has been identified, department faculty will meet with the candidate to discuss areas of strength and identified concerns. An improvement plan will be developed and monitored

at defined intervals, as determined in the initial meeting. Candidates who do not meet the PDP requirements will be referred to a departmental hearing. This hearing can result in dismissal from the program.

Program Admissions Elementary

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

- Completion of the Georgia Educator Ethics 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

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.

Program Admissions MAT

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

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

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.

Reflective Practitioner Assessment

The LaGrange College Reflective Practitioner Assessment (LCRPA) provides teacher candidates the opportunity to demonstrate proficiency in the knowledge, skills, and dispositions required to participate effectively, equitably, professionally, and reflectively in the field of education. Aligned with the LaGrange College Department of Education Student Learning Outcomes and TAPS standards, the LCRPA requires a teacher candidate to engage in a cyclical process of

planning, teaching, assessing, and reflecting. Through the submission of artifacts and thoughtful reflections, the teacher candidate will demonstrate his/her understanding of content, students, pedagogy, and the learning environment. This assessment is completed during EDUC 4490B (Elementary) or EDUC 5700B (MAT) – the final internship courses.

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 *Student Learning Outcomes*

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 *Student Learning Outcomes*
- 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 date 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 Candidate Keys Effectiveness System
- Professional Behaviors and Dispositions Evaluation
- Application for Student Teaching
- 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.

Field Band Requirements

Elementary Education candidates are required to participate in field/internship placements in three grade bands: PK-K, 1-3, and 4-5. Candidates will be assigned a placement within each of these bands in EDUC 4489A, EDUC 4489B, and EDUC 4489C. Candidates will be permitted to submit their top three grade level choices for student teaching (EDUC 4490A/B). The director of field placements will take these choices into consideration when making placements for these courses.

MAT candidates are required to complete experiences in multiple grade bands.

Middle School and High School candidates are required to document field hours two grade bands: 4-8 and 9-11.

Certification areas that are granted for PK-12 (art, music, etc.) require that candidates complete field experiences in four grade bands: PK-2, 3-5, 6-8, and 9-12.

Due to the unique characteristics of MAT candidates, the director of field experiences and the MAT advisor will work with candidates individually to plan for these experiences.

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.

Elementary Education Advisement Sheet

2024-25

Ethos Curriculum

Math 1 (3)	Diverse Cultures (3)	Art Expressions (3)
Math 2 (3)	Language 1102 (3)	Faith Traditions (3)
Science (3)	Civ and Humanities 1 (3)	
Science/Lab (4)	Civ and Humanities 2 (3)	
Writing and & Lit 1 (3)	Ethos Seminar (2)	TOTAL ETHOS HOURS - 40
Writing and & Lit 2 (3)	Ethos Lab (1)	

Major Requirements

Semester	Course	Grade
Fall Sophomore	EDST 1198 – Exploring Teaching (3)	

Transition Point 1: Declared Elementary Education Major
Signed Licensure Statement
Completed Criminal Background Check
Purchased Liability Insurance
Passed EDST 1198 with a grade of “C-” or better
Received Approval of Department Chair

Transition Points Met: _____ Yes _____ No

Cumulative GPA: _____ No. of Hours Earned _____

Semester	Course	Grade
Spring Sophomore	EDUC 4459 – Special Needs (3)	
	EDUC 3342 – Child Development (3)	
	EDUC 4489A – Intro to Clinical Practice I (1) *	

*Must successfully complete Pre-Service Application prior to entering field placement.

Transition Point 2: Received Pre-Service Certificate
Have a GPA of 2.5 or above
Earned a grade of “B” or better in EDUC 3342
Passed all Education courses with a grade of “C-” or better

Transition Points Met: _____ Yes _____ No

Cumulative GPA: _____ No. of Hours Earned _____

Semester	Course	Grade
Fall Junior	EDMA 3201 – Teaching Math I (3)	
	EDUC 3354 – Reading I (3)	
	EDUC 4360 – Curriculum and Accountability (3)	
	EDUC 4461 – Diversity I (1)	
	EDUC 4489B – Intro to Clinical Practice II (2)	

Transition Point 3: Have a GPA of 2.5 or above
Passed all Education courses with a grade of “C” or better
Passed Reading Diagnostic I with a grade of 70 or above

Transition Points Met: _____ Yes _____ No

Cumulative GPA: _____ No. of Hours Earned _____

Semester	Course	Grade
Spring Junior	EDMA 3202 – Teaching Math II (3)	

	EDUC 3355 – Reading II (3)	
	EDUC 4360 – Curriculum and Accountability (3)	
	EDUC 4462 – Diversity II (1)	
	EDUC 4489C – Intro to Clinical Practice III (2) *	

Transition Point 4: Have a GPA of 2.5 or above
 Passed all Education courses with a grade of “C-” or better
 Completed all CE credit requirements
 Passed Reading Diagnostic II with a grade of 70 or above
 Passed Math Diagnostic with a grade of 70 or above
 Passed Social Studies Diagnostic with a grade of 70 or above
 Passed Specialty Areas Diagnostic with a grade of 70 or above

Transition Points Met: _____ Yes _____ No

Cumulative GPA: _____ No. of Hours Earned _____

Semester	Course	Grade
Fall Senior	EDUC 3317 – Science Methods (3)	
	EDUC 4356 – Reading III (3)	
	EDUC 4463 – Diversity III (1)	
	EDUC 4490A – Clinical Practice I (9)	

Transition Point 5: Have a GPA of 2.5 or above
 Passed all Education courses with a grade of “C-” or better
 Passed Science Diagnostic with a grade of 70 or above
 Successfully completed EDUC 4490A (If grade is less than a “B”, a PDP will be required)

Transition Points Met: _____ Yes _____ No

Cumulative GPA: _____ No. of Hours Earned _____

Semester	Course	Grade
Spring Senior	EDUC 4449 – Classroom Technology (3)	
	EDUC 4489 – Senior Seminar (3)	
	EDUC 4490B – Clinical Practice II (9)	

Transition Point 6: Have a GPA of 2.5 or above
 Passed all Education courses with a grade of “C-” or better
 Passed the LCRPA with a grade of 70 or above
 Passed the GACE content exam

Transition Points Met: _____ Yes _____ No

Cumulative GPA: _____ No. of Hours Earned _____

Master of Arts in Teaching (MAT) – Advisement Sheet
13 Month Program of Study: Course requirements – 39 Semester Hours

Name: _____ Advisor: Dr. Vicki Pheil

My signature indicates I have received a copy of this advisement sheet with transition points and that I understand it is my responsibility to complete all specific certification requirements determined by the GaPSC according to their most current governing rules.

Pedagogy-Only Middle Grades Secondary Content: _____

MAT Signature

TRANSITION POINT 1 <i>ENTRY INTO THE PROGRAM</i>		<ul style="list-style-type: none"> • Submitted LGC program application • Have an undergraduate GPA of 2.5 or above • Transcript Analysis and/or passed GACE content exam • Completed Georgia Ethics Assessment #360 • Completed Criminal Background Check • Successful completion of interview • Received approval of Department Chair • Earn a minimum score on the TOEFL exam of at least 550 if English is not the applicant's primary language 				<input type="checkbox"/> Entrance Requirements Met
Semester	Course #	Course Title	Sem. Hrs.		Grade	TRANSITION POINT 2 <i>PROGRESS THROUGHOUT THE PROGRAM</i>
<i>First Summer</i>	EDUC 5000	Adolescent Development/Summer Field Experience	3			<ul style="list-style-type: none"> • Have an overall GPA of 3.0 or above
	EDUC 6040	Foundations in Curriculum and Instruction	3			
Semester	Course #	Course Title	Sem. Hrs.		Grade	<i>PROGRESS THROUGHOUT THE PROGRAM</i>
<i>First Summer</i>	EDUC 5050	Affirming Diversity in the Classroom Teaching Reading for Success in Changing Times	3			<ul style="list-style-type: none"> • Received a Pre-Service Certificate • Have a GPA of 3.0 or above • Met Verification of Residency Requirement • Purchased liability insurance (EDUC 5000)

	EDUC 5030B	Research in Curriculum and Instruction	3			
Semester	Course #	Course Title	Sem. Hrs.		Grade	TRANSITION POINT 3 <i>PROGRESS THROUGHOUT THE PROGRAM</i>
<i>Fall</i>	EDUC 5030A	Research in Curriculum and Instruction	3			<ul style="list-style-type: none"> • Have an overall GPA of 3.0 or above • Accepted application for Clinical Practice II • Successful completion of Clinical Practice I (EDUC 5700a) • Earned a passing grade in EDUC 5030A to enter Clinical Practice II (EDUC 5700B)
	EDUC 6010	Assessment and Accountability	3			
	EDUC 5700A	Clinical Practice I	4			
Semester	Course #	Course Title	Sem. Hrs.		Grade	<i>PROGRESS THROUGHOUT THE PROGRAM</i>
<i>Spring</i>	EDUC 6030	Reading in the Content Areas	3			
	EDUC 5700B	Clinical Practice II	8			
Semester	Course #	Course Title	Sem. Hrs.		Grade	<i>PROGRESS THROUGHOUT THE PROGRAM</i>
<i>Second Summer</i>	EDUC 6020	Educational Technology	3			<ul style="list-style-type: none"> • Earned a B or better in EDUC 5060
	EDUC 5060	Students with Special Needs	3			
TRANSITION POINT 4 <i>COMPLETION OF THE PROGRAM</i>						
		<ul style="list-style-type: none"> • Have an overall GPA of 3.0 or above • Completed all required coursework with a grade of C- or better. • Satisfied any additional coursework agreements. • Passed the GACE content exam in area of preparation. • Have a PLP developed (EDUC 5700B) • Completed Program Exit Survey 				

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

Doctorate of Education in Curriculum and Instruction (EdD) – terminal degree in the field of education

Elementary Education (EE) – an initial teacher certification program focusing on elementary curriculum

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

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

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

LaGrange College Reflective Practitioner Assessment (LCRPA)- An assessment that provides an opportunity for teacher candidates to demonstrate proficiency in the knowledge, skills, and dispositions required to engage effectively, equitably, professionally, and reflectively in the field of education.

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

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

Specialist of Education in Curriculum and Instruction (EdS) – education degree above the Master’s level, but below the doctoral level

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)

STAKEHOLDER ROLES AND RESPONSIBILITIES

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.

The Role of the Teacher Candidate (Sophomores and Juniors)

Prior to the experience, review the *Georgia Code of Professional Ethics for Educators* (<https://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>).

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 still advises and approves lesson plans. The cooperating teacher should also observe and evaluate the candidate, offering suggestions when needed.

The Role of the Student Teacher (Seniors, MAT)

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 (Seniors, MAT)

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 student teaching from the first day of pre-planning through the last day of field, as established by the Field Director and published for candidates as an Important Date. Student teachers will attend post-planning in May of their junior year. Two excused sick days and two excused personal days will be given to student teachers at the beginning of the year, 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 two sick days and two personal days. See below for policy regarding the following:

Sick Days: Student teachers will be given two sick days to use at your own discretion throughout the year. 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 two personal days to use at his/her own discretion throughout the year. 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 two sick days and two personal days 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 listed on as final day of field experience for the semester. 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 for the Fall will be all day on Mondays. Student teachers are to attend class and are not expected to be at field placement during this time. 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 must 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 of the event and return as soon as possible to field placement after the event is over.

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

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 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:

8 faculty meetings (at least 4 per semester) *These include Professional Learning days.*

2 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.

Due to the recent Covid-19 situation, we understand that unforeseeable absences may occur. If the school system begins to use remote learning for instruction, candidates will complete all field requirements in a virtual setting alongside his/her cooperating teacher. Changes to coursework related to field experiences may also occur at the discretion of the course professor. If the school system remains in a face-to-face format, but the candidate is required to quarantine above the allotted absences, the teacher candidate will be given an alternative virtual field assignment to complete while on leave.

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

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

Semester or Term	Course	Field Experience or Clinical Practice Requirements
Prerequisite	EDST 1198 Introduction to Teaching	Observation visits as scheduled by the professor.
Spring Sophomore Year	EDUC 4459 Special Needs and Exceptional Children EDUC 3342 Child Development Practicum EDUC 4489A Intro to Clinical Practice I	A minimum of 75 hours in an assigned classroom at either pre-kindergarten, or kindergarten grade level, gradually progressing from working with individual students to working with small groups to working with the entire class. Typical Placement Schools: *Berta Weathesbee, *Clearview, Hollis Hand, *Denotes High Needs/Diverse School Liability insurance is required to enter the field.
Fall Junior Year	EDUC 3354 Fundamentals of Reading Instruction I EDUC 4360 Curriculum and Accountability in Elementary Grades EDMA 3201 Teaching Mathematics I EDUC 4461 Diversity in Elementary Classroom I EDUC 4489B Intro to Clinical Practice II	A minimum of 75 hours in an assigned classroom at either first or second grade level, gradually progressing from working with individual students to working with small groups to working with the entire class. Typical Placement Schools: *Ethel Kight, *Callaway, Long Cane *Denotes High Needs/Diverse School
Spring Junior Year	EDMA 3202 Teaching Mathematics II EDUC 3355 Fundamentals of Reading Instruction II EDUC 4410 Approaches and Issues in Education Assessment EDUC 4457 Social Studies Methods EDUC 4462 Diversity in Elementary Classroom II EDUC 4489C Intro to Clinical Practice III	A minimum of 75 hours in an assigned classroom at either third, fourth, or fifth grade level, gradually progressing from working with individual students to working with small groups to working with the entire class. Typical Placement Schools: *Franklin Forest, *Hogansville, Hillcrest *Denotes High Needs/Diverse School Post-planning will be completed in May
Fall Senior Year	EDUC 4490a Clinical Practice I EDUC 3317 Science Methods EDUC 4356 Fundamentals of Reading Instruction III EDUC 4463 Diversity in Elementary Classroom III	Clinical Practice (I) Placement in a full-time student teaching experience. Pre-planning will be completed in August
Spring Senior Year	EDUC 4490b Clinical Practice II EDUC 4449 Classroom Technology EDUC 4480 Senior Seminar	Clinical Practice (II) Placement in a full-time student teaching experience. Complete the LCRPA portfolio during solo-teaching (minimum two weeks).

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

Semester	Course	Field Experience or Clinical Practice Requirements
Summer	EDUC 5000 Adolescent Development/Summer Field Expr. EDUC 6040 Foundations of Curriculum and Instruction EDUC 5050 Affirming Diversity in the Classroom: Teaching Reading for Success in Changing Times EDUC 5030B Research in Curriculum and Instruction (Opening Experience)	*Learn2Serve: Observation in a classroom setting of rising 5 th -8 th grade students (15 hours) M.A.T. candidates will explore grade levels outside area of certification. *Denotes High Needs/Diverse Placement Pre-Planning Completed (10 days) Liability insurance required
Fall	EDUC 5030A Research in Curriculum and Instruction EDUC 6010 Assessment and Accountability EDUC 5700A Internship I	Placement in a classroom for 240 hours during a minimum of 15 weeks: Placement of middle grades interns in one of their two areas of concentration; placement of secondary education interns in their expected area of certification Internship I begins directly after Opening School Experience
Spring	EDUC 6065 Reading in the Content Areas EDUC 5700 Internship II	Placement in a classroom for 600 hours full-time during a minimum of 15 weeks: Placement of middle grades interns in second area of concentration in a different school from their Internship I school; placement of secondary education interns in their expected area of certification in a different school from their Internship I school. Gradual assumption of full-time teaching responsibilities in the classroom for a period of at least two weeks. Complete the LCRPA portfolio during solo-teaching. Post Planning Completed (2 days)
Summer	EDUC 6020 Educational Technology EDUC 5060 Students with Special Needs	

APPENDICES Table of Contents

Key Assessments with Rubrics

Page 41	Lesson Plan Template
Page 51	Professional Behaviors and Dispositions Evaluation (PBD)
Page 56	Candidate Keys Evaluations System (CKES)
Page 67	Field Experience Essentials
Page 68	Code of Ethics for Georgia Educators
Page 71	Confidential Professional Development Plan
Page 72	Personal Day Request Form
Page 73	Field Experience Reflection Format (General)

LaGrange College Lesson Plan Template

****Make sure to include live links or screenshot copies of all documents and activities referenced in the Lesson Plan.**

Student Name:

Unit Plan/Topic:

Time Frame:

<p>Unit Standards Provide the language for the standard(s) used in this unit. Indicate the DOK level for each standard.</p>	<p>Unit Learning Goals List the student friendly learning targets for this unit. Write an overall SMART goal to address final learning outcomes of the unit. Identify the Depth of Knowledge (DOK) level for each target and the SMART goal.</p>	<p>Assessments Describe each formative assessment that will occur during the unit and identify the evidence it will provide related to the learning goal. Also, describe the authentic summative assessment that will occur at the end of the unit. You should include a description of the assessment as well as the evidence it will provide related to the learning goal.</p>	<p>Academic Language List the academic language terms relevant to this unit.</p>	<p>Misconceptions Provide a list of misconceptions students may have related to this unit/topic.</p>

Co-planning		
<p>Prior Academic Knowledge and Concepts <i>What do students already know about the content of this unit and/or what do they already know that makes them ready to learn this content?</i></p>		<p>Evidence <i>What specific evidence (data) do you have to demonstrate the prior academic knowledge you have identified?</i></p>
<p>Collaboration <i>Discuss how you have collaboratively planned this unit with another professional and how you made a meaningful contribution to the collaboration.</i></p>	<p>Co-teacher or Grade Level Ideas and Strategies</p>	<p>My Contributions</p>

Daily Lesson Plan

Day of the Unit:

<p>Daily Standard(s) Provide the standard specific to this lesson with DOK level.</p>	
<p>Daily Learning Goals List the student friendly learning targets for today. Write an overall SMART goal to address final learning outcomes for today's learning. Identify the Depth of Knowledge (DOK) level for each target and the SMART goal.</p>	
<p>Technology Integration Describe purposeful use of technology in this lesson.</p>	
<p>Science of Reading Which component did you use today? Describe your specific use of the component and identify where it appears in your lesson.</p>	<input type="checkbox"/> Phonemic Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Vocabulary <input type="checkbox"/> Fluency <input type="checkbox"/> Comprehension
<p>Differentiation Describe forms of differentiation which encompass the needs of all learners. State specifically when the differentiation will occur in the lesson. Differentiation should be specific and should provide students with remediation support and/or acceleration. Consider differentiation of content, process, product based on readiness, learning style, and interest.</p>	<p>Acceleration:</p> <p>Remediation Support:</p>
<p>Launch/Activator Describe how you will actively engage students in making connections between prior knowledge, real world experiences, interdisciplinary connections, and/or new learning. Describe the connection and transition to the mini-lesson.</p>	<p>Description of Activator</p>
	<p>Making Connections</p>
<p>Instruction (mini lesson) Describe how you plan to succinctly and effectively facilitate instruction around the concepts and skills related to the learning goal/standard. This section should include the intentional use of subject-specific pedagogy. Clearly describe what the teacher and students will be saying and doing during the mini-lesson. Make sure are addressing any misconceptions you have noted.</p>	<p>Description of Mini lesson</p>
	<p>Addressing Misconceptions</p>

<p>Practice <i>Describe the opportunities you will provide for students to engage in guided activities related to the learning goal. A gradual release should be evident. Make sure you provide opportunities for students to apply new learning and take risks.</i></p>	
<p>Student Use of Academic Language <i>List all relevant and appropriate academic language terms used in this lesson. Describe supports throughout the lesson and the opportunities provided to students to intentionally use academic language (discourse).</i></p>	<p>Academic Language:</p> <p>Supports:</p> <p>Discourse:</p>
<p>Assessment/Evidence of Student Learning <i>Describe the assessment you plan to use in this lesson. Explain how the assessment will allow you to evaluate students' progress toward the learning goal.</i></p>	<p><input type="checkbox"/> Formative Assessment <input type="checkbox"/> Summative Assessment</p> <p>Description of Assessment</p> <p>How will you collect data to document student learning? (rubric, checklist, etc.)</p>
<p>Closure/Summarizer <i>Describe how you will summarize the lesson with students in a way that allows students to synthesize knowledge, reflect on the new learning, or apply learning to other situations.</i></p>	

NOTES:

Copy/Paste the Daily Lesson Plan portion of the lesson plan template for each day of your unit.

Unit Plan and One-Day Lesson Plan

Name: _____ Date: _____

Observation # _____

	**Expectation			
	1 POINT	2 POINTS	3 POINTS	4 POINTS
ELEMENT	Emerging	Developing	Proficient	Exemplary
Curriculum and Standards TAPS 1	No national, local, and/or state content standards included or the included standards are irrelevant to the learning goals and instruction.	Some/limited connection to national, local, and/or state content standards made throughout the lesson.	A clear connection to national, local, and/or state content standards, is made to a majority of the lesson.	Significant and clear connection to national, local, and/or state curriculum standards made in all portions of the lesson plan.
Depth of Knowledge TAPS 1	Provided, but not aligned with the standard.	Provided, but only addresses or is aligned to part of the standard.	Provided, mostly aligned with the standard	Provided, appropriately aligned with all aspects of the standard.
Unit Plan Learning Goals TAPS 1	Unclear or not stated	Stated, but unclear or unaligned with standard	Stated and relatively clear; aligned with standard	Stated. Specific and clear; aligned with standard
Formative Assessments TAPS 5	Opportunities for student assessment are not provided; or the assessments do not align with learning goals/standards.	Assessment opportunities are loosely defined and/or make limited connections to the learning goals/standards.	Assessment opportunities are aligned, but only provide evidence of some portions of the learning goals/standards.	Assessment opportunities are clearly identified, and the assessments provide clear evidence of student progress toward all parts of the learning goals/standards.
Summative Assessments TAPS 5	Opportunities for student assessment are not provided; or the assessments do not align with learning goals/standards.	Assessment opportunities are loosely defined and/or make limited connections to the learning goals/standards.	Assessment opportunities are aligned, but only provide evidence of some portions of the learning goals/standards.	Assessment opportunities are clearly identified, and the assessments provide clear evidence of student progress toward all parts of the learning goals/standards.
Academic Language TAPS 1	Academic language does not align with learning goals, standards, and/or content;	Academic language is listed but is limited or does not align with the lesson.	Academic language is listed and covers a majority of the language of the lesson.	Academic language listed and covers all related academic language.
Common Misconceptions TAPS 2	No attention to common misconceptions; or information provided is vague or unrelated to the learning goals, standards, and/or content.	Some attention paid to common misconceptions but are not directly related to the content of the lesson.	Attention paid to common misconceptions; clearly related to the content of the lesson.	Close attention paid to common misconceptions; examines all possible common misconceptions

Prior Academic Knowledge TAPS 1	No attention to prior academic knowledge; or information provided is vague or unrelated to the learning goals, standards, and/or content.	Attention to prior academic knowledge. Some information may be vague or unrelated to the content.	Attention paid to prior academic. Data used to inform statements of prior knowledge.	Attention paid to prior academic knowledge; detailed/integrate connections are made; data is used to inform statements of prior knowledge.
Collaboration TAPS 9	No evidence of collaboration, or candidate does not contribute ideas to lesson plan	Evidence of collaboration with co-teacher or grade level; candidate does not contribute ideas to lesson plan	Evidence of collaboration with co-teacher or grade level; candidate contributes ideas to lesson plan. Collaborative efforts and ideas are evident in the daily lesson.	Evidence of collaboration with co-teacher or grade level; candidate contributes ideas to lesson plan. Collaborative efforts and ideas are evident in the daily lesson. Collaboration contributed to the effectiveness of the lesson planning process.
Daily Plan Learning Goals TAPS 1	Unclear or not stated	Stated, but unclear or unaligned with standard	Stated and relatively clear; aligned with standard	Stated. Specific and clear; aligned with standard
Technology Integration TAPS 2	Not provided; or technology integration does not support the learning goal or activities in the lesson or is merely a substitution.	Technology integration is included, but only allows for minimal interaction or support within the lesson.	Technology is integrated and augments at least one portion of the lesson.	Technology is integrated effectively in the lesson. The use of technology enhances instruction and learning.
Science of Reading TAPS 1	The SOR integration is unclear or not indicated	The SOR integration is not clearly stated, loosely included in the lesson plan, or does not align with the standard.	The SOR integration is clearly stated, included in the lesson plan, and aligns with the standard.	The SOR integration is clearly stated, included in the lesson plan, aligns with the standard, and promotes student use of higher order thinking.
Differentiation TAPS 4	Not included or differentiation is generic, vague, or unrelated to the learning goal/needs of students.	Differentiation is included but may not be appropriate. Differentiation only addresses the needs of some learners.	Specific differentiation included that encompass the needs of most learners. Differentiation addresses at least two forms of differentiated learning. Clear connection to mini-lesson & practice portion of lesson.	Differentiation included encompasses the needs of all learners. Differentiation is appropriate based on the learning goal and needs of students addressing multiple modalities and forms of learning. Clear connection to mini-lesson & practice portion of lesson.
Launch/ Activator TAPS 2	Not provided, or the activator does not relate to the stated learning goal. No	An activator is included, but only introduces a topic or related concept in the	The activator requires student to engage in learning, and there is at least one connection to	The activator requires student to actively engage in learning, and there are at least two clear connections

	evidence that the launch makes connections between prior knowledge, real world experiences, interdisciplinary connections, and/or new learning.	lesson. The launch attempts to make connections with prior learning and experience, but connections are not clear. Limited connection to the mini lesson.	prior knowledge, real world experiences, interdisciplinary connections, and/or new learning. There is connection to the mini lesson.	to prior knowledge, real world experiences, interdisciplinary connections, and/or new learning. There is a clear connection between the activator and the mini lesson.
Mini-lesson TAPS 3	Not provided, or the mini lesson does not relate to the stated learning goal. Mini-lesson may reinforce misconceptions or may lead to additional misconceptions.	The mini lesson teaches the concepts but is not aligned with level of the learning goal. The use of subject-specific pedagogy is attempted but is not effectively implemented. Misconceptions are not specifically addressed.	The mini lesson teaches the concepts and is aligned with level of the learning goal. The use of subject-specific pedagogy supports student learning, but may not be used effectively. Misconceptions are addressed.	The mini-lesson effectively and/or succinctly teaches the concepts and is aligned with level of the learning goal. Subject-specific instructional strategies are effectively chosen. Misconceptions are addressed in a meaningful and purposeful manner.
Practice TAPS 3	Not provided, or the practice portion of the lesson is not related to the learning goal; the practice portion is teacher lead and does not allow students the opportunity to practice activities that will prepare them to demonstrate learning.	The practice portion of the lesson provides a minimal opportunities for students to engage in guided activities related to the learning goal. Most of the practice portion of the lesson is teacher lead.	The practice portion of the lesson provides a few opportunities for students to engage in guided activities related to the learning goal. A gradual release is somewhat evident.	The practice portion of the lesson provides opportunities for students to engage in guided activities related to the learning goal. A gradual release is evident. Students are challenged academically and opportunities to take risks are provided.
Student Use of Academic Language TAPS 3	No supports evident; or provided supports do not align with learning goals, standards, content, and/or subject specific pedagogy. No opportunities for discourse, or discourse is limited to repeating or copying information.	Some supports for vocabulary development provided; but the supports do not clearly align with the depth of knowledge, standards, content, and/or subject specific pedagogy. Opportunities for discourse are vague or unrelated.	Supports for vocabulary are provided; most are relevant and aligned with depth of knowledge, learning goals, standards, content, and/or subject specific pedagogy. Opportunities for discourse are relevant.	Supports for vocabulary are provided; all are aligned with the depth of knowledge, learning goals, standards, content, and/or subject specific pedagogy. Opportunities for discourse are relevant and meaningful.

Assessment/ Evidence of Student Learning TAPS 6	Assessments do not relate to the learning goal, or the form of assessment is inappropriate based on the needs of the students	Assessments relate to the learning goal but do not provide specific evidence of student progress toward the learning goal. Assessments lack variety and are not always designed to meet the needs of students.	Assessments relate to the learning goal and provide specific evidence of student progress toward the learning goal. The design or adaptation of the assessments allows students with specific needs to demonstrate progress toward the learning goal.	Assessments provide specific, concrete evidence of student progress toward the learning goal. The design or adaptation of the assessments allows students with specific needs to demonstrate progress toward the learning goal. Opportunities are provided to allow students to monitor their progress toward the learning goal.
Summarizer TAPS 2	Not provided, or the summarizer does not relate to the stated learning goal. No connection/review of the learning.	A summarizer is included, but is teacher driven and does not require student engagement; or limited connection to the learning.	The summarizer requires student to engage prior learning or allows students to reflect on the knowledge or skills gained during the lesson.	The summarizer engages students' prior learning and allows students to synthesize knowledge and reflect on the new learning or application to other areas.
Instructional Materials TAPS 2	Copies or screenshots of assessments and other instructional materials are not provided. Links are not provided for online resources.	Either copies or screenshots are provided for assessments or other instructional materials, but not both. Some links are provided for online resources but the links do not provide evaluator with access to the material.	Copies or screenshots of all assessments and other instructional materials are provided. Links are provided for all online resources and the links provide evaluator with access to the material.	Copies or screenshots of all assessments and other instructional materials are provided. Links are provided for all online resources and the links provide evaluator with access to the material. There is a clear connection between all instructional materials, standards, and learning goals.

Comments:

Total Points: /60

Grade:

Depth of Knowledge Progression Resource Page

Click the images to view the full document.

← LOW LEVEL THINKING SKILLS				HIGH LEVEL THINKING SKILLS →			
Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation		
Recall /regurgitate facts without understanding. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.	To show understanding finding information from the text. Demonstrating basic understanding of facts and ideas.	To use in a new situation. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.	To examine in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.	To change or create into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.	To justify. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.		
Key words:	Key words:	Key words:	Key words:	Key words:	Key words:	Key words:	
Choose Copy Define Duplicate Find How Identify Label List Listen Locate Match Memorise Name	Observe Omit Quote Read Recall Rectify Recognise Record Relate Remember Repeat Reproduce Retell Select Show Spell State Tell Trace What When Where Which Who Why Write	Ask Cite Classify Compare Contrast Demonstrate Discuss Estimate Explain Express Extend Generalise Give examples Illustrate Indicate Infer Interpret Match Observe Outline Predict Purpose Relate Rephrase Report Restate Review Show Summarise Translate	Act Administer Apply Associate Build Calculate Categorise Choose Classify Connect Construct Correlation Develop Demonstrate Divide Employ Experiment with Apply Group Identify Illustrate Interpret Interview Link Make use of Manipulate Model Organise Perform Plan Practice Relate Represent Select Show Simulate Solve Summarise Teach Transfer Translate Use	Analyse Appraise Arrange Assumption Breakdown Categorise Cause and effect Choose Classify Differences Discover Discriminate Dissect Distinction Distinguish Divide Establish Examine Find Focus Function Group Highlight In-depth Research Inference Inspect Investigate Isolate List Motive Omit Order Organise Point out Prioritize Question Rank Reason Relationships Reorganise See Select Separate Similar to Simplify Survey Take part in Test for Theme Organise Comparing	Adapt Add to Build Change Choose Combine Compile Compose Construct Convert Create Delete Design Develop Devise Discover Discuss Elaborate Estimate Experiment Extend Formulate Happen Hypothesise Imagine Improve Innovate Integrate Invent Make up Maximise Minimise Model Modify Originalise Plan Predict Produce Propose Reframe Revise Rewrite Simplify Solve Speculate Substitute Suppose Tabulate Test Theorise Think Transform Visualise	Agree Appraise Argue Assess Award Bad Choose Compare Conclude Consider Convince Criteria Critique Debate Decide Deduct Defend Determine Disprove Dispute Effective Estimate Evaluate Explain Give reasons Good Grade How do we know? Importance Infer Influence Interpret Judge Justify Mark Measure Opinion Perceive Persuade Prioritise Prove Rate Recommend Rule on Select Support Test Useful Validate Interpret Value Judge Justify Mark	
Actions:	Outcomes:	Actions:	Outcomes:	Actions:	Outcomes:	Actions:	Outcomes:
Describing Finding Identifying Listing Locating Naming Recognising Retrieving	Definition Fact Label List Quiz Reproduction Test Workbook Worksheet	Classifying Comparing Exemplifying Explaining List Interpreting Paraphrasing Summarising	Collection Examples Explanation Label List Outline Quiz Show and tell Summary	Carrying out Executing Implementing Using	Demonstration Diary Illustrations Interview Journal Performance Presentation Sculpture Simulation	Constructing Designing Devising Inventing Making Planning Producing	Advertising Film Media product New game Painting Plan Project Song Story

DEPTH OF KNOWLEDGE IN ENGLISH/LANGUAGE ARTS

DOK 1 USING SIMPLE SKILLS	DOK 2 MENTAL PROCESSING	DOK 3 BEYOND THE TEXT	DOK 4 HIGHER ORDER THINKING
<p>Recalling facts, terms, and concepts.</p> <p>Reading doesn't require analysis. Focus is on basic comprehension.</p> <p>Understanding words and phrases.</p> <p>KEY CONCEPTS:</p> <ul style="list-style-type: none"> - Reference details - Recall from text - Find word meanings 	<p>Engaging beyond recall.</p> <p>Requiring both comprehension and processing.</p> <p>Requiring students to:</p> <ul style="list-style-type: none"> - summarize - interpret - infer - classify <p>KEY CONCEPTS:</p> <ul style="list-style-type: none"> - Predict outcomes - Use context clues 	<p>Requiring students to go beyond the text.</p> <p>Explain, generalize, and connect ideas.</p> <p>Students must be able to support their thinking.</p> <p>Identify abstract themes. Infer across an entire passage. Apply prior knowledge.</p> <p>KEY CONCEPTS:</p> <ul style="list-style-type: none"> - Summarize from multiple sources - Determine authors' purpose - Analyze/describe characteristics 	<p>Higher order thinking is essential. Knowledge is deep.</p> <p>Extended activity</p> <p>Extended periods of time</p> <p>Taking information from one source and applying it in a different task.</p> <p>Developing hypotheses.</p> <p>KEY CONCEPTS:</p> <ul style="list-style-type: none"> - Examine perspectives - Analyze information - Illustrate common themes

based on Webb's Depth of Knowledge SEAN BUNJKINS

DEPTH OF KNOWLEDGE IN SOCIAL STUDIES

DOK 1 RECALLING INFORMATION	DOK 2 BASIC REASONING	DOK 3 COMPLEX REASONING	DOK 4 EXTENDED REASONING
<p>Recalling facts, terms, and concepts.</p> <p>Asking students to know who, what, and when.</p> <p>Recognizing and identifying specific information found in:</p> <ul style="list-style-type: none"> - maps - tables - charts - drawings - graphs <p>KEY CONCEPTS:</p> <ul style="list-style-type: none"> - Identify - List - Define 	<p>Engaging beyond recalling or reproducing.</p> <p>Asking students to know how and why.</p> <p>Comparing and contrasting people, places, and events.</p> <p>KEY CONCEPTS:</p> <ul style="list-style-type: none"> - Explain issues - Classify into categories - Understand relationships 	<p>Requiring evidence, reasoning, and higher-order thinking.</p> <p>Justify how and why with application and evidence.</p> <p>Make connections</p> <p>Propose solutions</p> <p>Recognize misconceptions.</p> <p>KEY CONCEPTS:</p> <ul style="list-style-type: none"> - Cite evidence - Apply concepts - Draw conclusions 	<p>Plan, investigate, and develop over an extended period of time.</p> <p>Apply conceptual understanding and higher-level thinking.</p> <p>Analyze and synthesize information from multiple sources.</p> <p>KEY CONCEPTS:</p> <ul style="list-style-type: none"> - Develop arguments - Plan solutions to problems - Make predictions

based on Webb's Depth of Knowledge SEAN BUNJKINS

DEPTH OF KNOWLEDGE IN MATHEMATICS

DOK 1 RECALLING INFORMATION	DOK 2 SKILLS AND CONCEPTS	DOK 3 STRATEGIC THINKING	DOK 4 EXTENDED THINKING
<p>Recalling information</p> <p>Facts, Definitions, Procedures.</p> <p>Following a set of procedures (like a recipe)</p> <p>Applying a formula.</p> <p>Performing a clearly defined series of steps.</p> <p>KEY WORDS:</p> <ul style="list-style-type: none"> - Recognize - Recall - Use - Measure 	<p>Requiring students to make some decisions about how to approach a problem or activity.</p> <p>Working with problems that have more than one step.</p> <p>Collecting</p> <p>Classifying</p> <p>Organizing and Comparing data.</p> <p>Organizing and displaying data in charts, graphs, and tables.</p> <p>KEY WORDS:</p> <ul style="list-style-type: none"> - Make observations - Classify - Organize - Collect and compare 	<p>Requiring reasoning, planning, and a higher level of thinking.</p> <p>Students have to explain their thinking and justify their responses.</p> <p>Complexity comes from a higher demand for reasoning, not harder problems.</p> <p>KEY WORDS:</p> <ul style="list-style-type: none"> - Cite evidence - Draw conclusions - Develop an argument 	<p>Requiring reasoning, planning, and thinking over an extended period of time.</p> <p>Students have to deal with multiple elements and make connections between them.</p> <p>Cognitive demand is high. Work is complex.</p> <p>KEY WORDS:</p> <ul style="list-style-type: none"> - Relate ideas - Make connections - Select approaches

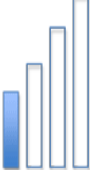
based on Webb's Depth of Knowledge SEAN BUNJKINS

DEPTH OF KNOWLEDGE IN SCIENCE

DOK 1 RECALLING INFORMATION	DOK 2 SKILLS AND CONCEPTS	DOK 3 STRATEGIC THINKING	DOK 4 EXTENDED THINKING
<p>Recalling facts, terms, and properties.</p> <p>Following procedures and/or a series of steps.</p> <p>Students either know the answer or not, there's nothing to be figured out or solved.</p> <p>KEY CONCEPTS:</p> <ul style="list-style-type: none"> - Recognize - Identify - Recall - Calculate - Measure 	<p>Engaging beyond recall.</p> <p>Students are making decisions about how to approach and solve problems.</p> <p>Collecting, classifying, and organizing data in:</p> <ul style="list-style-type: none"> - tables - charts - graphs <p>KEY CONCEPTS:</p> <ul style="list-style-type: none"> - Describe examples - Explain relationships - Select procedures 	<p>Requiring evidence, reasoning, and higher-order thinking.</p> <p>Multi-step tasks that require students to justify their responses and explain their thinking.</p> <p>Citing evidence</p> <p>Developing logical arguments</p> <p>Drawing conclusions from data.</p> <p>KEY CONCEPTS:</p> <ul style="list-style-type: none"> - Forming conclusions - Developing models - Designing investigations 	<p>Open-ended tasks requiring significant complex thought.</p> <p>Extended periods of time for scientific investigation.</p> <p>Making connections and relating ideas.</p> <p>KEY CONCEPTS:</p> <ul style="list-style-type: none"> - Deducing relationships - Conducting experiments - Analyzing data

based on Webb's Depth of Knowledge SEAN BUNJKINS

Web Depth of Knowledge Posters



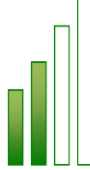
Webb's Depth of Knowledge Level 1

Recall & Reproduction

*Recall a fact, definition, term or other basic information.
Recognize and follow routine procedures or formulas.*

- + Emphasis is on facts and recall of previously taught content.
- + Tasks may be difficult without requiring deep knowledge to formulate a response.
- + A combination of Level 1 tasks does not increase complexity.
- + There is one correct answer, and its correctness is not debatable.

<ul style="list-style-type: none"> Arrange Calculate Cite Define Describe Draw Explain Give an Example Identify Illustrate Label List 	<ul style="list-style-type: none"> Locate Match Measure Memorize Name Perform Quote Recall Recite Recognize Record Repeat 	<ul style="list-style-type: none"> Report Select State Summarize Tabulate Tell Use Paraphrase Outline 'The Five Ws'
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Webb's Depth of Knowledge Level 2

Skill / Concept

*Apply skills and concepts related to a particular field of study.
Make decisions as to how to approach a question or problem.*

- + Focus is on application in a familiar/typical situation.
- + There is a relationship between ideas.
- + Tasks require deeper knowledge than basic definitions.
- + Tasks may call for multiple steps or approaches.

<ul style="list-style-type: none"> Apply Calculate Categorize Cause/Effect Classify Collect and Display Compare Compute Construct Convert Describe 	<ul style="list-style-type: none"> Determine Distinguish Estimate Explain Extend Find Formulate Generalize Graph Identify Patterns Infer Interpret 	<ul style="list-style-type: none"> Model Modify Observe Organize Predict Relate Represent Separate Simplify Solve Summarize Use Context Clues
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Webb's Depth of Knowledge Level 3

Strategic Thinking

*Demonstrate sound reasoning with evidence and justification.
Develop a plan or series of steps to tackle complex tasks.*

- + Focus is on reasoning and planning in order to respond.
- + Complex and abstract thinking is required.
- + Students must demonstrate deep understanding and justify their responses.
- + Questions may yield more than one correct answer.

<ul style="list-style-type: none"> Appraise Argue Assess Check Cite Evidence Compare Compile Construct Critique Decide Defend Describe 	<ul style="list-style-type: none"> Develop Differentiate Discuss Distinguish Draw Conclusions Examine Explain Formulate Hypothesize Infer Investigate Justify 	<ul style="list-style-type: none"> Reorganize Revise Solve Strategize Support
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Webb's Depth of Knowledge Level 4

Extended Reasoning

*Integrate knowledge from multiple sources.
Make real-world connections in unique and creative ways.*

- + Tasks require complex reasoning, planning and thinking.
- + Activities have multiple steps.
- + Students employ and sustain strategic thinking processes over an extended period of time.
- + Students may be asked to relate concepts within the content area and among other content areas.

<ul style="list-style-type: none"> Analyze Apply Concepts Appraise Compose Connect Create Critique Defend Design Evaluate Extend Formulate 	<ul style="list-style-type: none"> Judge Justify Modify Plan Project Propose Prove Reflect Report Support Synthesize
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University and School District Professional Behaviors and Dispositions Project

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

Dispositions Assessment Task Force – Spring 2017

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Georgia Candidate Keys Effectiveness System Candidate Assessment on Performance Standards

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

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

Performance Standard 10: Communication

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

Performance Indicators at the Level 3

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

Performance Rubrics

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

Evidence/Documentation

LaGrange College Education Department Field Experience Essentials

Expectations	Never	Sometimes	Often	Always
1. The teacher candidate uploads all necessary forms to Watermark by the stated deadline.				
2. The teacher candidate completes all field evaluations on Watermark with specific evidence cited for each standard when applicable.				
3. The teacher candidate provides the supervisor and cooperating teacher with all lesson plans 48-hours in advance from the time of the lesson.				
4. All lesson plans written by the teacher candidate are completed correctly in its entirety with specific details, research, and differentiation.				
5. The teacher candidate completes all required written and video reflections on time and with effort.				
6. The teacher candidate takes initiative and seeks guidance to become a collaborative partner in the classroom.				
7. The teacher candidate is consistently being observed as an active participant in the field.				
8. The teacher candidate is consistently prepared to teach planned lessons (both small and whole group) in addition to the required lesson plans evaluated by the cooperating teacher and supervisor.				
9. The teacher candidate accepts and applies feedback from stakeholders to improve their practice.				
10. The teacher candidate consistently exhibits professionalism. This includes being prompt, dressing appropriately, and interacting with adults and students in a positive and productive manner.				
11. The teacher candidate adheres to the attendance policy stated in the Department Handbook. This includes notifying stakeholders concerning any absences, late arrivals, or early dismissals as soon as he/she is made aware, making up any missed time before the last day of the field, and providing necessary documentation after two absences.				
12. The teacher candidate adheres to all other policies in the field experience handbook not stated in the essentials.				
Comments/Grade:				

The score received on this evaluation may affect the final grade in the following courses requiring a field component:
EDUC 4489, EDUC 4490, EDUC 5700

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.

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:

LaGrange College
Department of Education
Request for a Personal Day

*Candidates receive two personal days for the entire year-long student teaching internship.
This form must be submitted one week/7 days in advance to receive approval.*

Candidate Name: _____

Today's Date: _____

Date requested for leave: _____

Reason for leave:

Supervisor Approval: _____

Coordinator of Field Experiences: _____

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?