Masters of Arts in Teaching
Student Teaching Handbook

Revised – Summer 2011

M.A.T. STUDENT TEACHER HANDBOOK

Introduction to Student Teaching 3
1. Message from the Dean 3
2. Teacher as Developer of Human Potential 3
3. Knowledge Base of Teacher Education Program 4
4. Program Principles 5

Student Teaching Policies 8
1. Eligibility for Senior Practicum/Clinical Practice (EDU 488/489, 588/589) 8
2. Eligibility for Student Teaching (EDU 499, 599) 8
3. Student Teaching Placement 9
4. Coursework and Seminars While Student Teaching 9
5. Substitute Teaching and Intersession 9
6. Employment During Student Teaching 10
7. Liability 10
8. Absences 10

The Role of the Student Teacher 10
A. Professional Responsibilities 10
1. Conduct During Student Teaching 10
2. Professional Dress and Grooming 11
3. Attendance and Punctuality 11
4. Relationships With School Personnel 11
B. Teaching Responsibilities 11
1. Orientation Level 11
2. Participation Level 12
3. Leadership Level 12
C. College Responsibilities 14
1. Journal 14
2. Assignments by College Supervisor 14
3. Seminar 15
4. Evaluation 15
5. Perspective Development 15
D. Code of Ethics 16
1. Standards 17
2. Disciplinary Action 20
3. Moral Turpitude 21

The Role of the Cooperating Teacher 22
A. Supervision Responsibilities 22
1. Preparing for the Student Teacher 22
2. Orientation 22
3. Beginning Experiences in Fall Semester 23
4. Spring Semester--Full Time Teaching 24
5. Conferencing With the Student Teacher 25
6. Special Conferences 25
7. Visitation by the College Supervisor 25
8. Related Professional Activities 25
B. Reporting Responsibilities 26
1. Formal Evaluation of Student Teachers 26
2. Reference Letters 26

The Role of the College Supervisor 26
A. Functions 27
1. Orientation 27
2. Supervision 27
3. Evaluation 27
B. School Visits 28
1. Formal Observations 28
2. Supervisory Conference Cycle 28
3. Three-Way Conferences 29

The Role of the Principal 30

The Role of the Director, Field Experiences and Student Teaching 30

Evaluation of Student Teaching 31

Exit Requirements and Georgia Teacher Certification 32

Removal from Student Teaching 33

Appendix: Forms

Title	Form
Class Schedule, SP/CP	A-1
Class Schedule, ST	A-2
Student Teaching File Checklist	B
Student Teaching Activities Checklist	C
Timeline for Teaching	D
Student Teaching Time Sheet I	E-1
Student Teaching Time Sheet II	E-2
Daily Worksheet	E-3
Observation of Student Teaching	F
Application for ST	G-1
Recommendation from Cooperating Teacher	G-2
Recommendation from College Supervisor	G-3
Final Self Evaluation SP/CP	H-1
Final Evaluation by Cooperating Teacher SP/CP	H-2
Final Self Evaluation ST	I-1
Final Evaluation by Cooperating Teacher ST	I-2
Student Teaching Portfolio Framework	J-1
Artifact Cover Sheet	J-2
Documentation Page	J-3
Rubric for Culminating Reflection	J-4
Videotape Analysis Format	K
Evidence of Learning Record	L-1
Rubric—Evidence of Learning Record	L-2
Rubric---Evidence of Clinical Practice	L-3
Verification Form	M
Field-Based Senior Year At-A-Glance	N
Professional Dispositions Rubric	O
Format for Lesson Plan	
Field-Based Experience Reflection Journal	

Introduction to Student Teaching

1. Message From the Dean

Preparing to become a teacher is a special and important undertaking, especially at Berry College. Miss Martha Berry, the college's founder, epitomizes the ideals of our "Teacher as Developer of Human Potential" theme. When Miss Berry observed the children living in the countryside of northwest Georgia, she saw great potential. She envisioned a school built around a strong academic program and many varied work experiences in an environment that exemplifies religious values. She felt this school was necessary to enable these individuals to grow and to contribute to the improvement of our society. This vision became a reality and you, like Miss Berry, are preparing for a career to help enable individuals to develop to their full potential.

School classrooms are the field laboratories that provide Berry students opportunities to extend their understandings of how to support, develop, and teach children. Through early and continuous field experiences culminating in student teaching, you will be able to both apply and reflect on your academic studies in our teacher education programs. These are extremely important experiences that will shape your career as a teacher.

We encourage you to use your "head, heart, and hands" during the field based year as you reflect on and make decisions about developing the human potential of the diversity of youth with whom you work.

Jacqueline M. McDowell, Ph.D.
Dean, Charter School of Education
and Human Sciences

2. Teacher as Developer of Human Potential

TEACHER EDUCATION UNIT

Berry College has long been known for its high quality teacher programs. As a community working towards preparing teachers who will be "Developers of Human Potential," we strive to provide students with the knowledge, skills, and values that will enable them to successfully teach in a diverse society.

The *Teacher Education Unit (TEU)* is that group of Berry College faculty charged with the responsibility for professional education programs. Most of the faculty members are from within the Charter School of Education and Human Sciences (CSEHS). Other TEU faculty members include those who teach content and methodology courses in art, music, math, science, language, English, or social science. These specialty-area faculty, along with faculty from CSEHS work as a community to help students understand how all the parts of their education complement each other as they prepare to be "Developers of Human Potential."

The Teacher Education Unit members meet to share ideas and evaluate data from students, other education agencies, and professional associations in order to make curriculum and program decisions.

Students admitted to the Teacher Education Program receive coordinated advising from faculty in education and in the specialty areas. Students are represented on the various Teacher Education Unit committees and advisory councils and encouraged to develop their potential by becoming participating professionals in education organizations.

PROGRAM PRINCIPLES

To ensure that each candidate in the Berry College Teacher Education Unit has the research bases, the experiential bases, and the values to be "Developers of Human Potential," each is required to demonstrate knowledge of or competence in the following:

Principle #1. Content Pedagogy-
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students. The candidate

- Demonstrates an understanding of central concepts of his or her discipline.
- Uses explanations and representations that link curriculum to prior knowledge.
- Evaluates resources and curriculum materials for appropriateness to the curriculum and instructional delivery.
- Engages students in interpreting ideas from a variety of perspectives.
- Uses interdisciplinary approaches to teaching and learning.
- Uses methods of inquiry that are central to the discipline.

Principle #2. Student Development-
The teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development. The candidate

- Evaluates student performance to design instruction appropriate for social, cognitive, and emotional development.
- Creates relevance for students by linking with their prior experiences.
- Provides opportunities for students to assume responsibility for and be actively engaged in their learning.
- Encourages student reflection on prior knowledge and its connection to new information.
- Accesses student thinking as a basis for instructional activities though group/individual interaction and written work (listening, encouraging discussion, eliciting samples of student thinking orally and in writing).

Principle #3. Diverse Learners-
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The candidate

- Designs instruction appropriate to students' stages of development, learning styles, strengths, and needs.
- Selects approaches that provide opportunities for different performance modes.
- Accesses appropriate services or resources to meet exceptional learning needs when needed.
- Adjusts instruction to accommodate the learning differences or need of students (time and circumstances of work, task assigned, communication and response modes).

Principle #4. Multiple Instructional Strategies-
The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills. The candidate

- Selects and uses multiple teaching and learning strategies (a variety of presentations/explanations) to encourage students in active learning that promotes critical thinking and problem solving.
- Encourages students to assume responsibility for identifying and using learning resources.
- Assumes different roles in the instructional process (instructor, facilitator, coach, audience) to accommodate content, purpose of instruction, and learner needs.
- Uses a variety of presentation and representations of concepts, using alternative explanations to assist students' understanding and critical thinking.

Principle #5. Motivation and Management-
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment encourages positive social interaction, active engagement in learning, and self-motivation. The candidate

- Encourages clear procedures and expectations that ensure students assume responsibility for themselves and others, work collaboratively and independently, and engage in purposeful learning activities.
- Engages students by relating lessons to students' personal interests, allowing students to have choices in the learning, and leading students to ask question and pursue problems that are meaningful to them.
- Organizes, allocates, and manages time, space and activities in a way that is conducive to learning.
- Organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all students.
- Analyzes classroom environment and interactions and makes adjustments to enhance social relationships, student motivation/engagement and productive work.

Principle #6. Communication and Technology-
The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. The candidate

- Models effective communication strategies in conveying ideas and information and when asking questions (e.g., monitoring the effects of messages; restating ideas and drawing connections; using visual, aural, and kinesthetic cues; being sensitive to nonverbal cues when give and received).
- Provides for support for learner expression in speaking, writing, and other media.
- Asks questions and stimulates discussion in different ways for a particular purpose, encourages students to articulate their ideas and questions, and promotes critical thinking and problem solving.
- Demonstrates that communication is sensitive to gender and cultural difference (e.g., appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgement of the responsiveness to different modes of communication and participation.
- Uses a variety of media communication tools to enrich learning opportunities.

Principle #7. Planning-
The teacher plans instruction based upon knowledge of subject matter, student, the community, and curriculum goals. The candidate

- Plans lessons and activities to address variation in learning styles and performance modes, multiple developmental levels of diverse learners, and problem solving and exploration.
- Develops plans that are appropriate for curriculum goals based on effective instruction.
- Adjusts plans to respond to unanticipated sources of input and/or student needs, and systematically adjusts plans.
- Develops short and long-range plans linked to students' needs and performances, and systematically adjusts plans to enhance student learning.

Principle #8. Assessment-
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. The candidate

- Selects, constructs, and uses assessment strategies appropriate to the learning outcomes.
- Uses a variety of formal and informal strategies to inform choices about student progress and to adjust instruction (e.g., standardized test data, peer and self-student, informal assessments such as observations, surveys, interviews, student work, performance tasks, portfolio, and teacher made tests).

- Uses assessment strategies to involve learners in self-assessment activities to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.
- Evaluates the effects of class activities on individuals and on groups through observation of classroom interaction, questioning and analysis of student work.
- Maintains useful records of student work and performance, and can communicate student progress knowledgeable and responsibly.
- Solicits information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and students.

Principle #9. Reflective Practice-
The teacher is a reflective practitioner who continually evaluates the effects of his choices and actions on others and who actively seeks opportunities to grow professionally. The candidate

- Uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.
- Uses professional literature, colleagues, and other resources to support self-development as a learner and as a teacher.
- Consults with professional colleagues within the school and other professional arenas as support for reflection, problem-solving and new ideas, actively sharing experiences, and seeking and giving feedback.

Principle #10. School and Community Involvement-
The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being. The candidate

- Participates in collegial activities designed to make the entire school a productive learning environment.
- Makes links with counselors, teacher of other classes and activities within the school, professionals in community agencies, and others in the community to support students' learning and well-being.
- Seeks to establish cooperative partnerships with parents/guardians to support student learning.
- Talks and listens to the student, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems.
- Acts as an advocate for students.

STUDENT TEACHING POLICIES

1. Eligibility for Senior Practicum/Clinical Practice (EDU 588/589)

The Field-Based Year (FBY) is a vital part of the Teacher Education Program. During this nine-month period (two semesters of FBY), education candidates will complete their student teaching experiences in classrooms while also taking education courses and courses in their majors. Student teachers will participate in classroom practice while continuing to learn more about classroom management, exceptional children and second-language learners. Candidates will participate in seminars encouraging reflection on their experiences, thereby integrating college coursework with classroom practice.

To be eligible for **Clinical Practice**, the candidate must have

a. been admitted to the Teacher Education Program;
b. completed application for Clinical Practice, including advisor's signature; submitted application form to Office of Field Experience by 3rd Friday of semester, **one (1) year** before planning to begin the clinical practice;
c. completed the biographical data form and submitted it to Office of Field Experience by 3rd Friday of semester, **one (1) semester** before beginning clinical practice;
d. Earned grade of C (2.0) or better in each course taken in the professional-education sequence;
e. earned a grade of C (2.0) or better in each course in the major field;
f. achieved a 2.50 (3.0 for graduate students) cumulative grade point average;
g. Complete requirements for ENG 102 or approved English course; and
h. received recommendation of the academic advisor and the director of field experiences and approval of the Admissions and Certification Committee.

2. Eligibility for Student Teaching (EDU 599)*

Continuation in the Clinical Practice Year is predicated upon the candidate's progress in the initial semester of the field-based year, as well as his/her progress in the academic coursework. To be eligible to continue the experience the student must have:

a. the recommendation of his/her cooperating teacher (form G1);
b. the recommendation of his/her college supervisor (form G2);
c. completed a request form for continuing in student teaching; submitted the form to the Office of Field Experience by the 7th week of semester during Student Teaching I (form G);
d. **Taken GACE Content Assessment Exam <u>prior</u> to the beginning of the semester in which he/she is enrolled in EDU 599, and had scores sent to Berry College**;
e. Maintained a 2.5 (3.0 for graduate students) cumulative grade point average; and
f. Earned letter grade of C (2.0) or better in each course in the professional education sequence, the major field, COM 203 or approved speech course, and an approved math course.

***should any of these criteria not be met, the student may be administratively withdrawn from EDU 599.

3. Student Teaching Placement

Placement of student teachers in specific locations (school district, building, and cooperating teacher) is the responsibility of the director, field experiences and student teaching, in consultation with school district personnel. Guidelines used in placement include the following:

a. All placements will be designed to encourage professional and personal growth as a prospective teacher.
b. Students will not be placed in schools where they have **attended within the last ten years or where they have close relatives employed or children in attendance**.
c. Students will be placed in approved schools **within an approximate 30-mile radius** from the Berry College campus.
d. Student teacher supervision will be conducted by Berry College faculty members or, in some instances, designated adjunct faculty members.
e. Students may make specific requests for placements, which will be considered by the director, field experiences and student teaching.
f. Students will be placed with cooperating teachers who have a minimum of three years in-field experience. Priority will be given to cooperating teachers who have the Teacher Support Services endorsement on their teaching certificate.

Placement decisions are made based on availability of qualified supervisory personnel, range of experiences needed by the student, and recommendations from college faculty, district personnel officers, principals, and students. Appeals to placement decisions must be presented in writing to the director, field experiences and student teaching, for presentation to the Admissions and Certification Committee at a scheduled meeting.

4. Coursework and seminars during the FBY

Candidates at the graduate level will take EDU 505 in the fall with EDU 588/589. EDU 603 and EDU 605 may be taken concurrently with EDU 505 and EDU 588/589. If EDU 603 and EDU 605 have been completed prior to student teaching, GSTE students make take one course in addition to EDU 505 and EDU 588/589. In the spring, they will complete EDU 590 Professional Seminar and EDU 599 Student Teaching.

Candidates are required to attend student teaching seminars on campus during the field-based year. The student teaching seminar provides support through the process of induction to teaching, promotes reflection on the student teaching experience, and orients students to resources and procedures for placements in the teaching profession.

5. Substitute Teaching and Intersession

Student teachers are not to serve as a substitute in their student teaching classroom during the field-based year. When a situation requires the cooperating teacher to be absent from the room for an extended period of time, a substitute must be obtained by the building principal. The substitute teacher must be present in the classroom at all times. Under no circumstances should a student teacher be paid in a situation where the student teacher temporarily assumed teaching responsibilities for the cooperating teacher.

Some school systems have intersessions scheduled during the school year, where additional days of instruction are provided for students who are performing below grade level. Teachers from each school provide instruction during the intersession. Student teachers may attend and assist if their cooperating teacher is teaching during the intersession. Student teachers shall not have the sole teaching responsibility for teaching a class during intersession.

The above statements reflect the present legal status of student teachers in Georgia classrooms. If there are questions regarding situations that call for the interpretation of the student teacher's role, the director of field experiences and student teaching should be consulted.

6. Employment and Extracurricular Activities during the Field-Based Year

Students are expected to place their student teaching experience ahead of work obligations, but they may work part time. If at any time this outside work interferes with student teaching, the student will be

advised to discontinue either the work or student teaching. In planning the work schedule, consideration should be given for attending after school meetings and special programs, in addition to the regular school day.

7. Liability

Under Georgia law, the student teacher has no legal status in the public school classroom. It is recommended that each student obtain **tort liability insurance** through membership in a student organization that provides such a policy or private insurance company. Student teachers must complete verification or waiver of liability insurance prior to beginning student teaching.

8. Absences

No class cuts or unexcused absences are permitted during senior practicum/clinical practice/student teaching. A maximum of three excused absences is allowed per semester. Excused absences must be reported to the college supervisor and supervising teacher *in advance*. Absences and/or occasions of tardiness in excess of three (3) must also be reported to the director, field experiences and student teaching. Absenteeism can result in a grade of unsatisfactory for senior practicum/clinical practice/student teaching. Student teachers will follow the Berry College calendar during the field-based year, with the addition of the two weeks at the beginning of the school year.

THE ROLE OF THE STUDENT TEACHER

The field-based year is the culminating experience in the Teacher Education Program at Berry College. Student teaching should be viewed as a critical stage in the transition from a college student to classroom teacher. Candidates should be prepared to commit themselves to this challenge. A willingness to put oneself and one's ideas to the test and to work hard will result in a rich and rewarding experience, which will help form the foundation for a successful teaching career. Active participation in the student teaching program will provide a variety of memorable and stimulating experiences for the dedicated student teacher.

A. Professional Responsibilities

1. Conduct During the Field-Based Year

Student teachers are expected to devote the designated hours to student teaching each semester. The candidate will follow the Berry College calendar throughout the field-based senior year, with the addition of the two weeks at the beginning of the school year.

Student teachers will follow all policies of the cooperating school. They should conduct themselves in a professional manner at all times in accordance with the standards of conduct of the regular faculty.

The student teacher should be prepared to initiate a positive and open relationship with the cooperating teacher. Be prepared to request advice and constructive criticism from the cooperating teacher. Accept and reflect upon their comments and suggestions. Reflection helps to develop personal style of effective teaching and to allow one to sharpen contributions to the classroom.

2. Professional Dress and Grooming

Student teachers should be dressed and groomed to professional standards rather than by the standards of a college student on campus. If in doubt as to whether you are meeting this standard, it should be discussed with the cooperating teacher and/or college supervisor. As a general rule, student teachers should dress in a manner similar to other teachers in the building and should follow any dress code that is specified for faculty.

3. Attendance and Punctuality

Regular attendance and punctuality are absolute necessities. The student teacher is expected to attend school every day he/she is scheduled to attend. If any student teacher requires more than three absences or occasions of tardiness per semester, he/she is required to notify the director of field experiences and student teaching.

Student teachers should maintain the **same daily hours** as the regularly employed teachers during the first two weeks of EDU 588/589 and during the first 7 weeks of EDU 599. During the remaining weeks of each semester, the student teacher should follow the schedule that he/she has established in consultation with his/her cooperating teacher and college supervisor to complete the required contact and teaching hours. Copies of this schedule are to be given to the cooperating teacher, building principal, and college supervisor, as specified on the forms in this handbook. If absence is unavoidable, the student teacher should inform his/her cooperating teacher and college supervisor as soon as possible. Absence for reasons other than sickness or emergencies is strongly discouraged and should be approved—*in advance*--by the cooperating teacher and the college supervisor.

4. Relationships With School Personnel

Student teachers should exhibit professional courtesy and respect for school personnel. They should take the opportunity to meet as many faculty members and staff in their school as possible. Observing and participating in conversations with various faculty who have different philosophies and perceptions can be very stimulating for a student teacher and can aid self-reflection. Student teachers should exercise discretion when voicing their personal views.

Student teachers are encouraged to attend in-service meetings, group studies, and local professional development opportunities. They should accept no monetary remuneration, gratuities, or gifts that might influence good personal judgment.

B. Teaching Responsibilities

1. Orientation Level

During the first two weeks of the fall experience, the student teacher will participate in preplanning activities and the initial days with the students in his/her cooperating teacher's classroom. At that time, the student teacher is encouraged to become familiar with the day-to-day classroom routine and to begin participating in that routine. Suggestions to follow during these weeks include:

a. Learn the general rules, policies, and procedures of the school such as safety drills, playground supervision, etc. This is an appropriate time to introduce yourself to other teachers and school administrators.

b. Learn how the classroom functions. Find out where supplies are stored. Learn how to check absences, take attendance, and utilize various media and school services, etc. Observe the cooperating teacher.

c. Become acquainted with the pupils, not just their names but also their individualities. This is an excellent time to produce detailed observations of the strengths and weaknesses of the individual children. If suggested by the cooperating teacher, it may be possible to study student records. Remember that student records are to be handled with confidentiality at all times.

d. Discuss with the cooperating teacher opportunities for collecting and checking papers and giving individual and/or small group assistance.

e. During this two-week orientation period the student teacher and cooperating teacher should produce a specific schedule for the remainder of the semester. This written schedule should be provided to the principal, and college supervisor.

The student teacher should express his/her appreciation for the opportunities being given by the cooperating teacher and always exhibit respect and a desire to learn.

2. Participation Level

During this period the student teacher will begin the gradual process of assuming some responsibilities. The student teacher will continue to observe but will become an active participant in the schooling of the pupils. During this level, student teacher activities may include collecting and checking papers, gaining familiarity with classroom materials such as textbooks and teacher's guides, managing transitions, and producing teaching materials such as bulletin boards, centers, and visual aids.

Time spent observing will continue to be important in preparation for new teaching roles. As the semester progresses the student teacher will gain more experience working with small groups and possibly cooperate in teaching lessons with the classroom teacher. At this time the student teacher should

(1) begin producing precise daily lesson plans, and
(2) analyze the lesson afterwards in order to clarify areas of strength and difficulty.

Reflection is critical in determining individual strengths and weaknesses and reasons for successes and possible problems. Reflection will help the student teacher identify needs for future development and a realistic awareness of his/her capabilities. This self-examination will also be of benefit to the student teacher during conferences with the cooperating and supervising teachers. The student teacher should be observing carefully the cooperating teacher during this period. Use observation/discussion as a time for questioning the cooperating teacher about the reasons behind his/her classroom actions.

3. Leadership Level

Under the close supervision of the cooperating teacher, the student teacher will have an opportunity to teach different classes, as the schedule allows. During the fall semester, the student teacher is attending student teaching part-time, while continuing to take college classes.

Form D is available as a planning tool that may be used each semester to best arrange the teaching experience for student teacher, the cooperating teacher, and the K-12 students. Variations of Form D are available from the Office of Field Experiences and Student Teaching, and will be shared with cooperating teachers during the orientation session.

a. Amount of Teaching

The student is expected to fulfill **a minimum of 150 clock hours of actual teaching** during the field-based senior year. Initially the student teacher will assume responsibility for specific times in the school day, and this will steadily lead to **two weeks** of independent teaching during the spring semester, within which the student teacher will handle all the duties of a teacher. It is likely that during this time the cooperating teacher will spend various amounts of time outside the classroom. Following the full-time teaching the student teacher will gradually return classroom responsibilities to the cooperating teacher, and will continue with some teaching responsibilities through the second 7 weeks of the spring semester.

ECE majors register for EDU 588 in fall semester. This 4-semester hour course requires **200** contact hours. Students will fulfill approximately 70 of these hours during the first two weeks of the school year when they attend all day, every day. For the remainder of the fall semester, ECE majors will spend 10 hours per week in their classroom. Of the total contact hours required in fall, a **minimum of 32 hours** should be spent in actual teaching.

In the spring semester (EDU 599) ECE students will spend the first 7 weeks of the semester full-time in their student teaching classroom. During the second 7 weeks they will spend at least 17 hours per week in their classroom. They should have a minimum of **330** contact hours during the spring semester. Of these contact hours, ECE majors should have a **minimum of 118** hours spent in actual teaching.

Middle Grades, Secondary, and P-12 majors register for EDU 589 in fall semester.
This 2-semester hour course requires **120** contact hours. Students will fulfill approximately 70 of these hours during the first two weeks of the school year when they attend all day, every day. For the remainder of the fall semester, the MG, SEC, and P-12 majors will spend 4 hours per week in their classroom. Of the total contact hours required in fall, a **minimum of 20** must be spent in actual teaching.

In the spring semester (EDU 599) students will spend the first 7 weeks of the semester full time in their student teaching classroom. During the second 7 weeks they will spend at least 17 hours per week in their classroom. They should have a minimum of **330** contact hours during the spring semester. Of these contact hours, MG, SEC, and P-12 majors should have a **minimum of 130** hours spent in actual teaching.

b. Planning

The student teacher will be expected to plan carefully for each lesson taught using the format suggested by the cooperating teacher and college supervisor. A copy of the lesson plans should be given to the cooperating teacher sufficiently in advance so that his/her suggestions and comments may be utilized in revisions of the plans.

In addition, the student teacher will develop and teach a **five-to-ten day unit**. This unit should be on a topic mutually agreed upon by the student teacher and the cooperating teacher. The unit plans should be presented to the cooperating teacher and college supervisor in advance so that improvements and other suggestions can be given to improve the effectiveness of the lessons. Part of the lesson planning will include the preparation of materials and assessments. The unit may be taught at any time during the student teaching experience. The student teacher may also be required to help administer various types of tests including standardized tests.

c. Classroom Management

Classroom management is often an area of great concern to student teachers. During the orientation/participation levels, the student teacher should request advice and opportunities to practice classroom management. This process of facilitating and gaining confidence should help the student teacher gain positive experiences and successes with classroom management.

The student teacher needs to establish authority in the classroom as a teacher, follow the management plan established by the cooperating teacher, and be clearly in charge of the classroom environment, establishing clear expectations for pupil behavior. Rather than imposing arbitrary and possibly misunderstood control, the student teacher is encouraged to follow democratic classroom control, foster strong teacher-pupil relationships, show respect for and interest in the pupils, know their names, respect their opinions, encourage their individuality, allow the pupils to agree to acceptable behaviors, give them responsibility, remain consistent, and be fair but firm.

d. Teaching Methods

Every teacher has his/her own teaching style as do student teachers. Student teachers will find some strategies and teaching techniques exhibited by cooperating teachers to be wonderful, while others will fail to work for the student teacher or simply not feel right. The student teacher should reflect upon these observations carefully and consider the rationale for why strategies and techniques will or will not work. Student teaching is a wonderful environment in which to experiment with a variety of techniques and methods and determine which ones work.

In addition, the student teacher should continuously define (and if necessary, redefine) his/her own strengths. During the field-based senior year, the student teacher should develop methods and techniques by drawing on observations and combining them with strengths, identify the techniques and methods that feel comfortable and are successful, and learn from failures and successes.

C. College Responsibilities

1. Journal

Each student teacher is to keep a reflective journal related to the student teaching experience according to guidelines that are provided by his/her college supervisor. The journal should provide a chance for the student teacher to reflect on significant episodes in the student teaching experience as well as a record of the range of experiences the student teacher has had in the classroom during the semester. These journals, although not graded, will be collected on a regular basis by supervisors and are considered an important part of the supervisory process. If a journal is not used, the student teacher will have to make an alternative arrangement with her or his supervisor.

Candidates and college supervisors may consider using electronic means for recording and submitting the journal, as well as giving feedback to the writer. (see journal format in Appendix)

2. Assignments Given By the College Supervisor and/or Director, Field Experiences & Student Teaching

Student teachers are expected to fulfill assignments given to them by the college supervisor during the semester. The college supervisor will clarify and negotiate the exact content, format, and due dates for the following college assignments (See Form B.):

a. Class Schedule (Forms A-1 and A-2): Due to college supervisor by the end of the first week of each semester.

b. Statement of Expectations and Timeline: Write a statement of expectations setting out explicitly what you expect of yourself, of your cooperating teacher, and of your college supervisor. Include in your expectations any specific experiences and responsibilities you would like to have, interests you would like to pursue, weaknesses you would like to address, and strengths you would like to develop. Work with your teacher to complete the Timeline for Student Teaching (Form D) which should show when you plan to assume different responsibilities, including lead teaching. These expectations should be discussed at your first three-way conference.

c. Lesson Plans for Observations: Before each supervisor observation, provide the supervisor a detailed written copy of the lesson plan. Other lesson plans may be required by the college supervisor as well as by the cooperating teacher. (see Lesson Plan Format in syllabus)

d. Unit of Study: Plan and implement a unit of at least 5 days (5-10 days is suggested). An outline of the unit, including lesson plans, needs to be turned in to your college supervisor and cooperating teacher and approved prior to teaching the unit.

e. Videotape: Videotape **two** of your lessons, one during the first semester and one during the second semester, and write an analysis of each, using the form provided (Form K). Arrange to use the school camera and videotape for this assignment. The analysis should be a critical view of your teaching, highlighting both strengths and weaknesses you detect, along with ideas for improvements.

f. Resume: Submit a copy of your resume to the college supervisor at the beginning of the second semester.

g. Portfolio: Assemble a program portfolio that includes a cover page, table of contents, resume, statement of philosophy, and documentation of how you have met the programs principles on which the teacher education program you are completing is built. Your documentation will include artifacts from your courses and student teaching and each artifact will have an artifact cover sheet that identifies the principle that is met by that particular artifact, as well as a reflection that clearly addresses **how** the artifact meets that goal. You should show your progress in learning and growth as a teacher, along with future directions for further meeting the goals. See Forms J-1, J-2, and J-3.

h. Student Teaching Time Sheets (Forms E-1 and E-2): Record the number of hours spent in each different type of activity during student teaching, and submit this form to the college supervisor at the conclusion of each semester. These are also available electronically (see Viking Web).

h. Student Teacher Activities Checklist (Form C): Initial and date the activities as you complete them and submit to your college supervisor at the end of the second semester.

i. Observations of Other Classrooms: College supervisors will detail requirements for observing and reporting on observations in classrooms other than your own.

j. Evidence of Learning Record (Form L): This assignment will be completed *once* in the fall semester and *twice* in the spring semester, according to instructions given by the Director of Field Experiences and Student Teaching.

3. Seminar

Attendance at an on-campus seminar for student teachers is required of all student teachers. The seminar is an integral part of the Berry College student teaching program. The seminar sessions address topics such as development of the portfolio, job search skills, and economic issues important to beginning teachers. The schedule for seminar meetings will be provided at the initial orientation seminar of the semester. The seminar is designed primarily to help students broaden their perspectives on teaching at the same time they are becoming familiar with specific methods and procedures and are developing competence within a single classroom. Many of the issues that are examined are designed to help students establish reflective "habits of mind" (e.g., ability to evaluate one's own teaching), which are conducive to and hopefully will provide a foundation for continued growth as a teacher rather than to provide techniques and procedures to solve immediate classroom problems.

4. Evaluation

The evaluation of the student teacher is a continuous process undertaken by the student teacher, cooperating teacher, and college supervisor. Student teachers hold conferences with the cooperating teacher on a regular basis during which the main emphasis is on the student teacher's progress. The college supervisor will hold conferences with both the student teacher and cooperating teacher to evaluate the student teacher's progress. At the conclusion of Senior Practicum/Clinical Practice, the student teacher will complete Form H-1, the Final Self Evaluation of Senior Practicum/Clinical Practice. The cooperating teacher will complete Form H2 for Senior Practicum/Clinical Practice.

The final evaluations (Forms I-1 and I-2) will be completed within the last two weeks of the semester. The program portfolio will also be submitted as a part of requirements for EDU 599.

The final grade for each course (EDU 588, 589, 599) will be determined by the college supervisor in consultation with the cooperating teacher and the director of field experiences and student teaching.

5. Perspective Development

The student teaching experience is designed to help the student study the act of teaching in a setting in which he or she is a participant. The act of reflection enables the student teacher to think about his or her other experiences in classrooms and to connect these experiences with what has been learned in coursework. Student teachers should be encouraged to consciously examine positions, problems, and courses of action. Issues to consider might be: Why did the teacher choose a particular action? What assumptions were made in the choice? Why did the pupils respond as they did? Student teachers should continually be asking questions of their cooperating teacher, of their supervisor, and of themselves. The student teaching experience is intended to prepare teachers who are able to monitor their practice and become better at teaching throughout their careers, not merely as a time to apply things previously learned. Systematic reflection is the first step in this process.

Essential to the process of reflection is exploring one's own perspectives and the perspectives of those around the student teacher. The student teaching program will ask student teachers to look deeply within themselves to determine what they believe about education. Through journals, assignments, and discussion, student teachers will clarify their beliefs and then explore how their practice matches their beliefs. Through the student teaching process, students should develop their own perspectives on teaching that can establish a basis for continued growth as a professional.

Effective June 15, 2009

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

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

(2) Definitions

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

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

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

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

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

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

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

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

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

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

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

(3) Standards

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

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

1. committing any act of child abuse, including physical and verbal abuse;
2. committing any act of cruelty to children or any act of child endangerment;
3. committing any sexual act with a student or soliciting such from a student;
4. engaging in or permitting harassment of or misconduct toward a student;
5. soliciting, encouraging, or consummating an inappropriate written, verbal, electronic, or physical relationship with a student; and
6. furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student or allowing a student under the educator's supervision or control (including but not limited to the educator's residence) to consume alcohol, or illegal/unauthorized drugs.

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

1. being on school premises or at a school-related activity while under the influence of, possessing, using, or consuming illegal or unauthorized drugs;
2. being on school premises or at a school-related activity involving students while under the influence of, possessing, or consuming alcohol. A school-related activity includes, but is not limited to, any activity sponsored by the school or school system (booster clubs, parent-teacher organizations, or any activity designed to enhance the school curriculum i.e. Foreign Language trips, etc); and
3. failing to monitor and/or prevent the use of alcohol or illegal or unauthorized drugs by students who are under the educator's supervision (including but not limited to at the educator's residence or any other private setting).

(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 requests for compensation based on fraudulent, purchased or plagiarized degrees, documents, or coursework);
4. co-mingling public or school-related funds with personal funds or checking accounts;
5. using school property without the approval of the local board of education/governing board or authorized designee; and
6. using school system property for personal gain.

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

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

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

1. sharing of confidential information concerning student academic and disciplinary records, health and medical information, family status and/or income, and assessment/testing results unless disclosure is required or permitted by law;

2. sharing of confidential information restricted by state or federal law;
3. violation of confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, violating local school system or state directions for the use of tests or test items, etc.; and
4. violation of other confidentiality agreements required by state or local policy.

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

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

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

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

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

(k) **Standard 11: Testing** - An educator shall administer state-mandated assessments fairly and ethically. Unethical conduct includes but is not limited to:
1. committing any act that breaches Test Security; and
2. compromising the integrity of the assessment.

(4) Reporting

(a) Educators are required to report a breach of one or more of the Standards in the Code of Ethics for Educators as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. Educators should be aware of local policies and procedures and/or the chain of command for reporting unethical conduct. Complaints filed with the Professional Standards Commission must be in writing and must be signed by the complainant (parent, educator, personnel director, superintendent, etc.).
(b) The Commission notifies local and state officials of all disciplinary actions. In addition, suspensions and revocations are reported to national officials, including the NASDTEC Clearinghouse.

(5) Disciplinary Action

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

1. unethical conduct as outlined in The Code of Ethics for Educators, Standards 1-10 (PSC Rule 505-6-.01);
2. disciplinary action against a certificate in another state on grounds consistent with those specified in the Code of Ethics for Educators, Standards 1-10 (PSC Rule 505-6-.01);
3. order from a court of competent jurisdiction or a request from the Department of Human Resources that the certificate should be suspended or the application for certification should be denied for non-payment of child support (O.C.G.A. §19-6-28.1 and §19-11-9.3);
4. notification from the Georgia Higher Education Assistance Corporation that the educator is in default and not in satisfactory repayment status on a student loan guaranteed by the Georgia Higher Education Assistance Corporation (O.C.G.A. §20-3-295);
5. suspension or revocation of any professional license or certificate;
6. violation of any other laws and rules applicable to the profession (O.C.G.A. §16-13-111); and
7. any other good and sufficient cause that renders an educator unfit for employment as an educator.

(b) An individual whose certificate has been revoked, denied, or suspended may not serve as a volunteer or be employed as an educator, paraprofessional, aide, substitute teacher or in any other position during the period of his or her revocation, suspension or denial for a violation of The Code of Ethics. The superintendent and the superintendent's designee for certification shall be responsible for assuring that an individual whose certificate has been revoked, denied, or suspended is not employed or serving in any capacity in their district. Both the superintendent and the superintendent's designee must hold GAPSC certification.
Authority O.C.G.A. § 20-2-200; 20-2-981 through 20-2-984.5

Moral Turpitude

It has been stated that the term "moral turpitude" is so clear that there is no duty on the trial judge to define it in the absence of a request. The term has been defined in Georgia as follows:

> "Turpitude in its ordinary sense involves the idea of inherent baseness or vileness, shameful wickedness, depravity…. In its legal sense it includes everything contrary to justice, honesty, modesty or good morals…. The word 'moral,' which so often precedes the word turpitude, does not seem to add anything to the meaning of the term, other than that emphasis which often results from a tautological expression. All crimes embraced within the Roman's conception of the crimen falsi involve turpitude; but it is not safe to declare that such crimes are the only ones involving turpitude." In Ramsey v. State, the court said that a crime involving moral turpitude is one which is malum in se rather than malum prohibitum. In Georgia, the test for whether a felony is one involving moral turpitude is "does the [crime], disregarding its felony punishment, meet the test as being contrary to justice, honesty, modesty, good morals or man's duty to man?"

It has been held that the following offenses are crimes involving moral turpitude:

- Fraud or false pretenses in obtaining something of value
- Larceny or a misdemeanor theft by taking
- Larceny after trust
- Murder
- Soliciting for prostitutes
- Voluntary manslaughter
- Sale of narcotics or other illegal drugs
- Pattern of failure to file federal tax returns in years in which taxes are due
- Criminal Issuance of a bad check
- Making a false report of a crime

The following have been held to be offenses which are not crimes involving moral turpitude:

- Public drunkenness
- Driving under the influence
- Carrying a concealed weapon
- Unlawful sale of liquor
- Fighting
- Simple Battery
- Simple Assault
- Misdemeanor criminal trespass
- Child abandonment
- Misdemeanor offense of escape
- Misdemeanor offense of obstructing a law enforcement officer
- The federal misdemeanor offense of Conspiracy in Restraint of Interstate Trade and Commerce
- Possession of less than one ounce of marijuana

[This is taken from Handbook of Criminal Evidence by Davis, 2000 edition.]

See http://www.gapsc.com/Ethics/index.asp .

THE ROLE OF THE COOPERATING TEACHER

Classroom cooperating teachers are critical to the success of the student teacher program. Their daily guidance aids the student teacher's transition from the role of student to classroom teacher. Through role modeling, informal conversations, and formal conferences, the cooperating teacher provides the student

teacher with guidance in developing teaching procedures and techniques, selecting activities, gathering resource materials, and developing relationships with students and co-workers. To a great extent, the cooperating teacher can determine the success or failure of the student teacher. As student teachers begin their field-based senior year, the cooperating teacher becomes even more significant in the extended experience.

The selection of cooperating teachers involves the college, school system administrators, and building principal. The following guidelines aid in the selection process:

1. The cooperating teacher should have a valid in-field certificate in the area in which the cooperation is conducted.
2. The cooperating teacher should have at least three years of teaching experience.
3. The cooperating teacher must possess an interest and desire to work with a student teacher.
4. The cooperating teachers who have completed the teacher support specialist course sequence will be given preference.

A. Supervision Responsibilities

The college supervisor, building level administrator, and cooperating teacher share the responsibility for a successful student teaching experience with the student teacher. This section identifies the responsibilities of the cooperating teacher. Since the student teacher has no legal status in public classrooms in Georgia, the cooperating teacher should maintain legal responsibilities for the students in his/her classroom.

1. Preparing for the Student Teacher

To insure a good beginning in student teaching, the cooperating teacher should carefully plan for the student teacher's first days in the school. The student teacher will participate in the pre-planning days, as well as the early days of the school year (a total of 2 weeks of full-time attendance). The following guidelines will assist the student teacher in a smooth transition into the school and classroom environment:

a. Prepare a folder of informative materials for the student teacher, including school/class schedules, a floor plan of the building, emergency procedures, clerical procedures, routine duties, faculty/student handbooks, classroom rules, and discipline policies.
b. Prepare a work area where the student teacher can work and keep books, papers, supplies, etc.

Cooperating teachers will also be asked to attend an orientation session at the college to familiarize them with the Berry College Student Teaching Program.

2. Orientation—during Pre-planning, fall semester

When the student teacher arrives, allow some time to orient him/her to the school, classroom, and pupils. During the days of pre-planning:

a. Tour the school facilities and introduce the student teacher to the responsible building level administrator, faculty, and staff.
b. Familiarize the student teacher with the classroom and teaching materials.
c. Go over the prepared folder of policies, procedures, schedules, and duties.
d. Give the student teacher copies of curriculum guides, textbooks, supplementary materials, and current lesson plans/extra copies of lesson plan form to review and begin to develop teaching strategies.
e. Explain the first day's schedule and assign the student teacher appropriate responsibilities.
f. Have the student teacher study and/or create pupil seating charts. Review characteristics of the pupils with the student teacher.
g. Discuss/identify college requirements for student teaching assignments, number of hours to teach, etc.

The college supervisor will arrange for an initial conference with the cooperating teacher and the student teacher. Be prepared at this meeting to share goals and expectations of the student teacher for the semester, as well as the projected timeline.

3. Beginning Experiences in Fall Semester

From the beginning, student teaching should provide numerous opportunities for the student teacher to identify the relationship between theory and practice, to develop proficiency in appropriate teaching strategies and classroom management, to formulate sound philosophy, and to perform all duties in a professional manner. The following suggestions should provide appropriate beginning experiences:

a. Introduce the student teacher to students, explaining that he/she is "another teacher;" discuss the advantages of having a second teacher.
b. Send a letter informing parents about the student teacher.
c Encourage the student teacher to maintain high standards of professional/personal conduct. Student teaching should be viewed as a partnership in teaching.
d. Guide the student teacher to formally observe the cooperating teacher and then analyze and evaluate the cooperating teacher's techniques. Discuss observations with the student teacher, revealing why particular choices were made concerning the curriculum, instructional methods, and classroom procedures and techniques. Share the current method of evaluating beginning/experienced teachers.
e. Guide the student teacher in developing and maintaining an environment conducive to learning: organizing a classroom, managing distribution and collection of materials as well as movement of students, monitoring and handling inappropriate behaviors.
f. Assist the student teacher in efficiently performing routine duties and in keeping records.
g. Include the student teacher during your instructional planning on a regular basis. Establish a set time each week to discuss progress and plans with the student teacher.
h. Guide the student teacher in developing lesson plans for mini lessons and the unit plan.
i. Acknowledge and encourage the student teacher's ideas and initiative toward developing his/her own style of teaching.
j. Familiarize the student teacher with available resource materials in the school media center and in the central office.
k. Increase teaching responsibilities from individual, to small group, to the entire classroom commensurate with the demonstration of ability.

First Semester of Field-Based Senior Year

After completing the first two weeks of full-time attendance, the student teacher will attend part-time throughout the remainder of the first semester. ECE majors will attend 10 hours per week for the 14 weeks of the semester. Middle Grades, Secondary, and P-12 majors will attend 4 hours per week throughout the remainder of the semester. During the semester, the student teacher should begin teaching one or more classes, in preparation for the second semester when he/she will work eventually teach all the classes. During the part-time attendance in the first semester, the cooperating teacher should:

a. Discuss possible topics for the student teaching unit and develop a tentative timeline for rough drafts and final copies.
b. Discuss and outline a tentative timeline for assuming teaching responsibilities and teaching the approved unit plan during the spring semester (Form D).
c. Serve as a model for planning and teaching.
d. Complete at least **1 formal observation**, recording data on Form F, and send copy to OFEST.

4. Spring Semester----Full-Time Attendance and Teaching, first seven weeks of second semester

During the first seven weeks of the second semester, the student teacher will attend and participate full time in the assigned classroom. Student teachers should experience several different levels of involvement depending on their readiness and the immediate situation. As they develop confidence and competence, gradually increase their involvement in the teaching process.

***Weeks One-Two**:*

a. Review the timeline created during first semester for increasing teaching responsibilities of the student teacher (See Form D).
b. Provide opportunities for observation of and participation in planning and implementing lessons.
c. Allow opportunities for the student teacher to work with individual and small groups of pupils and learn all the pupils' names.

Weeks Three-Five:

Provide the student teacher with opportunities to

a. Assume some supervisory responsibilities such as homeroom or opening activities, recess or hall duty, keeping records, etc.
b. Plan and implement lessons in several different areas of the curriculum and/or different periods during the week.
c. Assume responsibility for planning and implementing lessons for areas of the curriculum or two or three periods of instruction daily.
d. Participate in classroom management and discipline of pupils.
e. Assess pupil progress, diagnose needs, and develop materials and/or lessons that address these needs.
f. Gradually increase the load until a full teaching load has been assigned.
g. Assume responsibility for total planning and teaching for a minimum of two weeks.
h. Plan, implement, and evaluate units of instruction.

***Weeks Six-Seven**:*

Provide the student teacher with opportunities to

a. Participate in parent conferences, planning sessions, staff meetings, and all supervisory responsibilities.
b. Gradually decrease the load.
c. During the first seven weeks of spring semester, complete **2 formal observations**, recording the observations on Form F, and send copies to OFEST.

Weeks Eight-Fourteen of spring semester:

During the second 7 weeks of the semester, the student teacher will attend and participate in the classroom a minimum of 17 hours per week. These hours should be arranged and agreed upon by the student teacher, cooperating teacher, and college supervisor. During these weeks, the student will continue teaching classes as determined by the cooperating teacher, student teacher, and college supervisor. In addition to the teaching, the student teacher should be provided opportunities and direction for

a. Reflecting on growth as a teacher,
b. Completing student teaching portfolio, and
c. Observing other classrooms.

Throughout the experience, cooperating teachers are encouraged to meet with the student teacher regularly to evaluate progress as well as to plan goals for the weeks ahead.

5. Conferencing With the Student Teacher

One of the most important aspects of guiding a student teacher is feedback. The student teaching experience needs to be undergirded with a strong conference structure. It is in this phase of student teaching that student teachers receive the individual guidance from competent professionals that enables them to analyze their growing understanding of the relationship between theory and practice. With appropriate guidance during conferencing, the student teacher will be able to organize, assimilate,

synthesize, and reflect on the student teaching experiences. It is important to have a regular daily or weekly time to meet, as well as conference following each observation.

The following suggestions should facilitate the desired results from the conferencing time:

a. Schedule conferences after each significant teaching performance at a time/location when there will be minimal interruptions.
b. Make feedback a problem-centered analysis of student teaching performance and include both positive comments and constructive criticism leading to the improvement of weaknesses. The basis for comments should be derived from the cooperating teacher's observations of lesson plans, presentations, classroom/behavior management skills, and performance of other teacher-related duties.
c. Encourage the student teacher to ask questions regarding observations/feedback.
d. Guide the student teacher in considering alternative ways of doing the same thing to promote effective teaching strategies and flexibility.
e. Foster self-evaluation during constructive criticism by asking questions beginning with "Why do you think . . . ?" These questions will elicit responses that encourage the student teacher to analyze performance and develop reflection skills.
f. Make specific suggestions for improving identified weaknesses when the student teacher is unable to offer suitable strategies.
g. Identify a primary focus for the next observation that the student teacher should concentrate on for improvement. Give a copy of the observation notes to the student teacher and keep one in a file.

6. Special Conferences

The cooperating teacher should not hesitate to contact the college supervisor for a conference regarding the progress of the student teacher if necessary. The student teacher's future as well as the future of education depends on a successful student teaching experience. Addressing problem areas quickly provides opportunity for correction and redirection. If the student teacher is in danger of being unable to complete his/her student teaching experience successfully, the college supervisor and the school administration should be informed immediately (see "Removal from Student Teaching," page 28).

7. Visitation by the College Supervisor

The college supervisor will observe the student teacher frequently, write formal observations of the student teacher's progress, and discuss the results with the student teacher in a conference following the observations. The cooperating teacher will be included in the initial and final conferences and at other times as necessary.

8. Related Professional Activities

The student teaching experience should not be limited to the classroom. Cooperating teachers should arrange for the student teacher to observe/participate in a variety of school-related activities to enhance the teacher preparation process regarding the total school environment and teaching responsibilities. These additional experiences should include

a. Arranging for the student teacher to observe instruction in at least two other areas when appropriate.
b. Inviting student teachers to staff meetings, P.T.O, Student Support Team, and other special meetings (including curriculum, professional), parent conferences, and extracurricular events/duties.
c. Asking the student teacher to assist in monitoring students during morning, lunch, and bus duty.
d. Having student teachers involved in planning/chaperoning field trips or assembly programs.

B. Reporting Responsibilities

1. Formal Evaluation of Student Teachers

Evaluation should be an ongoing process throughout the student teaching experience. The cooperating teacher should conduct regular, formal observations of the student teacher's teaching at least once per week in addition to daily feedback. A written record of observations and conference notes should be kept by the cooperating teacher and used in conferencing and evaluating the student teacher. A mid-term evaluation conference may be held with the college supervisor if it is deemed appropriate.

A final evaluation conference between the college supervisor and the cooperating teacher will be held at the conclusion of the semester to evaluate the student teaching experience. Although final responsibility for grading student teachers rests with the college supervisor, the evaluations of the cooperating teacher will be utilized in determining the final grade. At the end of the first semester, the cooperating teacher is to complete the Final Evaluation by Cooperating Teacher for Student Teaching I (see Form H-2) and give it to the college supervisor. This becomes a part of the student's field experience record. Upon completion of the second semester, the cooperating teacher will complete the Final Evaluation by Cooperating Teacher for Student Teaching II (Form I-2) and give it to the college supervisor.

2. Reference Letters

The cooperating teacher may be asked to write a letter of reference for the student teacher to be included in her/his placement file. Cooperating teachers are expected to write a reference letter if so requested. Writing letters of reference is a serious obligation, involving not only the student teacher but also the students she or he will teach some day. Recommendations need to be fair and truthful presentation of the student's qualifications. Descriptive information and specific examples will individualize the person about whom it is written. In writing recommendations, mention such areas as

a. A description of the setting in which the student teacher worked.
b. A brief description of the range of the student's activities during the semester including examples of lessons or units taught, subject areas taught, and modes of instruction utilized.
c. Knowledge of content and developmental levels of pupils, including examples of how content was adapted to the particular pupils taught.
d. Relationships with pupils and skills in classroom management.
e. Human relations and interpersonal skills, both in terms of individual differences in pupils and relations with adults.
f. Initiative, dependability, and commitment to teaching.
g. A summary of the student teacher's general success and potential as a practitioner.

THE ROLE OF THE COLLEGE SUPERVISOR

The college supervisor is the representative of the college who is responsible for the supervision of the student teacher and serves as a liaison between the college and the personnel of the cooperating schools, promoting a positive relationship between the college and schools. The task of the college supervisor is to orient the student teacher and cooperating teacher to the student teaching program, to supervise the student teacher in becoming an effective teacher, to counsel the student teacher in developing her/his philosophy, to encourage reflection on the student teaching experience, and to evaluate the student teacher.

A. Functions

1. 0rientation

The college supervisor will meet with the student teacher during the initial two-week period in the school, or within the first week of the regular semester. At that time, the college supervisor will clarify expectations and arrange an initial three-way conference with student teacher, cooperating teacher, and college supervisor. The college supervisor will conduct a general orientation meeting with the cooperating teacher and the student teacher early in the semester. At this time, aspects of the student teaching program will be personalized for the specific classroom situation. Roles and expectations of each member will be discussed (see *Establishing Goals* on page 29). A balanced program of observing,

teaching, and reflecting will be planned. The college supervisor will meet with his/her student teachers several times during each semester in a seminar format to discuss and reflect on issues of concern in the student teaching process.

2. Supervision

The goal of the supervisor is aiding in the transition from student to teacher. Emphasis is on learning from experience, developing the head, the heart, and the hands of the student teacher so she/he may develop the full human potential of the pupils. During the student teaching experience, the college supervisor will serve as a co-worker with the principal and cooperating teacher in the guidance and analysis of the experience. In addition to maintaining a professional working relationship with the school and principal, the college supervisor will provide instructional assistance and guidance to the student teacher and will help to maintain a positive relationship between the student teacher and cooperating teacher. She/he will confer with the student teacher in dealing with the pressures of teaching. Together with the cooperating teacher, the college supervisor will stimulate the use of a wide range of materials and methods, offer suggestions for classroom management, and encourage the student teacher to experiment with different teaching techniques so that she/he might make needed modifications and understand the nature of successful strategies. The college supervisor will emphasize to the student teacher the importance of ethical and professional conduct during the experience.

The college supervisor will respond to the regular journal entries submitted by the student teacher. The entries and response provide a conversational forum through which to discuss the experience.

Assignments which the student teacher will complete and submit to the college supervisor for review include the Video Analysis each semester (see Form K) and the artifact cover sheets for the program portfolio. The college supervisor will provide feedback, and will assess the cover sheets using the rubric (Form J-2) and will be asked to participate in the review sessions where the portfolios of all student teachers are rated.

3. Evaluation

During the first semester, the college supervisor is asked to provide a recommendation for the student teacher to continue the student teaching, in EDU 599 the following semester. The college supervisor will be responsible for maintaining records of observations and recommending the final grades for student teaching, based on input from the cooperating teacher. Regular conferences with the cooperating teacher will be conducted during the field-based senior year to assess the progress of the student teacher. The final evaluation forms for each semester should be discussed/completed in a joint meeting with the student teacher and cooperating teacher.

B. School Visits

1. Formal Observations

During the field-based senior year, the college supervisor will conduct a total of **four to six** formal observations of the student teacher.

<u>Fall Semester</u> **One to two** of these observations should occur during the **first semester** of the clinical practice semester.

<u>Spring Semester</u> **Three to five** observations will occur during **the second semester**, with a *minimum of two* occurring during the *first 7 weeks* when the student teacher is attending full time.

These observations should be preceded by a pre-conference and followed by a post-conference (see next section). The recommended length of the observation is one hour or one complete lesson. The written record of the observation is to be placed on the *Observation of Student Teaching Form* (Form F) and signed by the student and college supervisor after the post-conference discussion. One copy should be given to the student teacher and one copy to the cooperating teacher.

In addition to the formal observations conducted during the semester, the college supervisor will submit to the director, field experiences and student teaching, a final evaluation on the designated form for each semester. This evaluation will be maintained in the student's file in that office. See also "Evaluation of Student Teaching" on pages 30-32 for additional information on criteria for evaluation.

2. Supervisory Conference Cycle

The supervisory conference cycle is designed to facilitate reflection in and on professional practice. During a supervisory conference, student teachers are encouraged to reflect upon classroom practice and about the classroom, school, and community within which they work. It is preferred that the supervisory team, consisting of the student teacher, the cooperating teacher, and the college supervisor, share roles in the process described below, which may be varied or adapted to meet specific needs and situations.

The purpose of the supervisory conference cycle is to promote the student teacher's growth and development through the critical analysis of teaching practices in a manner consistent with the goals of the program. Specific areas of analysis might include an examination of (1) pedagogical intentions and the relationship between the intentions and observable classroom behaviors, (2) content and teaching methods and their justification in light of effective teaching practices as determined by research, (3) unanticipated outcomes and their relationship to a "hidden curriculum," and (4) the institutional and societal contexts which undergird instructional decisions and practices and their relationship to a larger universe of possibilities. The framework for such analysis may be accomplished through appropriate modifications of the clinical supervision model, which serves as the base for the supervisory component of the program.

The appropriate conferencing format will be based upon and adapted to the individual needs/goals of each student teacher; any of the following may be utilized:

a. Pre-observation conference
   1. Learning outcomes
   2. Presentation methods
   3. Instructional materials
   4. Special learner considerations
b. Observation Focus and Method
   1. Determine focus cooperatively, referring to student teacher's goals and previous observations.
   2. Determine method: script writing, interaction analysis, checklist, etc.

c. Post-observation Analysis
   1. Analysis of observation information
   2. Formulate guidance for reflection

d. Post-observation Conference
   1. Supervisor guides student teacher through reflective action, examining intentions, teacher and student behaviors, unanticipated events, and the lesson in relation to consequences, alternative possibilities, and universal influences.
e. Assessment of Professional Growth
   1. Assess individual goal attainment
   2. Select new goals and a course of action

The overall strategy is intended to help student teachers think critically about their teaching practices, their experiences in school, and the broader context within which schools function. The conferencing component is viewed as being developmental in nature, thus encouraging expanded sophistication in both conceptualizing and enacting teaching. The college supervisor should move from a directive orientation, delineating direct "First Aid" advice, to a collaborative orientation, working together to see relationships, generate alternatives, and draw conclusions, to a non-directive orientation, as the student sets the agenda and formulates the questions from observation and discussion. The college supervisor needs to encourage the student teacher to progress through the developmental sequence toward the desired end result of improved instructional practice.

3. Three-Way Conferences

Besides supervisory conferences for observations, it is suggested that there be at least 3 three-way conferences during the Field-Based Clinical Practice Year: (1) to share initial goals and expectations; (2) to evaluate progress at end of first semester and set goals for second semester; and (3) for final evaluation of the second semester.

a. *Establishing Goals*

The first three-way conference needs to take place within the first two weeks of the semester. The student teacher, cooperating teacher, and college supervisor make up the triad; and each should come to the conference prepared to share their plans, goals, and expectations for the semester. As a result of the conference, the student teacher should be able to clearly state his/her own goals and the mutually agreed-upon expectations for each person. Additionally, a tentative timeline for the semester, indicating how the student teacher will gradually assume classroom responsibilities, should be discussed and approved.

b. *Final Evaluation for First Semester*

A three-way conference at the end of the semester should focus on the progress of the student teacher in relation to the general program requirements and the expectations for each person. Specific areas to consider are

1. A general review of the experiences of the student teacher to date;
2. Strengths demonstrated by the student teacher;
3. Areas the student teacher needs to work on during the second half of the semester; and
4. An action plan, including specific goals, for the next semester.

This conference may be coordinated with a supervisory observation.

c. *Final Evaluation for Second Semester*

The final evaluation for the second semester should be discussed at a three-way conference near the end of the semester. Using the criteria outlined in the student teaching handbook, the triad should analyze the strengths and weaknesses and progress of the student teacher over the course of the semester. Specific examples of accomplishments by the student teacher should be cited along with areas of continuing growth. The notes from this conference can be included in the final evaluation and reference letters. (Also see Cooperating Teacher section on Reference letters.)

4. Other responsibilities

The college supervisor may be asked to write a letter of reference for the student teacher to be included in his/her placement file. Further requests may be received from school systems where the student teacher has applied for a teaching position. Recommendations need to be fair and truthful presentation of the students' qualifications. Descriptive information and specific examples will individualize the person about whom it is written.

THE ROLE OF THE PRINCIPAL

As the educational leader in a school, the principal sets the overall tone and climate of the school. His or her leadership will determine the quality and support of student teaching experiences provided by the cooperating teachers. Specifically, it is recommended that the principal or other appropriate building administrator

1. Aid in identifying professionally competent teachers who are willing and qualified to serve as mentors to student teachers.
2. Provide an orientation or induction session with the student teacher to review policies such as attendance, disciplinary authority, and procedures, etc.
3. Assist and support the student teacher in developing professional relationships with faculty, staff, pupils, and community.
4. Be informed of the student teacher's progress in student teaching.
5. Observe and evaluate the student teacher's progress in student teaching using the Georgia Teacher Observation Instrument.
6. Conduct a mock job interview if possible.

THE ROLE OF THE DIRECTOR, FIELD EXPERIENCES AND STUDENT TEACHING

The director, field experiences and student teaching, is responsible for the placement of student teachers in accordance with the rules and regulations of Berry College. All students are to be referred to the director regarding placement. The director, field experiences and student teaching, works closely with the academic deans, the Teacher Education Unit, and outside personnel to coordinate student teaching. Some of the director's responsibilities include the following:

1. Identifying and recommending students seeking admittance into student teaching.
2. Participating in the selection of cooperating teachers in conjunction with school district personnel.
3. Placing student teachers with cooperating classroom teachers in conjunction with school district personnel.
4. Exercising leadership in developing programs of student teaching.
5. Cooperating with college supervisors in planning and carrying out the student teaching programs.
6. Conducting conferences and/or seminars with student teachers.
7. Gathering and interpreting evaluative information concerning the progress of student teachers.
8. Acting as a liaison between the college and schools.
9. Notifying applicants of their status in the Teacher Education and Student Teaching Programs.
10. Chairing the Admissions and Certification Committee.
11. Coordinating educational opportunities for cooperating teachers and college supervisors to improve supervising skills.
12. Orienting participants to program expectations and requirements.

EVALUATION OF STUDENT TEACHING

The evaluation of the student teacher is a three-way process involving student teacher, cooperating teacher, and college supervisor. The cooperating teacher and college supervisor often see different aspects of the student teacher's development and, therefore, are obliged to consolidate their evaluations in making final appraisal. The student teacher is responsible for ongoing reflection on his/her experiences and self-evaluation. The ultimate responsibility for the final evaluation is determined by the college supervisor.

1. The evaluation of the student teacher's competence is based upon
    a. Quality of preparation.

b. Turning in all assignments made by the cooperating teacher and college supervisor at the requested time.
c. Regular attendance at school according to the planned schedule.
d. Manner of meeting expectations in the areas of dress, dependability, and punctuality.
e. Oral and written communication skills.
f. Acceptance of and response to constructive criticism.
g. Understanding of children and youth as demonstrated by motivational and teaching techniques used in the classroom.
h. Knowledge of characteristics and developmental needs of the appropriate age cohorts and the application of appropriate teaching strategies.
i. Regular reflection on teaching experiences outlined in student teacher journal.
j. A program portfolio that satisfactorily reflects the teacher education program being completed.
k. A minimum of two videotaped lessons with appropriate critique and evaluation by the college supervisor.
l. Attending the seminar for student teachers.
m. Meeting the needs of individual students: psychological, emotional, social, and intellectual.
n. Establishing rapport with students.
o. Developing and maintaining an appropriate learning environment.
p. Planning, developing, and evaluating effective learning experiences for and with students, i.e., the student teacher should demonstrate effective decision making skills in the following areas:
- Development of lesson plans for each class using assigned format.
- Establishment of specific purposes, goals, and concepts.
- Choice of material appropriate to the maturity level of the students.
- Choice of interesting, challenging activities which will achieve stated lesson purposes.
- Choice of appropriate instructional material.
- Use of a variety of instructional strategies.
- Use of a variety of techniques in evaluating student progress.
- Building of content background for self and students.
- Skill in compiling and using records and reports.

2. At the end of the first semester, the cooperating teacher and student teacher should evaluate performance to date. This evaluation will generally be followed up with a three-way conference between student teacher, cooperating teacher, and college supervisor to discuss plans for continued improvements and goals for the upcoming semester.
3. In addition, the principal or assistant principal should be requested to observe a lesson and evaluate the student teacher using the Georgia Teacher Observation Instrument (GTOI).
4. The cooperating teacher will submit an evaluation for each student teacher to the college supervisor at the end of each semester in which the student teaching is completed. It is suggested that cooperating teachers make periodic appraisals of the student teacher so a continuous record of progress will be recorded. The college supervisor is responsible for assigning the final grade. The college supervisor should submit his/her final evaluation, along with the cooperating teacher's evaluations, to the director, field experiences and student teaching, at the end of each semester.

5. Final grades for Clinical Practice (EDU 588 and 589) are recorded as

Satisfactory: Steady, consistently good work; student teacher accepts constructive criticism and works to implement improvements; punctual, knowledgeable of subject matter; good relationships with pupils, adequate classroom management skills; has promise, shows progress; completes assignments on time.

Unsatisfactory: Does not belong in the classroom, weak in subject area, late for school meetings. Not able to manage classroom effectively. Does not respond to comments or criticisms. Overall performance is unacceptable.

Final grades for Student Teaching (EDU 599) are recorded as Satisfactory, or Unsatisfactory, as described above, and also include the category Honors, described below.

Honors: Student teacher complete all assignments and expectations in timely manner, meeting all regular requirements. In addition, an exceptional student teacher responds very well to criticism or seeks feedback regularly, anticipates problems, plans exceptionally well, is good at "thinking on her/his feet," has excellent classroom management and relationships with pupils and is a "natural" teacher, pedagogically adventurous. Student teacher exhibits sustained superior performance. Each college supervisor may clearly specify activities that are required to earn the grade of Honors.

6. In addition to the procedures and documents described above, at the end of student teaching, the student teacher will be rated on his/her professional dispositions (see Form O).

EXIT REQUIREMENTS AND GEORGIA TEACHER CERTIFICATION

Completion of student teaching does not ensure completion of the teacher certification requirements. Students must complete all college coursework in their approved program, successfully demonstrate their pedagogic and academic abilities, and pass the appropriate state teacher assessment test (GACE). These requirements include grade specifications in some courses [C (2.0) or better, rather than C-(1.7)], as well as GPA. The Director, Field Experiences and Student Teaching, in consultation with the Admissions and Certification Committee of the Charter School of Education and Human Sciences, will make the recommendation for certification based on an evaluation of the coursework completed and outcomes demonstrated along with a passing score on the appropriate teacher assessment test. The dean of the Charter School of Education and Human Sciences will officially authorize each recommendation for certification.

At the last seminar, student teachers will be given the Application for Certification, the College Recommendation for Certification, and a Berry College transcript request form. Student teachers are to complete the forms in seminar and leave them or return them in person to the certification and program advisor.

As soon as the Registrar's Office has posted grades, the application and transcript will be processed by the Office of Field Experiences and Student Teaching and forwarded to the Georgia Professional Standards Commission. The Georgia Professional Standards Commission (PSC) requires that the application and official transcript be submitted at the same time as a complete package. Therefore, because Berry's policy prohibits the release of official transcripts to students, the package must be mailed directly by Berry College to the Professional Standards Commission. The PSC requests that 4-6 weeks be allowed for the application to be processed. If a certificate has not been received in the allotted time, we recommend that the student check the certification web site at **www.gapsc.com**.

Please note that out-of-state certification requirements may differ from Georgia requirements. Georgia has an interstate certification agreement with many states. Students should obtain the specific certification requirements in effect in the state in which they are seeking employment.

REMOVAL FROM STUDENT TEACHING

Berry College will assure a sequential attempt to solve teaching problems when it appears that a student teacher cannot perform within the classroom placement.

1. The college supervisor and the cooperating teacher meet (with the director, field experiences and student teaching, if desired) to assess concerns raised about a weak student teaching experience. (Criterion: Is the placement a good "fit" for the student teacher?)
2. The team reviews the written feedback already provided to the student teacher by the supervisor and cooperating teacher plus their suggestions for improving the teaching performance. They decide on an action plan with required changes and a timeline for making them. The director of field experiences is notified with details of the action plan. (Criteria: Did the team give adequate written feedback on classroom performance to the student teacher? Was the student teacher made aware of resources at the school site and college campus that could help make the placement successful?)
3. The team confers immediately with the student teacher to be sure that he/she is aware of the seriousness of the situation, to listen to the student's viewpoint about the assignment, and to share the above action plan and its timeline, with incorporation of new ideas and perceptions from the student teacher. (Criterion: Did the team work out with the student a plan and timeline for improving classroom performance?)
4. At the designated point on the timeline for assessment of improvement, the team meets again to share more observation and progress data. One of the following three decisions is made at this point: (1) the student teacher's progress has been satisfactory and continuous; therefore, the placement continues, OR (2) the student teacher's efforts demonstrate some progress, but the placement does not allow for enough progress for continuation in this classroom; therefore, a new placement is recommended, OR (3) the student teacher's skills are not improving enough that competencies can be met by semester's end or ever; THEREFORE, another placement is not recommended. Note: If the safety of the students is a concern, the termination of the placement may have to be immediate. (Criterion: Has the student been given ample opportunity to implement the plan with adequate support?)
5. The student teacher and the director of field experiences are informed of the team's decision, both in writing and in a conference. (Criterion: Should the current placement be terminated and, if so, should another student teaching experience be recommended?)
6. If the team recommends another classroom assignment, they develop with the student teacher a description of an assignment that will be a better "fit" and decide when that new placement could start.
7. If the team recommends that the student teacher not be provided a second placement, they will discuss with the student other career alternatives and available supporting campus resources. The student is also informed of the possibility of appeal. (See appeal process in Policy Manual.)
8. The team should review the reasons for the unsatisfactory placement. If the classroom circumstances are such that any student teacher would have had difficulty in succeeding, future placements will probably not be made there again. In the discussion of this classroom as a future placement, care should be taken to assess the attributes of the classroom rather than the cooperating teacher's skills.

APPENDIX:

FORMS