



**FIELD EXPERIENCE HANDBOOK**  
**Teacher Education Program**  
**2023-2024**



Charter School of Education and Human Sciences Berry College

P.O. Box 495019

Mount Berry, Georgia 30149-5019 Office:

706-236-2202

Office of Field Experiences and Clinical Practice:

706-236-1755

# FIELD EXPERIENCE HANDBOOK

## Introduction

1. Message From the Director of Teaching Experience .....	1
2. Office of Field Experience and Clinical Practices.....	1
<b>Admission to the Teacher Education Program .....</b>	<b>2</b>
1. Requirements for Admission.....	2
2. Special Instructions for Transfer Students.....	3
3. Admission and Certification Tests .....	3
4. Code of Ethics for Educators.....	4
5. Teacher Education Unit.....	10
6. Teacher Assessment on Performance Standards (TAPS).....	11
<b>Timelines and Progression through the Teacher Education Program .....</b>	<b>15</b>
1. Timelines for Submitting Forms.....	15
2. Progression of Education Coursework and Field Experiences Required.....	16
3. Maymester Experience .....	19
4. Field-Based Year .....	19
5. ESOL Endorsement .....	19
6. Retention or Expulsion From the Program.....	21
7. Appeals Process.....	23
<b>Field Experiences in Local Schools .....</b>	<b>23</b>
1. Placement Procedures.....	24
2. Field Experience Policies .....	24
3. Guidelines for Course Expectations .....	26
4. Evaluation Criteria .....	26
5. Liability Insurance.....	27
<b>Student Teaching Policies .....</b>	<b>28</b>
1. Eligibility for Senior Practicum.....	28
2. Eligibility for Student Teaching.....	28
3. EDU 497 Option for Secondary and P-12 .....	29
4. Student Teaching Placement.....	29
5. Structure of the Field-Based Year (FBY) .....	29
6. Coursework and Seminars While Student Teaching .....	30
7. Employment and Extracurricular Activities (During Student Teaching) .....	30
<b>Appendix: Forms .....</b>	<b>31</b>
Application for Admission to the Teacher Education Program .....	32
Recommendation Forms .....	34
Application for Senior Practicum .....	38
Access to Candidate Dispositions Performance Assessment Rubric .....	39
Field-Based Year At-A-Glance .....	40

## INTRODUCTION

### 1. Message from the Director of Teacher Education

Welcome to Teacher Education! We pride ourselves at Berry College with having a top-notch program that prepares excellent teachers for outstanding careers in education. We are committed to giving you authentic experiences in classrooms with our partner school districts and giving you the tools to think about your practice so that by the time you graduate, principals have told us that you seem so much more experienced than typical first-year teachers. This is why Berry teacher education graduates usually have no trouble finding a teaching job.

Your experiences will teach you how to plan for student success even in challenging circumstances, assess student learning growth, and manage a classroom environment that is safe and inclusive. You will learn how to build professional relationships and work with others collaboratively. We are committed to helping you become an inspiring teacher through a network of mentors from college faculty, cooperating teachers in schools, and supervisors who are dedicated professionals with a lifetime of experience. These mentors thrive on developing the next generation of teachers to make a difference in schools. I am excited to welcome you to our program and look forward to where your challenges will take you.

Jill Cochran, Ph.D.  
Director, Teacher Education Department

### 2. Office of Field Experiences and Clinical Practice

The Office of Field Experiences and Clinical Practice (OFECP) in Teacher Education at Berry College is charged with overseeing all aspects of the field experiences program as well as tracking all education students through the Teacher Education Program from admission to certification. OFECP coordinates multiple assessments of the Teacher Education Program and encourages candidates to offer feedback.

All field experience placements (practica, student teaching, and internships) are made by the director of field experiences and clinical practice, in consultation with the building principals and representatives from the local school districts. The director serves as liaison between Berry College and surrounding schools. OFECP tracks field experience placements to ensure that candidates work at different grade levels and in a variety of settings (rural and city) to enhance the quality and breadth of their field experiences.

Teacher Education faculty are charged with decisions and appeals concerning admission to and retention in the Teacher Education Program, approval for student teaching, and recommendations for certification. A file is maintained in the Office of Field Experiences and Clinical Practice for each candidate upon application for admittance to the Teacher Education Program. This file contains admission forms and verifications, evaluations of candidates by field experience teachers, student teaching files, and certification papers. This file is available for candidate inspection upon request.

OFECP welcomes your questions, comments, or concerns. Feel free to visit the office (Cook 221/222) or call (706-236-1755) any time you need further information about the Teacher Education Program at Berry College

## ADMISSION TO THE TEACHER EDUCATION PROGRAM

### 1. Requirements for Admission

Faculty carefully assess the personal characteristics and academic records of candidates applying for admission. The director of field experiences and clinical practice informs prospective students of the admission process at the beginning of their education program during the Orientation to Education (EDU 102) course.

Students must complete the following requirements during EDU 102 and turn them in to the Office of Field Experience and Clinical Practice in order to be admitted to the Teacher Education Program:

- a. complete EDU 102 with a C (2.0) or better;
- b. have at least a 2.5 cumulative grade-point average overall;
- c. completed and signed the application for admission to the Teacher Education Program
- d. secured two letters of recommendation from college faculty and/or staff
- e. completed the Georgia 360 Educator Ethics Assessment.
- f. purchased liability insurance

When a student has met the academic requirements for admission to the program, the director of field experiences and clinical practice presents the application for admission, along with the two letters of recommendation, and the background investigation report, to the teacher education faculty. Teacher education faculty discuss each individual application, weighing the supporting documentation against the program standards. Candidates who present insufficient documentation may be required to provide clarification. Faculty vote to accept or reject the application. Prospective candidates may appeal decisions by following guidelines outlined in this handbook.

Candidates **cannot** take education courses listed at or above the 300-level until they have been admitted to the Teacher Education Program. In addition, *candidates will not be placed in field experiences until they have applied for admission to the program and submitted a satisfactory criminal background report.* When candidates are accepted into the program, careful consideration is given in planning their academic program to insure coordination between the

major professor in the academic field, the education advisor, and the director of field experiences and clinical practice.

*Courses with the prerequisite of Admission to Teacher Education Program include:*  
EDU 320, EDU 323, EDU 330, EDU 370, EDU 375, EDU 380, EDU 405, EDU 419, EDU 420, EDU 423, EDU 426, MAT 321, MUS 305, and MUS 402.

## **2. Special Instructions for Transfer Students**

At the beginning of their first semester at Berry College, transfer students are to complete and turn in to the Office of Field Experience and Clinical Practice the application to the Teacher Education Program and complete the criminal background check. Letters of recommendation must be from Berry College faculty and/or staff. Transfer students must discuss any possible complicating factors regarding admission to the Teacher Education Program with the director of field experiences and clinical practice.

## **3. Admission and Certification Tests:**

- a. Georgia Educator Ethics Assessment **360**
- b. **GACE Content assessments** are tests that measure content area knowledge and are required for certification in the state of Georgia. Candidates must take these tests prior to beginning the spring semester of student teaching (EDU 499).
- c. Visit the GACE website for test registration information. <http://www.gace.nesinc.com/>

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

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

(2) **Definitions**

- (a) “Breach of Contract” occurs when an educator fails to honor a signed contract for employment with a school/school system by resigning in a manner that does not meet the guidelines established by the Georgia Professional Standards Commission.
- (b) “Certificate” refers to any teaching, service, or leadership certificate, license, or permit issued by authority of the Georgia Professional Standards Commission.
- (c) “Child endangerment” occurs when an educator disregards a substantial and/or unjustifiable risk of bodily harm to the student.
- (d) “Educator” is a teacher, school or school system administrator, or other education personnel who holds a certificate issued by the Georgia 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.
- (e) “Student” is any individual enrolled in the state’s public or private schools from preschool through grade 12 or any individual under the age of 18. For the purposes of the Code of Ethics for educators, the enrollment period for a graduating student ends on August 31 of the school year of graduation.
- (f) “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 Georgia 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.
- (g) “Revocation” is the permanent invalidation of any certificate held by the educator. A Voluntary Surrender is equivalent to and has the same effect as a revocation. A Voluntary Surrender shall become effective upon receipt by the Georgia Professional Standards Commission.
- (h) “Denial” is the refusal to grant initial certification to an applicant for a certificate.
- (i) “Suspension” is the temporary invalidation of any certificate for a period of time specified by the Georgia Professional Standards Commission.
- (j) “Reprimand” admonishes the certificate holder for his or her conduct. The reprimand cautions that further unethical conduct will lead to a more severe action.
- (k) “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.
- (l) “Monitoring” is the quarterly appraisal of the educator’s conduct by the Georgia 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.

- (m) “no Probable Cause” is a determination by the Georgia Professional Standards Commission that, after a preliminary investigation, either no further action need be taken or no cause exists to recommend disciplinary action.
- (n) “Inappropriate” is conduct or communication not suitable for an educator to have with a student. It goes beyond the bounds of an educator-student relationship.
- (o) “Physical abuse” is physical interaction resulting in a reported or visible bruise or injury to the student.

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

(3) **Standards**

- (a) **Standard 1: Legal Compliance** - An educator shall abide by federal, state, and local laws and statutes. Unethical conduct includes but is not limited to the commission or conviction of a felony or of any crime involving moral turpitude; of any other criminal offense involving the manufacture, distribution, trafficking, sale, or possession of a controlled substance or marijuana as provided for in Chapter 13 of Title 16; or of any other sexual offense as provided for in Code Section 16-6-1 through 16-6-17, 16-6-20, 16-6-22.2, or 16-12-100; or any other laws applicable to the profession. As used herein, conviction includes a finding or verdict of guilty, or a plea of *nolo contendere*, regardless of whether an appeal of the conviction has been sought; a situation where first offender treatment without adjudication of guilt pursuant to the charge was granted; and a situation where an adjudication of guilt or sentence was otherwise withheld or not entered on the charge or the charge was otherwise disposed of in a similar manner in any jurisdiction.
- (b) **Standard 2: Conduct with Students** - An educator shall always maintain a professional relationship with all students, both in and outside the classroom. Unethical conduct includes but is not limited to:
1. committing any act of child abuse, including physical and verbal abuse;
  2. committing any act of cruelty to children or any act of child endangerment;
  3. committing any sexual act with a student or soliciting such from a student;
  4. engaging in or permitting harassment of or misconduct toward a student that would violate a state or federal law;
  5. soliciting, encouraging, or consummating an inappropriate written, verbal, electronic, or physical relationship with a student;
  6. furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student; or
  7. failing to prevent the use of alcohol or illegal or unauthorized drugs by students under the educator’s supervision (including but not limited to at the educator’s residence or any other private setting).
- (c) **Standard 3: Alcohol or Drugs** - An educator shall refrain from the use of alcohol or illegal or unauthorized drugs during the course of professional practice. Unethical conduct includes but is not limited to:
1. being on school or Local Unit of Administration (LUA)/school district premises or at a school or a LUA/school district-related activity while under the influence of, possessing, using, or consuming illegal or unauthorized drugs; and
  2. being on school or LUA/school district premises or at a school-related activity involving students while under the influence of, possessing, or consuming alcohol. A school-related activity includes, but is not limited to, any activity sponsored by the school or school system (booster clubs, parent-teacher organizations, or any activity designed to enhance the school curriculum, i.e. Foreign Language trips, etc.).

- (i) For the purposes of this standard, an educator shall be considered “under the influence” if the educator exhibits one or more of the following indicators, including but not limited to: slurred speech, enlarged pupils, bloodshot eyes, general personality changes, lack of physical coordination, poor motor skills, memory problems, concentration problems, etc.
  
- (d) **Standard 4: Honesty** - An educator shall exemplify honesty and integrity in the course of professional practice. Unethical conduct includes but is not limited to, falsifying, misrepresenting, or omitting:
  - 1. professional qualifications, criminal history, college or staff development credit and/or degrees, academic award, and employment history;
  - 2. information submitted to federal, state, local school districts and other governmental agencies;
  - 3. information regarding the evaluation of students and/or personnel;
  - 4. reasons for absences or leaves;
  - 5. information submitted in the course of an official inquiry/investigation; and
  - 6. information submitted in the course of professional practice.
  
- (e) **Standard 5: Public Funds and Property** - An educator entrusted with public funds and property shall honor that trust with a high level of honesty, accuracy, and responsibility. Unethical conduct includes but is not limited to:
  - 1. misusing public or school-related funds;
  - 2. failing to account for funds collected from students or parents;
  - 3. submitting fraudulent requests or documentation for reimbursement of expenses or for pay (including fraudulent or purchased degrees, documents, or coursework);
  - 4. co-mingling public or school-related funds with personal funds or checking accounts; and
  - 5. using school or school district property without the approval of the local board of education/governing board or authorized designee.
  
- (f) **Standard 6: Remunerative Conduct** - An educator shall maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation. Unethical conduct includes but is not limited to:
  - 1. soliciting students or parents of students, or school or LUA/school district personnel, to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local board of education governing board or authorized designee;
  - 2. accepting gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest;
  - 3. tutoring students assigned to the educator for remuneration unless approved by the local board of education/governing board or authorized designee; and
  - 4. coaching, instructing, promoting athletic camps, summer leagues, etc. that involves students in an educator’s school system and from whom the educator receives remuneration unless approved by the local board of education/governing board or authorized designee. These types of activities must be in compliance with all rules and regulations of the Georgia High School Association.

- (g) **Standard 7: Confidential Information** - An educator shall comply with state and federal laws and state school board policies relating to the confidentiality of student and personnel records, standardized test material and other information. Unethical conduct includes but is not limited to:
1. sharing of confidential information concerning student academic and disciplinary records, health and medical information, family status and/or income, and assessment/testing results unless disclosure is required or permitted by law;
  2. sharing of confidential information restricted by state or federal law;
  3. violation of confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, violating local school system or state directions for the use of tests or test items, etc.; and
  4. violation of other confidentiality agreements required by state or local policy.
- (h) **Standard 8: Required Reports** - An educator shall file with the Georgia Professional Standards Commission reports of a breach of one or more of the standards in the Code of Ethics for Educators, child abuse (O.C.G.A. §19-7-5), or any other required report. Unethical conduct includes but is not limited to:
1. Failure to report to the Georgia Professional Standards Commission 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~~ an alleged or proven violation of one or more standards of the Code of Ethics for educators of which they have personal knowledge as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner; and
  3. Failure to make a required report of any alleged or proven violation of state or federal law as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. These reports include but are not limited to: murder, voluntary manslaughter, aggravated assault, aggravated battery, kidnapping, any sexual offense, any sexual exploitation of a minor, any offense involving a controlled substance and any abuse of a child if an educator has reasonable cause to believe that a child has been abused.
- (i) **Standard 9: Professional Conduct** - An educator shall demonstrate conduct that follows generally recognized professional standards and preserves the dignity and integrity of the education profession. Unethical conduct includes but is not limited to a resignation that would equate to a breach of contract; any conduct that impairs and/or diminishes the certificate holder's ability to function professionally in his or her employment position; ~~or~~ behavior or conduct that is detrimental to the health, welfare, discipline, or morals of students; or failure to supervise a student(s).
- (j) **Standard 10: Testing** - An educator shall administer state-mandated assessments fairly and ethically. Unethical conduct includes but is not limited to:
1. Committing any act that breaches Test Security; and
  2. Compromising the integrity of the assessment.

#### **(4) Reporting.**

- (a) Educators are required to report a breach of one or more of the Standards in the Code of Ethics for Educators as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. Educators should be aware of legal requirements and local policies and procedures for reporting unethical conduct. Complaints filed with the Georgia Professional Standards Commission must be in writing and must be signed by the complainant (parent, educator, or other LUA/school district employee, 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 Georgia 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 educator:
  - 1. Unethical conduct as outlined in The Code of Ethics for Educators, Standards 1-10 (GaPSC Rule [505-6-.01](#));
  - 2. Disciplinary action against a certificate on grounds consistent with those specified in the Code of Ethics for Educators, Standards 1-10 (GaPSC 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
  - 4. certification should be denied for non-payment of child support (O.C.G.A. §19-6- 28.1 and §19-11-9.3);
    - 1. 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);
    - 2. Suspension or revocation of any professional license or certificate;
    - 3. Violation of any other laws and rules applicable to the profession (O.C.G.A. §16- 13-111); and
    - 4. Any other good and sufficient cause that renders an educator unfit for employment as an educator.

## 5. Teacher Education Unit

Berry College has long been known for its high-quality teacher preparation programs. As a community working toward 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 and increasingly complex society.

The *Teacher Education Unit* (TEU) is a group of Berry College faculty charged with the responsibility for professional education programs. Although most of the faculty members teach in the Charter School of Education and Human Sciences, some faculty members are professors in the arts and sciences who teach content and methodology courses in art, music, math, science, language, English, or social science. Our faculties work together to help students understand how academic preparation and field-based coursework complement each other towards the goal of teachers as “Developers of Human Potential.” The Teacher Education Unit members meet regularly to share ideas and evaluate data generated by students, education agencies, and professional associations to make decisions on curriculum and program improvement.

Students admitted to the Teacher Education Program receive advising from faculty in education and in the specialty areas for students seeking certification in secondary education. Candidates are encouraged to share their concerns with the student representatives who serve on the various Teacher Education Unit committees and advisory councils. Several campus organizations are available for students who wish to participate more fully in their professional development.

### **Developers of Human Potential: Education of the Head, Heart and Hands**

The mission of Berry College and the TEU has long been to develop the head, heart and hands of students through the academic programs, the religion-in-life program and the emphasis practical work. We believe that in order to be Developers of Human Potential, teachers should: Promote Reflection and Decision Making (Head), (2) Facilitate Learning (Hands) and (3) Enhance Self and Social Awareness (Heart). Teachers who earn a degree from Berry College must model these roles in their classrooms and support all children in exploring their cognitive and affective growth. Candidates facilitate learning through sound knowledge of content and pedagogical knowledge, effective use of technology, selection of culturally responsive appropriate content materials and implementation of a wide range of instructional strategies, supporting learning for all students.

**Charter School of Education and Human Sciences  
Teacher Assessment on Performance Standards (TAPS)**

<b>TAPS Standards</b>	<b>Indicators</b>	<b>Conceptual Framework</b>
<p><b>1: Professional Knowledge</b></p> <p>The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.</p>	<p><b>The teacher:</b></p> <p>1.1 Addresses appropriate curriculum standards and integrates key content elements.            1.2 Facilitates students’ use of higher-level thinking skills in instruction.            1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.            1.4 Demonstrates accurate, deep, and current knowledge of subject matter.            1.5 Exhibits pedagogical skills relevant to the subject area(s) taught and best practice based on current research.            1.6 Bases instruction on goals that reflect high expectations for all students and a clear understanding of the curriculum.            1.7 Displays an understanding of the intellectual, social, emotional, and physical development of the age group.</p>	<p><b>Area of the Head: Promote Reflection and Decision Making</b></p>
<p><b>2: Instructional Planning</b></p> <p>The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.</p>	<p>2.1 Analyzes and uses student learning data to inform planning.            2.2 Develops plans that are clear, logical, sequential, and integrated across the curriculum (e.g., long-term goals, lesson plans, and syllabi).            2.3 Plans instruction effectively for content mastery, pacing, and transitions.            2.4 Plans for instruction to meet the needs of all students.            2.5 Aligns and connects lesson objectives to state and local school district curricula and standards, and student learning needs.            2.6 Develops appropriate course, unit, and daily plans, and is able to adapt plans when needed.</p>	<p><b>Area of the Head: Promote Reflection and Decision Making</b></p>
<p><b>3: Instructional Strategies</b></p> <p>The teacher promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students’ acquisition of key</p>	<p>3.1 Engages students in active learning and maintains interest.            3.2 Builds upon students’ existing knowledge and skills.            3.3 Reinforces learning goals consistently throughout the lesson.            3.4 Uses a variety of research-based instructional strategies and resources.            3.5 Effectively uses appropriate instructional technology to enhance student learning.            3.6 Communicates and presents material clearly, and checks for understanding.            3.7 Develops higher-order thinking through questioning and problem-solving activities.            3.8 Engages students in authentic learning by providing real-life examples and interdisciplinary connections.</p>	<p><b>Area of the Hands: Facilitate Learning</b></p>

knowledge and skills		
<p><b>4: Differentiated Instruction</b></p> <p>The teacher challenges and supports each student’s learning by providing appropriate content and developing skills which address individual learning differences.</p>	<p>4.1 Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.</p> <p>4.2 Provides remediation, enrichment, and acceleration to further student understanding of material.</p> <p>4.3 Uses flexible grouping strategies to encourage appropriate peer interaction and to accommodate learning needs/goals.</p> <p>4.4 Uses diagnostic, formative, and summative assessment data to inform instructional modifications for individual students.</p> <p>4.5 Develops critical and creative thinking by providing activities at the appropriate level of challenge for students.</p> <p>4.6 Demonstrates high learning expectations for all students commensurate with their developmental levels.</p>	<p><b>Area of the Head: Promote Reflection and Decision Making AND Area of the Hands: Facilitate Learning</b></p>
<p><b>5: Assessment Strategies</b></p> <p>The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.</p>	<p>5.1 Aligns student assessment with the established curriculum and benchmarks.</p> <p>5.2 Involves students in setting learning goals and monitoring their own progress.</p> <p>5.3 Varies and modifies assessments to determine individual student needs and progress.</p> <p>5.4 Uses formal and informal assessments for diagnostic, formative, and summative purposes.</p> <p>5.5 Uses grading practices that report final mastery in relationship to content goals and objectives.</p> <p>5.6 Uses assessment techniques that are appropriate for the developmental level of students.</p> <p>5.7 Collaborates with others to develop common assessments, when appropriate</p>	<p><b>Area of the Head: Promote Reflection and Decision Making AND Area of the Hands: Facilitate Learning</b></p>
<p><b>6: Assessment Uses</b></p> <p>The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.</p>	<p>6.1 Uses diagnostic assessment data to develop learning goals for students, to differentiate instruction, and to document learning.</p> <p>6.2 Plans a variety of formal and informal assessments aligned with instructional results to measure student mastery of learning objectives.</p> <p>6.3 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust instruction.</p> <p>6.4 Systematically analyzes and uses data to measure student progress, to design appropriate interventions, and to inform long- and short-term instructional decisions.</p> <p>6.5 Shares accurate results of student progress with students, parents, and key school personnel.</p> <p>6.6 Provides constructive and frequent feedback to students on their progress toward their learning goals.</p> <p>6.7 Teaches students how to self-assess and to use metacognitive strategies in support of lifelong learning.</p>	<p><b>Area of the Head: Promote Reflection and Decision Making AND Area of the Hands: Facilitate Learning</b></p>

<p><b>7. Positive Learning Environment</b></p> <p>The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect</p>	<p>7.1 Responds to disruptions in a timely, appropriate manner.  7.2 Establishes clear expectations for classroom rules, routines, and procedures and enforces them consistently and appropriately.  7.3 Models caring, fairness, respect, and enthusiasm for learning.  7.4 Promotes a climate of trust and teamwork within the classroom.  7.5 Promotes respect for and understanding of students’ diversity, including – but not limited to – race, color, religion, sex, national origin, or disability.  7.6 Actively listens and pays attention to students’ needs and responses.  7.7 Creates a warm, attractive, inviting, and supportive classroom environment.  7.8 Arranges the classroom materials and resources to facilitate group and individual activities.</p>	<p><b>Area of the Hands: Facilitate Learning</b></p>
<p><b>8: Academically Challenging Environment</b></p> <p>The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.</p>	<p>8.1 Maximizes instructional time.  8.2 Conveys the message that mistakes should be embraced as a valuable part of learning.  8.3 Encourages productivity by providing students with appropriately challenging and relevant material and assignments.  8.4 Provides transitions that minimize loss of instructional time.  8.5 Communicates high, but reasonable, expectations for student learning.  8.6 Provides academic rigor, encourages critical and creative thinking, and pushes students to achieve goals.  8.7 Encourages students to explore new ideas and take academic risks</p>	<p><b>Area of the Hands: Facilitate Learning</b></p>
<p><b>9: Professionalism</b></p> <p>The teacher maintains a commitment to professional ethics and the school’s mission, participates in professional growth opportunities to support student learning, and contributes to the profession.</p>	<p>9.1 Carries out duties in accordance with federal and state laws, Code of Ethics, and established state and local school board policies, regulations, and practices.  9.2 Maintains professional demeanor and behavior (e.g., appearance, punctuality and attendance).  9.3 Respects and maintains confidentiality.  9.4 Evaluates and identifies areas of personal strengths and weaknesses related to professional skills and their impact on student learning and sets goals for improvement.  9.5 Participates in ongoing professional growth activities based on identified areas for improvement (e.g., mentoring, peer coaching, course work, conferences) and incorporates learning into classroom activities.  9.6 Demonstrates flexibility in adapting to school change.  9.7 Engages in activities outside the classroom intended for school and student enhancement.</p>	<p><b>Area of the Hands: Facilitate Learning AND Area of the Head: Promote Reflection and Decision Making</b></p>
<p><b>10: Communication</b></p> <p>The teacher communicates effectively with students, parents or guardians, district and school</p>	<p>10.1 Uses verbal and non-verbal communication techniques to foster positive interactions and promote learning in the classroom and school environment.  10.2 Engages in ongoing communication and shares instructional goals, expectations, and student progress with families in a timely and constructive manner.</p>	<p><b>Area of the Hands: Facilitate Learning AND Area of the Heart: Enhance Self</b></p>

<p>personnel, and other stakeholders in ways that enhance student learning.</p>	<p>10.3 Collaborates and networks with colleagues and community to reach educational decisions that enhance and promote student learning.</p> <p>10.4 Uses precise language, correct vocabulary and grammar, and appropriate forms of oral and written communication.</p> <p>10.5 Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner.</p> <p>10.6 Adheres to school and district policies regarding communication of student information.</p> <p>10.7 Creates a climate of accessibility for parents and students by demonstrating a collaborative and approachable style.</p> <p>10.8 Listens and responds with cultural awareness, empathy, and understanding to the voice and opinions of stakeholders (parents, community, students, and colleagues).</p> <p>10.9 Uses modes of communication that are appropriate for a given situation.</p>	<p><b>and Social Awareness</b></p>
---	---	------------------------------------

**Teacher Education Logo**



Our mission is to prepare the next generation of teachers to be knowledgeable, compassionate, and innovative educators who can make a positive impact on the lives of their students. We are dedicated to providing an inclusive, collaborative, and student-centered teacher education program that blends rigorous academic coursework with hands-on experiences in diverse classrooms. Through intentional mentoring in diverse, field-based learning experiences, future teachers engage in, practice, and refine 21st century knowledge and skills built upon a foundation of educating the head, heart and hands.

**TIMELINES AND PROGRESSION THROUGH  
THE CHARTER SCHOOL TEACHER EDUCATION PROGRAM**

**1. Timelines for Submitting Forms**

<b>Requirements</b>	<b>Due</b>	<b>Action</b>
Application for admission to Teacher Education Program (with 2 recommendation forms or letters) GACE Ethics Assessment 360	During <b>EDU 102</b>	Accepted or denied by Admissions and Certification Committee  Scores sent to OFECP
Request for Field Experience Placement (as needed)	During <b>first week</b> of class each semester	Professor makes the request; Placement arranged by OFECP
Application for Senior Practicum and Biographical Data Form	Third Friday of <b>spring semester, junior year</b>	Placement arranged by OFECP
Application for fulltime student teaching (EDU 499)	7 <sup>th</sup> week of semester in which student is completing Senior Practicum— <b>fall, senior year</b>	Submitted to OFECP
GACE Content Exams	<b>Before beginning second semester</b> of Student Teaching	Scores sent to OFECP
Certification Forms Program Evaluation Forms	<b>Last day of student teaching</b> semester	Approved by Teacher Education faculty

## 2. Progression of Education Coursework and Field Experiences Required

### FIELD EXPERIENCE IN ELEMENTARY EDUCATION

Year/ Semester	Courses	Field Experiences	Hours/ Semester
<b>Freshman</b>	EDU 102 – Orientation to Teacher Ed*	Observations at BCEMS	3
<b>Sophomore/ Fall</b>	EDU 205 – Foundations of Ed and Psy*	BCES: Observe/ Individual tutoring (K-5)	15
Spring	EDU 227 – Preschool Curr/Methods  EDU 222 – Expl. Diverse Culture** (MAY)	CDC: Small group activities (P-K) Observe/teach in diverse culture	15  100
<b>Junior/ Fall</b>	EDU 370WI*** – Curr/Methods Elem I EDU 320*** – Elem Literacy Instruction EDU 323*** – Cultures & Communities in Elem MAT 321*** – Mathematical Inquiry EDU 495 – ESOL Methods and Materials	Public School: observation, group instruction	35  15
Spring	EDU 371WI***- Curr/Methods Elem II EDU 321WI*** – Lang Arts for Elem EDU 322***–Integrated Arts & Cultures for ELEM EDU 340 – Inquiry in Science and Math	Public School: observation, group instruction	35 <sup>+</sup>
<b>Senior/ Fall</b>	EDU 429 – Reading Evaluation & Assessment *PSY 334 –Psy & Education of Exceptional Children EDU 405*** – Instructional Management EDU 488*** – Senior Practicum (4 hrs.) EDU 488L*** –Senior Practicum Lab	Public/ Laboratory/ Private School: Individual tutoring, large group instruction	200  120
Spring	EDU 499*** – Student Teaching (9 hrs.) *PSY 334 – Psy and Education of Exceptional Children EDU 490*** – Professional Seminar	Public/Laboratory/Private School: Full-time teaching, large and small group	350 <sup>+</sup>

\* take either semester

\*\* take any year in May

\*\*\*Admission to Teacher Education Program is a prerequisite for this course; multicultural setting and rural settings

ELEM placements will ensure each student has had a field experience in each of the grade ranges:

P-K

1-3

4-5

plus a multicultural setting

## FIELD EXPERIENCE IN MIDDLE GRADES EDUCATION

<b>Year/ Semester</b>	<b>Courses</b>	<b>Field Experience</b>	<b>Hours/ Semester</b>
<b>Freshman</b>	EDU 102 – Orientation to Teacher Ed*	Observations at BCEMS	3
<b>Sophomore/ Fall</b>	EDU 206 – Foundations of Ed. & Psy*	BCES: Observe/Individual tutoring (4-5)	15
Spring	EDU 222 – Expl. In Diverse Culture** (MAY)	Observe/teach in Diverse Culture	100 <sup>+</sup>
<b>Junior/ Fall</b>	EDU 376WI*** – Curr/Methods for Early Adol. EDU 331WI*** – Middle Grades Literacy Instruction MAT 322*** – Mathematical Inquiry in MG EDU 495 – ESOL Methods and Materials	Public/Laboratory School: observation, group instruction	35 <sup>+</sup>    15
Spring	EDU 215 – Integrated Arts & Cultures for MG EDU 375*** – Methods & Curriculum for MG EDU 330*** – Language Arts for MG EDU 341*** – Science for MG	Public School: observation, group instruction	35 <sup>+</sup>
<b>Senior/ Fall</b>	EDU 405*** – Instructional Management EDU 489*** – Senior Practicum (2 hrs.) EDU 489L*** –Senior Practicum Lab EDU 430*** – Reading & Writing in the Content Areas (3)	Public/ Private School: Individual tutoring, large group instruction	120 <sup>+</sup>
Spring	EDU 499*** – Student Teaching (9 hrs.) EDU 490*** _ Professional Seminar PSY 434* – Psy & Ed of Exceptional Children (3)	Public/ Private School: Full-time teaching, large and small group	350 <sup>+</sup>

\* take either semester

\*\* take any year in May

\*\*\*Admission to Teacher Education Program is a prerequisite for this course

+ multicultural setting and suburban/rural setting

MG placements will ensure each student has had a field experience in each of the grade ranges:

4 – 5

6 – 8

plus, a multicultural setting

## FIELD EXPERIENCE IN SECONDARY AND P-12 EDUCATION

Year/ Semester	Courses	Field Experience	Hours/ Semester
<b>Freshman or Sophomore/ Fall/Spring</b>	EDU 102 – Orientation to Teacher Ed*	Observations at BCEMS	3
<b>Junior/ Fall</b>	EDU 206 – Foundations of Ed and Psy* Foreign Language majors take FLA 400	Public School: observation, individual tutoring	15 <sup>+</sup>
Spring	EDU 380WI*** – Curr & Methods Secondary EDU 495 – ESOL Methods and Materials	Public School: observation, group instruction	30 <sup>+</sup>
	EDU 222 – Expl. In Diverse Culture** (MAY)	Observe/teach in diverse culture	15  100
<b>Senior/ Fall</b>	EDU 489*** – Senior Practicum (2 hrs.) EDU 489L*** -- Senior Practicum Lab PSY 434 * - Psy and Ed of Excep Children EDU 405 – Instructional Management	Public/Private School: individual tutoring, large group instruction	120 <sup>+</sup>
Spring	EDU 499* – Student Teaching (9 hrs.) EDU 490* – Professional Seminar	Public/Private School: full- time teaching, large and small group	350 <sup>+</sup>

\* take either semester

\*\* take any year in May

\*\*\* Admission to Teacher Education Program is a prerequisite for this course

+ multicultural setting and suburban/rural setting

**Secondary** placements will insure each student has had a field experience in each of the

grade ranges: 6 – 8

9 – 12

plus, a multicultural setting

Placements for **P-12** majors will ensure each student has had a field experience in each of the  
grade ranges:

elementary

middle

secondary

plus, a multicultural setting

### 3. **Maymester Experience**

All teacher education candidates will participate in EDU 222 Exploration in Diverse Cultures. This course is aimed at providing opportunities for candidates to be immersed in linguistically and culturally diverse settings. Candidates experience disequilibrium as they maneuver in unfamiliar situations that require adaptation, openness/flexibility, perceptual acuity, and emotional resilience. This experience is intended to develop in the candidates understanding, sensitivity, and appreciation of other cultures. Readings aim to promote reflection and inspire social action during or after the immersion experience. The final paper, which is ethnographic in nature, encourages candidates to be objective in their observation of events in the life of the community and its people and to interpret events not only from their perspective but from that of the group. Maymester sites may include, among others, Costa Rica; Dalton, GA; Decatur, Georgia, Norway, and Japan.

### 4. **Field-Based Year**

The field-based year (FBY) is a nine-month time period when education majors complete their student teaching in classrooms while taking Berry College courses in their major and/or concentration. The FBY includes the Opening School Experience (OSE) (see page 41).

### 5. **ESOL Endorsement**

Students completing majors in teacher education (with the exception of music education) will qualify for the English for Speakers of Other Languages Endorsement on their teaching certificate. Course work for this endorsement includes ENG 204, Linguistics, and EDU 495, Teaching of English as a Second Language: Methods and Materials. In addition to these courses, competences are embedded on other required courses. The competencies that must be met in course-work include:

#### **Standard 1: Language**

**Standard 1.a. Describing language.** Candidates demonstrate understanding of a language as a system and demonstrate a high level of competence in helping ESOL students acquire and use English in listening, speaking, reading, and writing for social and academic purposes.

**Standard 1.b. Language acquisition and development.** Candidates understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and new language in and out of classroom settings.

## **Standard 2: Culture**

**Standard 2.a. Nature and role of culture.** Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support individual student’s learning.

**Standard 2.b. Cultural groups and identity.** Candidates know, understand, and use knowledge of how cultural groups and students’ cultural identities affect language learning and school achievement.

## **Standard 3: Planning, Implementing, and Managing Instruction**

**Standard 3.a. Planning for standards-based ESL and content instruction.** Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ESOL students. Candidates serve as effective English language models, as they plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

**Standard 3.b. Managing and implementing standards-based ESL and content instruction.** Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing and accessing the core curriculum. Candidates support ESOL students in accessing the core curriculum as they learn language and academic content together.

**Standard 3.c. Using resources effectively in ESL and content instruction.** Candidates are familiar with a wide range of standards-based materials, resources, and technologies and choose, adapt, and use them in effective ESL and content teaching.

## **Standard 4: Assessment**

**Standard 4.a. Issues of assessment.** Candidates understand various issues of assessment – e.g., cultural and linguistic bias, political, social, and psychological factors in assessment, IQ, and special education testing (including the gifted and the talented), the importance of being standards based, and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests of overall mastery), as they affect ESOL student learning.

**Standard 4.b. Language proficiency assessment.** Candidates know and can use a variety of standards-based language proficiency instruments to inform their instruction and understand their uses for identification, placement, and demonstration of language growth of ESOL students.

## **Standard 5: Professionalism**

**Standard 5.a. ESL research and history.** Candidates demonstrate knowledge of history, research, and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning.

**Standard 5.b. Partnerships and advocacy.** Candidates serve as professional resources, advocate for English language learners, and build partnerships with students' families.

**Standard 5.c. Professional Development and Collaboration.** Candidates collaborate with and are prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ESOL students.

### **6. Retention or Expulsion from the Program**

All teacher preparation candidates are required to earn at least a grade of "C" (2.0) or better in all education courses and in all subject-area courses counted toward the major, and to maintain an overall grade-point average of at least 2.5 at Berry. Candidates who do not maintain these standards will have their cases reviewed by teacher education faculty and may be withdrawn from the Teacher Education Program.

Teacher Education faculty will also review the cases of candidates who are referred by individual professors, classroom teachers, or school administrators. Through the process of course and field experience evaluations, deficiencies might arise which put into question a candidate's ability or moral character. Faculty who teach in the program may write a "letter of concern" when a candidate consistently shows poor judgment or acts in a morally unacceptable manner. The director of field experiences and clinical practice will bring such cases before Teacher Education faculty for possible action. Upon recommendation of any Teacher Education faculty, a candidate may be referred to an academic department, counselor, or the health clinic for clearance before the candidate may be permitted to continue in the Teacher Education Program. Candidates may be counseled out of or expelled from the Teacher Education Program by a vote from Teacher Education faculty.

### **7. Appeals Process**

Due process procedures are established for the candidate who does not accept the admission, evaluation, placement, or grade decisions in the program. All appeals must be in writing in the form of a letter outlining the decision in question, the reasons the decision is viewed as unjust, and supporting evidence. Letters of appeal should be presented to faculty in the following order, moving to the next level if the parties involved are unsatisfied with the decision:

- a. The college supervisor or professor
- b. The director of field experiences and clinical practice
- c. The dean of the Charter School of Education and Human Sciences
- d. The provost of the college.

College personnel responsible for hearing appeals should collect written statements from persons involved with the appeal, and this information should be forwarded to the personnel concerned at the next level.

## FIELD EXPERIENCES IN LOCAL SCHOOLS

### 1. Placement Procedures

During the first week of the semester in which a candidate is enrolled in a course requiring a field experience placement, the instructor for the course will submit a *Request for Field Experience Placement* to OFECP. The request for field placement is forwarded to the school where the placement will be confirmed. Placement of students in specific locations (school district, building, and cooperating teacher) is the responsibility of the director of field experiences and clinical practice in consultation with school district personnel.

#### Teacher Qualifications

All field experience placements are designed to encourage the candidates' professional and personal growth. In consultation with school district personnel and building principals, candidates will be placed with cooperating teachers who:

1. Possess a professional teaching certificate for the grade level or subject area where the teacher candidate is assigned.
2. Have taught a minimum of three full years as a certified teacher if serving as a cooperating teacher for clinical practice (student teaching).
3. Have TKES evaluations scored at level three or above the year prior to accepting a field experience candidate.

In consultation with school district personnel and building principals, candidates will be placed at schools within a 30-mile radius from the college campus. Placements are generally determined by the range of grade levels field experience placements required in the candidate's program and by the grade level availability in particular schools.

Candidates will be notified by letter as soon as placements are confirmed. *Students are not to contact any schools or teachers before their placements are confirmed.* Once placements are made for student teaching, candidates will be asked to contact their cooperating teacher the spring before the Opening School Experience of the year in which candidates will student teach.

Candidates are to follow a regular schedule for their field experiences throughout the semester. Supervising teachers *must* be notified in advance of any absences. Candidates must work with the cooperating teacher to arrange a schedule for making up any absences. Cooperating teachers will evaluate the candidates' performance during the field experience at the end of the semester.

## 2. Field Experience Policies

The purpose of the field experience program at Berry College is to provide extensive and varied educational experiences in school settings or agency settings. These procedural guidelines are designed to assure that field experiences provide maximum benefit in professional preparation.

### **Professionalism: Attendance**

1. Candidates are to report to the school office **every** time they enter the building, unless the principal has specifically made other arrangements. Schools require visitors to sign in upon arrival, and to wear an identifying name badge.
2. Candidates in field experiences are expected to arrive **promptly** for field experiences and to remain on duty for the full time designated during each session of the semester.
3. Attendance at field experience will be documented on the Google Forms Timesheet which will be uploaded into Canvas. Timesheet are due by the date designated on each course syllabus.
4. There are no “cuts” in field experience, except in the event of inclement weather that causes the closing of school.

### **Professionalism: Communication**

5. In the event that extenuating circumstances make it necessary for a candidate to be absent, **the cooperating teacher must be notified at the earliest possible time in advance**. Further, such absences are to be made up before the end of the semester. The “make up” time must be arranged in advance and the time made up must be convenient for the cooperating teacher.
6. The primary responsibility of the cooperating teacher is for the students in his/her classroom. Candidates should be aware of the many demands on the classroom teacher and work around her or his needs. It is the candidate’s responsibility to seek the level of involvement expected by the college instructor and to interact positively with the teacher and students.
7. Observations made or information gained about any student during field experiences is confidential. Ethical and legal considerations preclude revealing individual names and/or observations. Ethical behavior requires that professionals refrain from making negative comments regarding other professionals.
8. Personal business (telephone calls, personal visits, etc.) may not be conducted during field experience hours. Smoking is not permitted on the premises of any school.

### **Professionalism: Participation**

9. Candidates must enter the classroom **before** instruction begins, generally before school, between classes, or during a break time. Try to refrain from entering a classroom when class is in session.
10. Field experience candidates are expected to carry out tasks assigned by the college instructor and approved by the cooperating teacher. On the first visit, candidates are to give the supervising teacher a copy of the field experience guidelines for each course.
11. Candidates will provide written plans for any learning activities on the Berry College Lesson Plan format to the cooperating teacher. Plans may be implemented only

following approval and modification (if required) by the cooperating teacher. Thorough preparation, including gathering any materials required for the activities, should be completed prior to class time on the day of the lesson. Activities other than those regularly planned should be scheduled only after first obtaining approval of the teacher.

12. Field experience students will be evaluated at the end of the semester on the appropriate evaluation form in Canvas. The evaluation should be discussed with the candidate and a copy of the evaluation retained in the candidate's file.

### **Professionalism: Appropriate Attire**

13. Candidates represent the institutions (both Berry College and the school where they are assigned) to the public during the time they are engaged in field experiences.
  - a. Name badges should be worn at all times. In the event you arrive at school without your name badge, you should use the stick-on badges provided in the office, or create one when you arrive at the classroom.
  - b. Clothing should be clean and neatly cared for, creating a neat, well-groomed appearance, rather than a rumpled look.
  - c. No midriff should be exposed at any time. This includes front, back, stomach, and sides, regardless of whether the individual is standing, sitting, bending over, or squatting beside a desk, etc.
  - d. Cleavage should not be visible at any time, when standing, sitting, and leaning over a student desk, etc.
  - e. Skirts and dresses should be sufficient in length for the individual to conduct class activities without exposing private areas to the students.
  - f. Shirts should be neatly tucked in. Ties may be expected.
  - g. Jeans, jean-styled outfits, short skirts, shorts, and oversized shorts or pants are inappropriate for field experiences.
  - h. Gum should not be chewed during field experience.
  - i. Schools and/or school systems may have specific policies regarding **piercings, tattoos, personal jewelry, and types of shoes**, etc., that should be followed.

### **Documentation**

14. All field experience hours are required to be uploaded Canvas. The electronic timesheet must be approved by the cooperating teacher.
15. Field experience hours should be completed in the same semester in which the course is taken.
16. Field experiences for courses taken prior to student teaching must be successfully completed before beginning student teaching.

The director of field experiences and clinical practice at Berry College should be contacted at **(706) 368-6984** with any questions, concerns, or problems related to field experience.

### **3. Guidelines for Course Expectations**

Each course for which there is a field experience will provide the candidate with guidelines that will delineate the course expectations in terms of number of field experience hours, level of classroom involvement, reporting responsibilities, and related classroom assignments. Candidates are to provide a copy of these guidelines to the cooperating teacher and gain approval for any activities the candidate leads in the classroom.

Field experiences should allow the candidate the opportunity to observe and apply the pedagogical principles gained in college coursework within real-world situations. Field experiences should build on each other, beginning with observation, progressing to individual and small-group instruction, co-teaching with the cooperating teacher, and then allowing for whole-class instruction. Students need to remember that they are working in someone else's classroom, and work within the framework the cooperating teacher has already established.

### **4. Evaluation Criteria**

Near the end of each semester, the supervising teacher will be asked to complete a formal evaluation of the candidate. Based on her/his performance in the classroom, the candidate will be evaluated in terms of her/his ability to:

- a. Attend all scheduled times and make up time missed
- b. Follow school policies and procedures
- c. Follow through on tasks assigned or assumed
- d. Exhibit initiative after assigned tasks are completed
- e. Maintain professional appearance
- f. Be punctual
- g. Seek constructive criticism and respond positively to suggestions for improvement
- h. Exhibit ethical, professional standards in work and professional relationships with faculty, staff, and students
- i. Demonstrate accurate command of spoken standard English
- j. Demonstrate accurate command of written standard English
- k. Display capacity to grow and improve as an educator
- l. Contribute positively to the P-12 class
- m. Interact and respond appropriately to students
- n. Communicate clear expectations for student behavior
- o. Develop effective teaching strategies that facilitate learning
- p. Adjust teaching based on feedback from students, the cooperating teacher, and his or her own reflections
- q. Develop effective and/or higher order questioning strategies
- r. Exhibit sound knowledge of subject matter content

Some courses may use additional or alternative assessment instruments that use other criteria specific to the course.

## 5. Liability Insurance

Under Georgia law, field experience candidates have no legal status in public or private schools. As part of the admissions process, candidates **are required** to purchase **liability insurance**. Student liability insurance may be purchased by becoming a member of the *Student Professional Association of Georgia Educators* (SPAGE), Student Georgia Association of Educators (SGAE), or another professional student organization. Kappa Delta Pi members receive liability insurance as part of their annual national membership dues. Candidates may also obtain private liability insurance coverage.

## STUDENT TEACHING POLICIES

### 1. Eligibility for Senior Practicum/Clinical Practice

The Field-Based Year is a vital part of the Teacher Education Program. During this nine-month period of the Opening School Experience (OSE plus two semesters), education majors will complete their student teaching in classrooms while also taking education courses and/or other courses in their majors. Candidates will participate in classroom practice while continuing to learn more about classroom management, exceptional children, and second-language learners.

To be eligible for **Senior Practicum/Clinical Practice**, a student must have

- a. been admitted to the Teacher Education Program;
- b. completed application for Senior Practicum/Clinical Practice, including advisor's signature; submitted application form to Office of Field Experiences by third Friday of semester, **one (1) year** before planning to begin the field-based year;
- c. completed the biographical data form and submitted it to Office of Field Experiences by third Friday of semester, **one (1) semester** before beginning field-based year;
- 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 2.5 or higher cumulative grade-point average;
- g. received recommendation of the academic advisor, the director of field experiences and clinical practice, and the approval of the Teacher Education faculty; and
- h. completed all assigned field experiences.

Applications should be made one year before the semester in which the candidate desires to student teach (fall semester of junior year). For detailed requirements, see *The Student Teacher Handbook* available on the Berry College webpage under the Teacher Education Department.

### 2. Eligibility for Student Teaching (EDU 499)

Continuation in the Field-Based Year is predicated upon the candidate's progress in the initial semester in the senior practicum, as well as his/her progress in the academic coursework.

To be eligible to **continue** the field-based year the student must have\*:

- a. recommendation of cooperating teacher;
- b. recommendation of college supervisor;
- c. completed request form for continuing in student teaching; submitted form to Office of Field Experiences by eighth week of semester during Senior Practicum;
- d. **Taken GACE Content Assessments prior to the beginning of the semester in which he/she is enrolled in EDU 499, and had scores sent to Berry College;**
- e. Maintained a 2.5 or higher cumulative grade-point average; and

- f. Earned C (2.0) or better in each course in the professional education sequence, the major field, COM 203, and an approved math course.
- g. Earned C (2.0) or better in EDU 102.

\*Should any of the above criteria not be met, the student may be administratively withdrawn from EDU 499.

### 3. EDU 497 – One Semester Option for Secondary and P-12

Students with Secondary (English, Math, Social Studies, Science) and P-12 (Art, Foreign Language, and Music) majors may choose to complete the student teaching requirement in one semester. Careful planning well in advance of the student teaching semester will be required in order to complete all program requirements. For more information, see your education advisor and the Certification Officer in Cook 221.

### 4. Student Teaching Placement

Placement of candidates in specific locations (school district, building, and cooperating teacher) is the responsibility of the director of field experiences and clinical practice 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. Candidates will **not** be placed in schools in which they have attended within the **last ten years** or where they have close **relatives employed or children in attendance**.
- c. Candidates 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. Candidates will be placed with cooperating teachers who have a minimum of three years teaching experience, possess a Georgia professional teaching certificate for the grade level or subject in which they are teaching, and must have a Teacher Keys Effectiveness System (TKES) evaluation score at level three or above.

Placement decisions are made based on availability of qualified supervisory personnel, range of experiences needed by the candidate, and recommendations from college faculty, district personnel officials, and principals. Appeals of placement decisions need to be presented in writing to the director of field experiences and clinical practice for presentation to Teacher Education faculty.

### 5. Structure of the Field-Based Year (FBY)

#### Opening School Experience (OSE)

The Opening School Experience occurs during the first ten school days of the school system's academic year, beginning with pre-planning and including the initial days with students. The student teacher will participate all day, every day in preplanning activities and the initial days with the students in his/her cooperating teacher's classroom. This period occurs 2-4 weeks **before fall classes begin at Berry**, and students must plan to be available to attend this OSE beginning as early as the last week in July.

### **Fall Semester**

During the fall semester, candidates participate in the student teaching experience according to the number of hours specified for their major. ELEM majors will participate 10 hours per week, accumulating a minimum of 210 contact hours, with a minimum of 32 hours of teaching documented. Middle Grades, Secondary, and P-12 majors will participate 6 hours per week, accumulating a minimum of 154 contact hours, with a minimum of 25 hours of teaching documented. Candidates will follow the Berry College calendar for the fall semester.

### **Spring Semester**

Student teachers will begin their fulltime student teaching when their assigned school district resumes classes after the Winter holidays. Student teachers will follow the calendar for the school district to which they are assigned. All student teachers will attend their student teaching classroom full-time (all day, every day) during the first seven weeks of the Berry semester. They will participate 15 hours per week during the second seven weeks of the spring semester. During the spring semester, candidates are required to accumulate a minimum of 350 contact hours, with a minimum of 118 (ELEM) or 125 (MG, Sec, P-12) hours in teaching.

## **6. Coursework and Seminars While Student Teaching**

Coursework in the fall includes Senior Practicum/Clinical Practice, Instructional Management, and any content courses needed for the major or concentration. Students may take EDU 495 Teaching of English as a Second Language: Methods and Materials (if not already taken) and EDU 334 Psychology and Education of Exceptional Children in either the fall or spring semesters. In addition, candidates must enroll in the Student Teacher Lab and the Professional Seminar during the fall and spring semesters.

## **7. Employment/ Extracurricular Activities during Student Teaching**

Students are expected to place their student teaching experience ahead of work obligations, but they may work part time. If at any time 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. Failure to adhere to this stipulation will result in a grade of unsatisfactory for student teaching. **This stipulation also applies to extra or co-curricular activities at Berry College, such as sports and performing groups.**

**APPENDIX:**

**FORMS**

**Berry College**  
**Charter School of Education and Human Sciences**  
**Application for Admission to the Teacher Education Program**

Name:

\_\_\_\_\_

Last

First

Middle

Address:

\_\_\_\_\_

Berry Box #

\_\_\_\_\_

Home Address: Street

\_\_\_\_\_

City

\_\_\_\_\_

State

\_\_\_\_\_

Zip

DOB: \_\_\_\_\_ Phone: \_\_\_\_\_ E-mail: \_\_\_\_\_

Major: \_\_\_\_\_ Student ID: \_\_\_\_\_ SSN: \_\_\_\_\_ Gender \_\_\_\_ (M/F)

Race/Ethnic Group:  African American  Asian  Caucasian  Hispanic  Native American  Other: \_\_\_\_\_

I expect to begin Student Teaching \_\_\_\_\_ School Year (senior year). List previous experiences with school-aged youth:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### CODE OF ETHICS

The State of Georgia Professional Standards Commission has adopted a Code of Ethics for professional educators. A complete text of the Georgia Code of Ethics is in the Field Experience Handbook. Read it in its entirety before signing this application.

**In signing this application I agree to maintain the standards of this Code of Ethics while enrolled in the Teacher Education Program. As I will be participating in off-campus field experiences I will provide evidence of tort liability insurance or waive such coverage (complete form on back).**

**I further understand that in order to maintain my membership in good standing in the Teacher Education Program, I must maintain all of the admission criteria stated in the Field Experience Handbook.**

**I understand my qualifications will be carefully considered and I will be counseled concerning deficiencies which must be corrected before continuing to pursue the planned program leading to a Professional Teacher's Certificate for the State of Georgia.**

Applicant's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Please read and complete the reverse side of this application and give to your advisor for signature.**

## VERIFICATION OF LIABILITY INSURANCE

As a part of my professional preparation, I understand that I will be assigned for certain laboratory experiences in school systems beyond the college campus. I am further aware that the following statement is a part of the State Department of Education Guidelines for Professional Laboratory Experiences in Georgia Teacher Education.

Liability – Prior to professional laboratory experiences placement, students must provide evidence of having adequate tort liability insurance.

---

### THEREFORE:

I, \_\_\_\_\_ verify that I plan to secure tort liability insurance as follows:  
(Print full name)

### OPTIONS:

1. GAE Membership
2. SPAGE Membership
3. Homeowner's Statement (check to see if it covers liability)
4. Private Insurance Company (tort liability)
5. Forest T. Jones insurance through KDP

## EXIT REQUIREMENTS AND GEORGIA TEACHER CERTIFICATION

I understand that admission to the program and 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 assessments (GACE content assessments). These requirements include grade specifications in some courses (C or 2.0) or better, rather than C- (1.71), as well as GPA. The Director, Field Experiences and Clinical Practice, in consultation with Teacher Education faculty, will make the recommendation for certification based on an evaluation of 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 under the direction of 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 Clinical Practice 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 sent directly by Berry College to the Professional Standards Commission.

Applicant's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### STUDENT: PLEASE TAKE THIS FORM TO YOUR ADVISOR FOR SIGNATURE AND RETURN TO COOK 221

The above applicant, in my opinion, has the personal characteristics and general communication skills needed in pursuing a teaching career, and is herewith recommended for admission to the Teacher Education Program at Berry College.

Advisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**RECOMMENDATION**  
**For Admission to the Teacher Education Program At Berry**  
**College**

Student Name: \_\_\_\_\_ Major: \_\_\_\_\_

*I understand that federal legislation provides me with a right of access to this recommendation which right may be waived, but that no school or person can require me to waive this right.*

\_\_\_\_\_  
 Student Signature

\_\_\_\_\_  
 Date

**How long have you known this candidate and in what capacity?** \_\_\_\_\_

**1- Strongly Disagree**  
**2- Disagree**

**3- Agree**  
**4- Strongly Agree**

**Would you please rate on the scale and comment on the candidate's dispositions below:**

- **Attitude & Demeanor**

1	2	3	4	N/A
---	---	---	---	-----

  - Teacher candidate maintains a positive attitude and demeanor. S/he is flexible, professional, and enthusiastic.

Comment (Optional):

- **Communication**

1	2	3	4	N/A
---	---	---	---	-----

  - Teacher candidate communicates effectively and professionally in all domains (verbal, nonverbal, written, technologically) and with tact.

Comment (Optional):

- **Attendance/Punctuality**

1	2	3	4	N/A
---	---	---	---	-----

  - Teacher candidate is always present and on time to work/school.

Comment (Optional):

- **Dependable & Reliable**

1	2	3	4	N/A
---	---	---	---	-----

  - Teacher candidate is reliable and dependable.

Comment (Optional):

• **Time Management**

1	2	3	4	N/A
---	---	---	---	-----

- Teacher candidate plans effectively, manages time well, submits work in a timely manner, and meets deadline.

Comment (Optional):

• **Problem Solving Ability**

1	2	3	4	N/A
---	---	---	---	-----

- Teacher candidate is an active problem solver.

Comment (Optional):

- I recommend the above-named candidate for admission to the Teacher Education Program at Berry College. To the best of my knowledge, this candidate has the personal characteristics and general communication skills needed in pursuing a teaching career.**
- I do not recommend the above-named candidate for admission to the Teacher Education Program at Berry College.**

Overall Comment (Required):

Print name: \_\_\_\_\_ Position: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Return to the Office of Field Experiences & Clinical Practice  
Charter School of Education and Human Sciences  
5019 Berry College  
Mount Berry, GA 30149-5019*

**RECOMMENDATION**  
**For Admission to the Teacher Education Program At Berry College**

Student Name: \_\_\_\_\_ Major: \_\_\_\_\_

*I understand that federal legislation provides me with a right of access to this recommendation which right may be waived, but that no school or person can require me to waive this right.*

\_\_\_\_\_  
Student Signature \_\_\_\_\_  
Date

**How long have you known this candidate and in what capacity?** \_\_\_\_\_

**1- Strongly Disagree**  
**2- Disagree**

**3- Agree**  
**4- Strongly Agree**

**Would you please rate on the scale and comment on the candidate's dispositions below:**

• **Attitude & Demeanor**

1	2	3	4	N/A
---	---	---	---	-----

- Teacher candidate maintains a positive attitude and demeanor. S/he is flexible, professional, and enthusiastic.

Comment (Optional):

• **Communication**

1	2	3	4	N/A
---	---	---	---	-----

- Teacher candidate communicates effectively and professionally in all domains (verbal, nonverbal, written, technologically) and with tact.

Comment (Optional):

• **Attendance/Punctuality**

1	2	3	4	N/A
---	---	---	---	-----

- Teacher candidate is always present and on time to work/school.

Comment (Optional):

• **Dependable & Reliable**

1	2	3	4	N/A
---	---	---	---	-----

- Teacher candidate is reliable and dependable.

Comment (Optional):

• **Time Management**

1	2	3	4	N/A
---	---	---	---	-----

- Teacher candidate plans effectively, manages time well, submits work in a timely manner, and meets deadlines.

Comment (Optional):

• **Problem Solving Ability**

1	2	3	4	N/A
---	---	---	---	-----

- Teacher candidate is an active problem solver.

Comment (Optional):

- I recommend the above-named candidate for admission to the Teacher Education Program at Berry College. To the best of my knowledge, this candidate has the personal characteristics and general communication skills needed in pursuing a teaching career.**
- I do not recommend the above-named candidate for admission to the Teacher Education Program at Berry College.**

Overall Comment (Required):

Print name: \_\_\_\_\_ Position: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Return to the Office of Field Experiences & Clinical Practice  
Charter School of Education and Human Sciences  
5019 Berry College  
Mount Berry, GA 30149-5019*

**Application for Senior Practicum (EDU 488/489)**  
**Berry College Charter School of Education and Human Sciences**

Name \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_ Berry Box # \_\_\_\_\_ Berry ID# \_\_\_\_\_

Major \_\_\_\_\_ I plan to enroll in Senior Practicum Fall Semester  
\_\_\_\_\_ Year

Grade or subject you hope to teach \_\_\_\_\_

I plan to graduate from Berry College in the Spring of \_\_\_\_\_

High School graduated from \_\_\_\_\_

My Berry e-mail address: \_\_\_\_\_

**Initial the line before each statement indicating that you have read and understand the following statements:**

\_\_\_\_\_ I understand that I am **required** to attend the 10-day Opening School Experience (OSE) which includes pre-planning and the first days of school. The OSE may begin as early as the last week in July or early August.

\_\_\_\_\_ I have or will have a “C” or better in COM 203 and RHW 102 *prior* to registering for Student Teaching.

\_\_\_\_\_ I have or will have a “C” or better in an approved math course *prior* to registering for Student Teaching.

\_\_\_\_\_ I have or will have a “C” or better in all education coursework and all coursework that counts towards my major for graduation/certification requirements. I understand that I must retake any course with a grade of “C-“ or lower.

\_\_\_\_\_ I have a 2.75 (or higher) GPA and must maintain it throughout the Field-Based Senior Year.

\_\_\_\_\_ I will take both sections of my GACE during Senior Practicum (fall semester) and have my scores sent to Berry *prior* to the beginning of Student Teaching (spring semester).

\_\_\_\_\_  
Signature

**Students:** Have your advisor sign this form and then return it to the Office of Field Experiences and Clinical Practice – Cook 221/222

**Advisors:** I have checked the above items for accuracy and completeness, including the semester in which the applicant will be available for Senior Practicum. I recommend that this student is ready for Senior Practicum.

Major Advisor’s Approval: \_\_\_\_\_ Date: \_\_\_\_\_

Education Advisor’s Approval: \_\_\_\_\_ Date: \_\_\_\_\_

## **Access to Candidate Dispositions Performance Assessment Rubric**

The complete dispositions assessment rubric must be accessed in Canvas.

Faculty who teach the following courses, as well as candidates enrolled in the identified courses, will complete the Candidate Dispositions Performance Assessment Rubric. The courses are: EDU 205, EDU 206, EDU 371, and EDU 499 or EDU 497

**2023-2024 Field-Based Year  
At-A-Glance**

Course	EDU 488 (fall) (4 hours credit)	EDU 489 (fall) (2 hours credit)
Major	ELEM	MG, Sec, P-12 (Art, Music, Foreign Lang.)
Schedule	1 <sup>st</sup> ten days of school—full time (70 hrs.) 10 hrs. wk. during 14 weeks of semester (140 hrs.)	1 <sup>st</sup> ten days of school—full time (70 hrs.) 6 hrs. wk. during 14 weeks of semester (84 hrs.)
<b>Total Contact Hours</b>	210	154
Teaching Hours (minimum)	32	25
Course	EDU 499 (spring) (9 hours credit)	EDU 499 (spring) (9 hours credit)
Major	ELEM	MG, Sec, P-12 (Art, Music, Foreign Lang.)
Schedule	1 <sup>st</sup> 7 weeks—full time (245 hrs.) 2 <sup>nd</sup> 7 weeks—15 hrs. wk. (105 hrs.)	1 <sup>st</sup> 7 weeks—full time (245 hrs.) 2 <sup>nd</sup> 7 weeks—17 hrs. wk. (105 hrs.)
<b>Total Contact hours</b>	<b>350</b>	<b>350</b>
Minimum Teaching Hours	118	125
Full-time Teaching	2 weeks	2 weeks
<b>Total Teaching Hours (minimum)</b>	<b>150</b>	<b>150</b>