

BERRY COLLEGE

Experience it Firsthand

FIELD EXPERIENCE HANDBOOK

Teacher Education Program Handbook

2017-2018

BERRY COLLEGE
CHARTER
School of Education
and Human Sciences



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FIELD EXPERIENCE HANDBOOK

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INTRODUCTION

1. Message from the Dean

Preparing to become a teacher is a special and significant undertaking, especially at Berry College. Miss Martha Berry, the college's founder, epitomizes the ideal of "Teacher as Developer of Human Potential." When Miss Berry observed poor, uneducated children living in the hills of Northwest Georgia, she saw great potential. She envisioned a school built around a strong academic program and varied work experiences in an environment founded upon religious values. She created Berry to give these individuals an opportunity to contribute to the betterment of our society. Her vision became a reality and you are preparing for a career, like Miss Berry's, to help others achieve their full human potential.

School classrooms are the field laboratories that provide Berry teacher education candidates with 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 enhance your academic studies in our Teacher Education Programs.

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

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

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 insure that candidates work at different grade levels and in a variety of settings (rural and city) to enhance the quality and breadth of experiences.

The Admissions and Certification Committee is charged with decisions and appeals concerning admission to and retention in the Teacher Education Program, approval for student teaching, and

recommendations for certification. It is chaired by the director of field experiences and clinical practice, and served by a faculty member from each of the certification areas (Early Childhood Education, Middle Grades, P-12, and Secondary), the dean of the Charter School of Education and Human Sciences, and the assistant dean of graduate studies.

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.

OFECPP welcomes your questions, comments, or concerns. Feel free to visit the office (Cook 221/222) or call (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 are eligible to be considered for admission to the Teacher Education Program after they have accomplished the following:

- a. completed EDU 102 with a C (2.0) or better;
- b. completed two semesters of college work and have at least a 2.75 cumulative grade-point average overall;
- c. passed the GACE Program Assessment or attained sufficient scores on the SAT or ACT as defined by the GaPSC to waive GACE requirements;
- d. completed the application for admission to the Teacher Education Program, ethics statement, and insurance coverage declaration; and filed it along with two letters of recommendation from college faculty with the director of field experiences and clinical practice.
- e. submitted a satisfactory criminal history report.
Follow the 4-step instructions provided on pages 46-47 to complete the required background check. If students have already completed a PSI background check on campus, students must advise Mrs. Susan Karch, Cook 221, that they have had the background investigation.
- f. provided evidence of a LiveText account that is active and usable for completing the class assignments and the edTPA assessment. This account can be obtained at www.livetext.com; and
- g. complete the Georgia (Program Entry 350) Educator Ethics Assessment

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 Admissions and Certification Committee. The committee discusses each individual application, weighing the supporting documentation against the program standards. Candidates who present insufficient documentation may be required to provide clarification or participate in an interview with the committee. The committee votes 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 419, EDU 420, EDU 423, EDU 426, MAT 321, MUS 305, and MUS 402.

2. Special Instructions for Transfer Students

Transfer students have one semester to be admitted to the Teacher Education Program (or upon completion of EDU 102). They will take the GACE Program Assessment **or** provide proof of exemption by their SAT/ACT scores. 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. Using the instructions provided on the Professional Screening and Information (PSI) handout, students will file for a background investigation. Letters of recommendation must be from Berry College faculty. Transfer students should discuss any possible complicating factors in being admitted to the Teacher Education Program with the director of field experiences and clinical practice.

3. Admission and Certification Tests:

- a. **GACE Program Admission assessment** covers the areas of reading, writing, and mathematics. The reading and mathematics assessments are multiple choice; the writing assessment contains both essay and multiple choice components. Passing scores on these tests are required for admission to the Teacher Education Program.

The Georgia Professional Standards Commission (GaPSC) has set scores on the SAT and ACT that exempt taking the **GACE Program Admission assessment**:

SAT I Exemption: 1000 total (math and critical reading scores = 1000)

ACT Exemption: 43 total (English and mathematics)

- b. **GACE Content assessments** are tests that measure content area knowledge and are required for certification in the State of Georgia. Students must take these tests prior to beginning the spring semester of student teaching (EDU 499).
- c. Georgia Educator Ethics Assessment (**Program Entry 350**)
- d. Georgia Educator Ethics Assessment (**Program Exit 360**)
- e. **edTPA** is a nationally performance assessment of candidate readiness for full-time classroom teaching.
- f. Visit the GACE website for test registration information. <http://www.gace.nesinc.com/>

4. THE CODE OF ETHICS FOR EDUCATORS

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

Effective June 15, 2009

(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

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.]

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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, 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. Students 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 on practical work. We believe that in order to be Developers of Human Potential, teachers should:

(1) Promote Reflection and Decision Making (Head), (2) Facilitate Learning (Hands) and (3) Enhance Self and Social Awareness (Heart). The college mission is also our conceptual framework. 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. A visual model of the conceptual framework is shown on page 23.

In 2013 the Unit adopted the INTASC Standards as the performance standards of the program and realigned the conceptual framework with the ten principles. The three components (tenets) of the framework—reflection and decision-making (Head); facilitating learning (Hands); and self and social awareness (Heart) were reaffirmed as the knowledge base.

The Interstate New Teachers Assessment and Support Consortium (INTASC) are the Unit Standards for the Initial Certification Programs. They are listed below and on pages that follow.

Charter School of Education and Human Sciences
INTASC Model Core Teaching Standards
Teacher Education

INTASC Standards	Indicators	Conceptual Framework
<p><u>1: Learner Development</u> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences</p>	<p>The teacher:</p> <p><u>PERFORMANCES</u></p> <p>1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners’ needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.</p> <p>1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners’ strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.</p> <p>1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.</p> <p><u>ESSENTIAL KNOWLEDGE</u></p> <p>1(d) The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.</p> <p>1(e) The teacher understands that each learner’s cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners’ strengths and needs.</p> <p>1(f) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.</p> <p>1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.</p> <p><u>CRITICAL DISPOSITIONS</u></p>	<p>Area of the Head: Promote Reflection and Decision Making</p>

	<p>1(h) The teacher respects learners’ differing strengths and needs and is committed to using this information to further each learner’s development.</p> <p>1(i) The teacher is committed to using learners’ strengths as a basis for growth, and their misconceptions as opportunities for learning.</p> <p>1(j) The teacher takes responsibility for promoting learners’ growth and development.</p> <p>1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner’s development.</p>	
<p>2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>	<p><u>PERFORMANCES</u></p> <p>2(a) The teacher designs, adapts, and delivers instruction to address each student’s diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.</p> <p>2(b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.</p> <p>2(c) The teacher designs instruction to build on learners’ prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.</p> <p>2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners’ personal, family, and community experiences and cultural norms.</p> <p>2(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.</p> <p>2(f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.</p> <p><u>ESSENTIAL KNOWLEDGE</u></p> <p>2(g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner’s strengths to promote growth.</p> <p>2(h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.</p> <p>2(i) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.</p> <p>2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.</p> <p>2(k) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners’ experiences, cultures, and community resources into instruction.</p> <p><u>CRITICAL DISPOSITIONS</u></p> <p>2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.</p> <p>2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.</p> <p>2(n) The teacher makes learners feel valued and helps them learn to value each</p>	<p>Area of the Heart: Enhance Self and Social Awareness</p>

	<p>other.</p> <p>2(o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.</p>	
<p>3: Learning Environments The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>	<p><u>PERFORMANCES</u></p> <p>3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.</p> <p>3(b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.</p> <p>3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.</p> <p>3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.</p> <p>3(e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.</p> <p>3(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.</p> <p>3(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.</p> <p>3(h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.</p> <p><u>ESSENTIAL KNOWLEDGE</u></p> <p>3(i) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.</p> <p>3(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.</p> <p>3(k) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.</p> <p>3(l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.</p> <p>3(m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.</p> <p><u>CRITICAL DISPOSITIONS</u></p> <p>3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.</p> <p>3(o) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.</p> <p>3(p) The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.</p> <p>3(q) The teacher seeks to foster respectful communication among all members of the learning community.</p> <p>3(r) The teacher is a thoughtful and responsive listener and observer.</p>	<p>Area of the Hands: Facilitate Learning</p>

<p>4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<p><u>PERFORMANCES</u></p> <p>4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner’s achievement of content standards.</p> <p>4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.</p> <p>4(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.</p> <p>4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners’ experiences.</p> <p>4(e) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.</p> <p>4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.</p> <p>4(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.</p> <p>4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.</p> <p>4(i) The teacher accesses school and/or district-based resources to evaluate the learner’s content knowledge in their primary language.</p> <p><u>ESSENTIAL KNOWLEDGE</u></p> <p>4(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.</p> <p>4(k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.</p> <p>4(l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.</p> <p>4(m) The teacher knows how to integrate culturally relevant content to build on learners’ background knowledge.</p> <p>4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.</p> <p><u>CRITICAL DISPOSITIONS</u></p> <p>4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.</p> <p>4(p) The teacher appreciates multiple perspectives within the discipline and facilitates learners’ critical analysis of these perspectives.</p> <p>4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.</p> <p>4(r) The teacher is committed to work toward each learner’s mastery of disciplinary content and skills.</p>	<p>Area of the Head: Promote Reflection and Decision Making</p>
<p>5: Application of Content The teacher understands how to connect concepts and use differing</p>	<p><u>PERFORMANCES</u></p> <p>5(a) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).</p>	<p>Area of the Head: Promote Reflection and</p>

<p>perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>	<p>5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).</p> <p>5(c) The teacher facilitates learners’ use of current tools and resources to maximize content learning in varied contexts.</p> <p>5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.</p> <p>5(e) The teacher develops learners’ communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.</p> <p>5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.</p> <p>5(g) The teacher facilitates learners’ ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.</p> <p>5(h) The teacher develops and implements supports for learner literacy development across content areas.</p> <p><u>ESSENTIAL KNOWLEDGE</u></p> <p>5(i) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.</p> <p>5(j) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.</p> <p>5(k) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.</p> <p>5(l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.</p> <p>5(m) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.</p> <p>5(n) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.</p> <p>5(o) The teacher understands creative thinking processes and how to engage learners in producing original work.</p> <p>5(p) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.</p> <p><u>CRITICAL DISPOSITIONS</u></p> <p>5(q) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.</p> <p>5(r) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.</p> <p>5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.</p>	<p>Decision Making</p>
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<p>6: Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p>	<p><u>PERFORMANCES</u></p> <p>6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.</p> <p>6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</p> <p>6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.</p> <p>6(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.</p> <p>6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.</p> <p>6(f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.</p> <p>6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.</p> <p>6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate modifications in assessments or testing conditions especially for learners with disabilities and language learning needs.</p> <p>6(i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.</p> <p><u>ESSENTIAL KNOWLEDGE</u></p> <p>6(j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.</p> <p>6(k) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.</p> <p>6(l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.</p> <p>6(m) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.</p> <p>6(n) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.</p> <p>6(o) The teacher knows when and how to evaluate and report learner progress against standards.</p> <p>6(p) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.</p> <p><u>CRITICAL DISPOSITIONS</u></p> <p>6(q) The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.</p> <p>6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals.</p> <p>6(s) The teacher is committed to providing timely and effective descriptive</p>	<p>Area of the Hands: Facilitate Learning</p>
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	<p>feedback to learners on their progress.</p> <p>6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.</p> <p>6(u) The teacher is committed to making accommodations in assessments and testing conditions especially for learners with disabilities and language learning needs.</p> <p>6(v) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.</p>	
<p><u>7: Planning for Instruction</u> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<p><u>PERFORMANCES</u></p> <p>7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.</p> <p>7(b) The teacher plans how to achieve each student’s learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.</p> <p>7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.</p> <p>7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.</p> <p>7(e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate effective learning experiences to meet unique learning needs.</p> <p>7(f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student’s learning needs and enhance learning.</p> <p><u>ESSENTIAL KNOWLEDGE</u></p> <p>7(g) The teacher understands content and content standards and how these are organized in the curriculum.</p> <p>7(h) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.</p> <p>7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.</p> <p>7(j) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.</p> <p>7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.</p> <p>7(l) The teacher knows when and how to adjust plans based on assessment information and learner responses.</p> <p>7(m) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).</p> <p><u>CRITICAL DISPOSITIONS</u></p> <p>7(n) The teacher respects learners’ diverse strengths and needs and is committed to using this information to plan effective instruction.</p> <p>7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger</p>	<p>Area of the Hands: Facilitate Learning</p>

	<p>community.</p> <p>7(p) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.</p> <p>7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.</p>	
<p>8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	<p><u>PERFORMANCES</u></p> <p>8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.</p> <p>8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.</p> <p>8(c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.</p> <p>8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.</p> <p>8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.</p> <p>8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.</p> <p>8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.</p> <p>8(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.</p> <p>8(i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).</p> <p><u>ESSENTIAL KNOWLEDGE</u></p> <p>8(j) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.</p> <p>8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.</p> <p>8(l) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.</p> <p>8(m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.</p> <p>8(n) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.</p> <p>8(o) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.</p> <p><u>CRITICAL DISPOSITIONS</u></p> <p>8(p) The teacher is committed to deepening awareness and understanding the</p>	<p>Area of the Hands: Facilitate Learning</p>

	<p>strengths and needs of diverse learners when planning and adjusting instruction.</p> <p>8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.</p> <p>8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.</p> <p>8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.</p>	
<p><u>9: Professional Learning and Ethical Practice</u> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	<p><u>PERFORMANCES</u></p> <p>9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.</p> <p>9(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.</p> <p>9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.</p> <p>9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.</p> <p>9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.</p> <p>9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.</p> <p><u>ESSENTIAL KNOWLEDGE</u></p> <p>9(g) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.</p> <p>9(h) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.</p> <p>9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.</p> <p>9(j) The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).</p> <p>9(k) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.</p> <p><u>CRITICAL DISPOSITIONS</u></p> <p>9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.</p> <p>9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and</p>	<p>Area of the Head: Promote Reflection and Decision Making</p>

	<p>relationships with learners and their families.</p> <p>9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.</p> <p>9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.</p>	
<p><u>10: Leadership and Collaboration</u> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>	<p><u>PERFORMANCES</u></p> <p>10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student’s learning.</p> <p>10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.</p> <p>10(c) The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.</p> <p>10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.</p> <p>10(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well being.</p> <p>10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.</p> <p>10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.</p> <p>10(h) The teacher uses and generates meaningful research on education issues and policies.</p> <p>10(i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.</p> <p>10(j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.</p> <p>10(k) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.</p> <p><u>ESSENTIAL KNOWLEDGE</u></p> <p>10(l) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.</p> <p>10(m) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.</p> <p>10(n) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.</p> <p>10(o) The teacher knows how to contribute to a common culture that supports high expectations for student learning.</p> <p><u>CRITICAL DISPOSITIONS</u></p> <p>10(p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for</p>	<p>Area of the Heart: Enhance Self and Social Awareness</p>

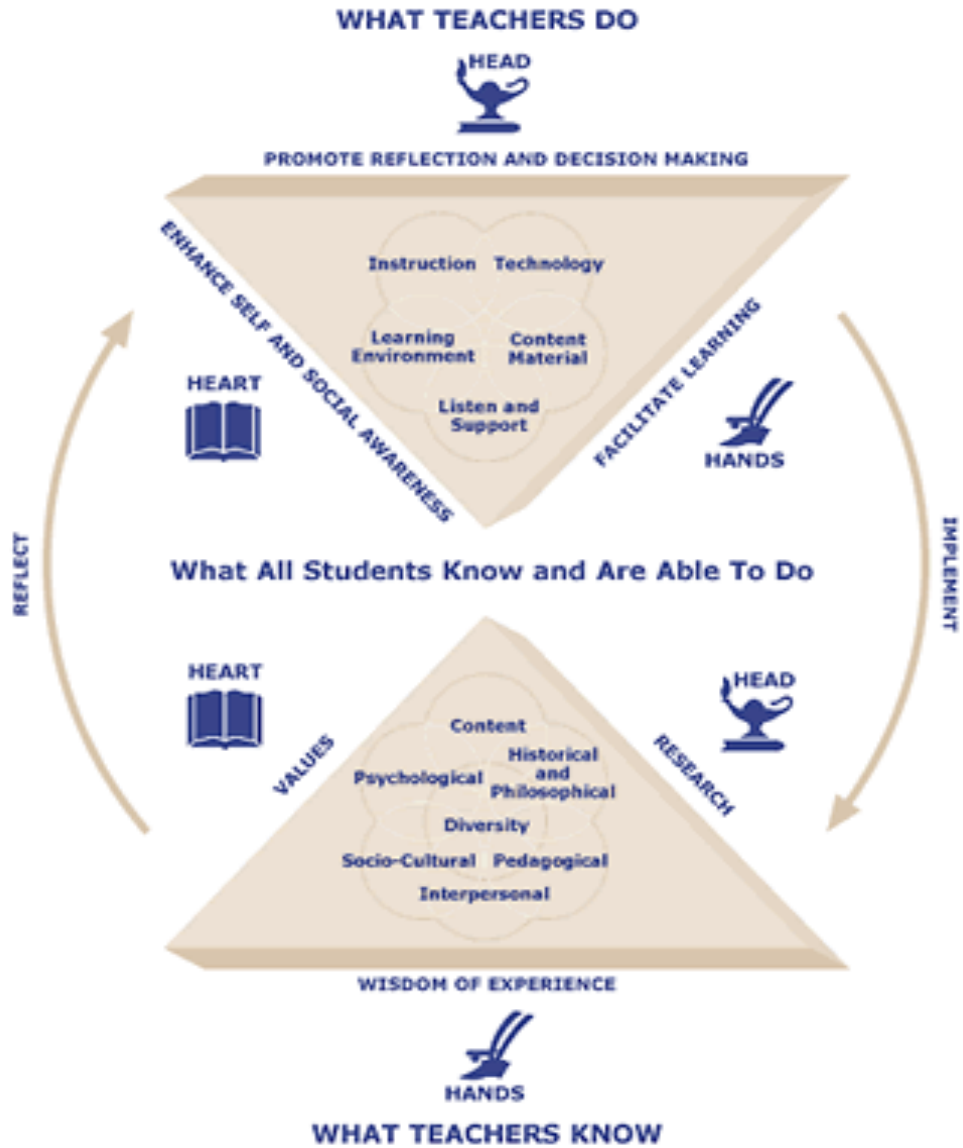
	<p>their success.</p> <p>10(q) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.</p> <p>10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.</p> <p>10(s) The teacher takes responsibility for contributing to and advancing the profession.</p> <p>10(t) The teacher embraces the challenge of continuous improvement and change.</p>	
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Interstate New Teacher Assessment and Support Consortium (INTASC), Council of Chief State School Officers, 2011.

The INTASC Standards development committee:

concludes that the appropriate distinction between beginning and advanced practice are the degree of sophistication teachers exhibit in the application of knowledge rather than in the kind of knowledge needed. Advanced practitioners will have developed the abilities to deal simultaneously with more complex facets of the teaching context, with greater flexibility and adaptability, and a more highly developed capacity to integrate their understandings and performances on behalf of students' individual needs. (pg. 11)

The Berry College Model of teacher Education
DEVELOPERS OF HUMAN POTENTIAL
 Educating the Head, the Heart, and the Hands



The conceptual framework is grounded in the mission of Berry College to develop the head, heart and hands of students through academic programs, the religion-in-life program and emphasis on practical work. Martha Berry, founder of Berry College, saw potential where others did not in the poor Appalachian children for whom the Berry Schools and, later, the college were built. We believe that teachers are “Developers of Human Potential.” Like Martha Berry, we believe the role of excellent teachers is to help our candidates and the students they teach to reach their full potential by developing their head, heart and hands.

Professional Responsibilities Aligned with the Conceptual Framework

Initial

1. Works cooperatively with peers, parents, faculty, and/or other professionals to support student learning (Heart)
2. Maintains professional appearance and punctuality (Heart, Hands)
3. Takes initiative and makes decisions in accordance with educational principles as well as takes responsibility for one's own actions (Head)
4. Seeks constructive criticism and responds to suggestions for development as a professional (Heart and Hands)
5. Demonstrates fairness, i.e., caring, non-discriminatory and equitable professional standards in work and relationships (Head, Heart, Hands)

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

1. Timelines for Submitting Forms

Requirements	Due	Action
Application for admission to Teacher Education Program (with 2 recommendation forms or letters) GACE Program Admission Assessment (if needed) GACE Program Entry Ethics Assessment (350)	End of freshman year or completion of EDU 102	Accepted or denied by Admissions and Certification Committee Scores sent to OFECP
Request for Field Experience Placement (as needed)	During first week of class each semester	Placement arranged by OFECP
Application for Senior Practicum	Third Friday of fall semester, junior year	Accepted or denied by Admissions and Certification Committee
Biographical Data Form	Third Friday of spring semester, junior year	Placement arranged by OFECP
Application for Student Teaching	7 th week of semester in which student is completing Senior Practicum— fall, senior year	Submitted to OFECP
GACE Content Exams ----- GACE Ethics Exit Assessment (360). Candidates will be cleared by OFECP beginning Dec. 1)	Before beginning second semester of Student Teaching ----- Must be taken by March 31 of senior year	Scores sent to OFECP Scores sent to OFECP
Certification Forms Program Evaluation Forms	Last day of student teaching semester	Approved by Admissions and Certification Committee

2. Progression of Education Coursework and Field Experiences Required

FIELD EXPERIENCE IN EARLY CHILDHOOD EDUCATION

Year/ Semester	Courses	Field Experiences	Hours/ Semester
Freshman	EDU 102 – Orientation to Teacher Ed*		
Sophomore/ Fall	EDU 205 – Foundations of Ed and Psych*	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 in diverse culture	22 100
Junior/ Fall	EDU 370WI*** – Curr/Methods ECE I EDU 320*** – ECE Literacy Instruction EDU 323*** – Cultures & Communities in ECE MAT 321*** – Mathematical Inquiry EDU 495 – ESOL Methods and Materials	Public School: observation, group instruction	35 ⁺
Spring	EDU 371WI***- Curr/Methods ECE II EDU 321WI*** – Lang Arts for ECE EDU 322***–Integrated Arts & Cultures for ECE EDU 340 – Inquiry in Science and Math	Public School: observation, group instruction	35 ⁺
Senior/ Fall	EDU 429 – Reading Evaluation & Assessment *PSY 434 –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 ⁺
Spring	EDU 499*** – Student Teaching (9 hrs) *PSY 434 – Psy and Education of Exceptional Children EDU 490*** – Professional Seminar	Public/Laboratory/Private School: Full-time teaching, large and small group	350 ⁺

* 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

ECE placements will insure 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

Year/ Semester	Courses	Field Experience	Hours/ Semester
Freshman	EDU 102 – Orientation to Teacher Ed*		
Sophomore/ Fall	EDU 206 – Foundations of Ed. & Psych*	BCES: Observe/Individual tutoring (4-5)	15
Spring	EDU 222 – Expl. In Diverse Culture** (MAY)	Observe in Diverse Culture	100
Junior/ Fall	EDU 375WI*** – Curr/Methods for YAL 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 ⁺
Spring	EDU 215 – Integrated Arts & Cultures for MG EDU 376*** – Methods & Curriculum for MG EDU 330*** – Language Arts for MG EDU 341*** – Science for MG	Public School: observation, group instruction	35 ⁺
Senior/ Fall	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 ⁺
Spring	EDU 499*** – Student Teaching (9 hrs) EDU 490*** _ Professional Seminar PSY 434* – Psych & Ed of Exceptional Children (3)	Public/ Private School: Full- time teaching, large and small group	350 ⁺

* 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 insure 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
Freshman or Sophomore/ Fall/Spring	EDU 102 – Orientation to Teacher Ed*		
Junior/ Fall	EDU 206 – Foundations of Ed. And Psych* Foreign Language majors take FLA 400	Public School: observation, individual tutoring	15 ⁺
Spring	EDU 380WI***– Curr & Methods Secondary Music majors take MUS 305 EDU 495 – ESOL Methods and Materials EDU 222 – Expl. In Diverse Culture** (MAY)	Public School: observation, group instruction Observe in diverse culture	30 ⁺ 100
Senior/ Fall	EDU 489*** – Senior Practicum (2 hrs.) EDU 489L*** -- Senior Practicum Lab PSY 434 * - Psy and Ed of Except Children EDU 405 – Instructional Management	Public/Private School: individual tutoring, large group instruction	120 ⁺
Spring	EDU 499* – Student Teaching (9 hrs.) EDU 490* – Professional Seminar	Public/Private School: full- time teaching, large and small group	350 ⁺

* 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 insure 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, GA, Norway, Sweden, Spain, Greece, Italy, and Belize.

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 pages 36-37).

5. edTPA Assessment

Each student who completes a program in teacher education leading to certification will achieve a passing score or above, as set by the Georgia Professional Standards Commission, in the edTPA Assessment in the candidate's content area. edTPA will be completed during candidate's fulltime student teaching. The assessment will be uploaded into LiveText and then transferred over to Pearson for scoring.

6. 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, EDU 222, and EDU 495, Teaching of English as a Second Language: Methods and Materials. In addition to these courses, competences are embedded in 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 students' 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.

7. Retention or Expulsion from the Program

All teacher preparation students 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 2.75 at Berry. Candidates who do not maintain these standards will have their cases reviewed by the Admissions and Certification Committee and may be expelled from the Teacher Education Program.

The Admissions and Certification Committee 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 the Admissions and Certification Committee for possible action. Upon recommendation of any member of the committee, 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 the Admissions and Certification Committee.

8. 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 student is enrolled in a course requiring a field experience placement, she/he is to submit a *Request for Field Experience Placement* to OFECP. The request for field placement is forwarded to the school where the placement is to 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.

An Application for Admission to the Teacher Education Program and the PSI background check **must be on file** before a field experience placement will be requested.

Teacher Qualifications

All field experience placements will be 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 special 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 or clinical practice).
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. Candidates may make specific requests for placements, which may be considered by the director of field experiences and clinical practice. However, 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, candidates may be asked to contact their cooperating teacher before they arrive at the school site to work out a mutually beneficial schedule.

Candidates are to follow a regular schedule for their field experiences throughout the semester. Supervising teachers *must* be notified in advance of any absences, and absences are to be made up as arranged with the teacher. The director of field experiences will notify teachers

cooperating teachers about the student candidate placed with them. Supervising teachers will evaluate the student's 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 experiences in practical, on-the-job settings. These procedural guidelines are designed to assure that field experiences provide maximum benefit in professional preparation.

Professionalism: Attendance

1. Students 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 nametag.
2. Participants 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 initially documented on a paper timesheet, which will be mailed to each student along with field experience placement information. **All education majors** must electronically upload their field experience hours into the Field Experience Module in their personal LiveText accounts **by the last day of the semester**. **Non-education majors** will turn in the paper timesheet to the Office of Field Experience and Clinical Practice **by the last day of the semester**.
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 student to be absent, **the supervising teacher should be notified at the earliest possible time in advance** by calling the school. Further, such absences are to be made up before the end of the semester. The "make up" time must be arranged for 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 enjoins professional persons from 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 school's premises.

Professionalism: Participation

9. Students should 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 students are expected to carry out tasks assigned by the college instructor and approved by the supervising teacher. On the first visit, students are to give the supervising teacher a copy of the field experience guidelines for each course.
11. Students will provide written plans for any learning activities on the appropriate form to the supervising teacher. Plans may be implemented only following approval and modification (if required) by the supervising teacher. Thorough preparation, including gathering any materials required for the activities, should be completed prior to class time on the day of the activity. Activities other than those regularly planned should be scheduled only after first obtaining approval of the teacher.
12. Field experience students shall be evaluated at the end of the semester on the appropriate form. 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, 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. 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. Education majors are required to electronically document field experience hours by the last day of the semester in the Field Experience Module which can be accessed through students' person LiveText account. Non-education majors are required to document field experience hours on the Field Experience Timesheet which will be mailed to them. Both timesheets must be signed or approved by the cooperating teachers.
15. Field experiences 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) 236-1755** 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 supervising 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 modify their teaching accordingly. At the same time, students need to take the initiative to ensure their placement is sufficiently challenging.

4. Evaluation Criteria

Toward 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, cooperating teacher, and 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. Evaluation forms completed by the cooperating teachers will be sent to OFECP. A copy of the evaluation will be provided to the professor and a copy will be retained in the candidate's permanent Teacher Education Program file. Professors may use this information in determining grades and may share this form with the candidate.

5. Liability Insurance

Under Georgia law, field experience candidates have no legal status in public or private schools. OFECP strongly recommends that each candidate attain **tort liability insurance** of one million dollars by becoming a member of the *Student Professional Association of Georgia Educators* (SPAGE) or another professional student organization. Candidates may also obtain private liability insurance coverage. Candidates will be asked to complete a verification or waiver of liability insurance form upon applying for admission to the Teacher Education Program

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 (OSE plus two semesters), education majors will complete their student teaching in classrooms while also taking education courses and/or 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 2.75 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 Admissions and Certification Committee; 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 2.75 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 Mrs. Susan Karch, 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 may make specific requests for placements, which will be considered by the director of field experiences and clinical practice.
- f. 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 area 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 student, and recommendations from college faculty, district personnel officials, principals, and students. Appeals of placement decisions need to be presented in writing to the director of field experiences and clinical practice for presentation to the Admissions and Certification Committee at a scheduled meeting.

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, student teachers attend the number of hours according to their major. ECE majors will attend 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 attend 6 hours per week, accumulating a minimum of 154 contact hours, with a minimum of 25 hours of teaching documented.

Spring Semester

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 attend 15 hours per week during the second seven weeks of the semester. During this semester they should accumulate a minimum of 330 contact hours, with a minimum of 118 (ECE) 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 434, Psychology and Education of Exceptional Children in either the fall or spring semesters. In addition, candidates must take a Student Teacher Lab and a Professional Seminar during the fall and spring semesters. The fall Labs orient candidates to the edTPA Assessment. The format for the Professional Seminar during the spring semester includes edTPA working sessions, peer editing sessions, as well as induction planning, ethical decision making, and current issues in education.

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 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. 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

VERIFICATION AND/OR WAIVER 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 or waive such coverage in writing.”

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. Waive Coverage (assume full responsibility for your own protection.)

I further understand that it is my responsibility to secure the liability coverage.

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 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 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 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 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: _____ Student No. _____

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.

I recommend the above named student for admission to the Teacher Education Program at Berry College. To the best of my knowledge, this student has the personal characteristics and general communications skills needed in pursuing a teaching career. Below are comments to support this recommendation:

Signature: _____ Date: _____

Print Name: _____ Position: _____

*Return to the Director, Field Experiences and Student Teaching
Charter School of Education and Human Sciences
P.O. Box 495019
Berry College*

RECOMMENDATION
for Admission to the Teacher Education Program
at Berry College

Student Name: _____

Major: _____ Student No. _____

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.

I recommend the above named student for admission to the Teacher Education Program at Berry College. To the best of my knowledge, this student has the personal characteristics and general communications skills needed in pursuing a teaching career. Below are comments to support this recommendation:

Signature: _____ Date: _____

Print Name: _____ Position: _____

Return to the Director, Field Experiences and Student Teaching
Charter School of Education and Human Sciences
P.O. Box 495019
Berry College



Online Background Check Process Overview for applicants of



To initiate a background investigation for your company through Professional Screening & Information (“PSI”), it’s as simple as 1...2...3...4, and you are done!

STEP 1:

Create an account and enter personal information or login.

- Access our website at www.psibackgroundcheck.com.
- Select the *Individuals/Organizations LOGIN* button at the top right hand corner of the screen
- Click *LOGIN* under the *Individuals* section.
- New users should create an account and then enter required personal information.
- Returning users should login using the information used when their account was established.
- If a user forgets their password, select the “Forgot Password” button and after answering your security questions, the user’s password will be emailed to the address on record.

STEP 2:

Selecting background type and completing required information.

- After creating an account or to initiate another background investigation, on the next screen select the background type tab (if not already displayed).
- Then, select the “Applicant” type of background. Berry College—OFEST applicants should not choose the “Individual” type.

- Enter the package code for the background composition the company has selected, which is **PP1**.
- Enter the company's organization code, which is **CUST_377**.
- Select the location of the company.
- Select the position for which the background investigation is requested.
- Berry College--OFEST applicants should disregard the *Clients* field and click continue.
- After completing the background type, complete all required information. Some key points to remember are:
 - All fields are required to be completed.
 - After an entry is complete, re-read responses to ensure spelling and format are correct.
 - Save each set of responses for an entry prior to selecting done.
 - There are suggested requirements for the amount of information to be supplied (i.e. years of residency history), be as complete as possible when answering these questions.

STEP 3:

After completing all required information, read the acknowledgment page, check the appropriate boxes and enter the date for your electronic signature.

You're done!!

**Questions or
 comments? Call PSI at
 (706) 235-7574
 Professional Screening &
 Information, Inc.
 Post Office
 Box 644**

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

This form is to be submitted by the third Friday of Fall semester, junior year

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 _____ Birth Date _____

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 have or will have a “C” or better in COM 203 *prior* to taking Student Teaching.

_____ I have or will have a “C” or better in an approved math course *prior* to taking 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 have a 2.75 GPA and must maintain it throughout the Field-Based Senior Year.

_____ I understand that I am required to attend the Opening School Experience which may begin as early as the last week in July.

_____ I will take both sections of my GACE during Senior Practicum and have my scores sent to Berry *prior* to the beginning of Student Teaching.

Signature

Students: Have your advisor sign this form and then return it to the Office of Field Experiences and Student Teaching – 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 _____

TEACHER EDUCATION UNIT PROFESSIONAL RESPONSIBILITIES RUBRIC

(Note: Mark N/0 for no opportunity to observe)

Responsibilities	Unacceptable 1	Acceptable 3	Target 5	Score
Works cooperatively with peers, parents, faculty and/or other professionals to support student learning. (Heart).	Does not complete a fair share of the workload; depends on others for success.	Maintains responsible relationships with peers, professionals, and/or parents; advocates for the learning of all children.	Moves beyond cooperation into true collaboration; works to ensure all students have opportunities for optimal learning.	
Maintains professional appearance and punctuality (Heart and the Hands).	Misses more than the number of hours indicated in the course syllabus for class or field experience without an acceptable excuse; arrives late for multiple sessions; dress and/or demeanor frequently is not professional.	Misses no more than the number of hours indicated in the course syllabus for class or field experience without an acceptable excuse; arrives on time for class and field experience; maintains professional dress and demeanor.	Attends class and field experience sessions except those for which an acceptable excuse was presented and arrives promptly; maintains professional dress and demeanor.	
Takes initiative and makes decisions in accordance with educational principles as well as takes responsibility for one's own actions. (Head).	Demonstrates lateness with some professional responsibilities; and/or demonstrates negative attitude; some assignments are unmet or incomplete; decisions are not grounded in sound educational principles.	Meets a majority of his/her professional responsibilities in a timely and positive manner; completes required assignments; makes decisions based on sound educational principles.	Meets professional responsibilities in a timely and positive manner; assumes responsibility for own learning; engages in reflective decision making based on sound educational principles.	
Seeks constructive criticism and responds to suggestions for development as a professional (Heart and the Hands).	Responds negatively or neutrally to suggestions for improvement.	Responds positively to suggestions for improvement.	Seeks constructive criticism and demonstrates changes in behavior as a result of feedback.	
Demonstrates fairness, i.e. caring, non-discriminatory, and equitable professional standards in work and relationships. (Head, Heart and Hands).	Seldom demonstrates fairness in work and relationships to meet the educational needs of all students.	Demonstrates fairness in professional endeavors and relationships to meet the educational needs of all students.	Consistently demonstrates fairness in work and relationships to meet the educational needs of all students.	

4/21/15

Return (course envelope) to Karen Kurz, Cook 261

Mean _____

Student _____ ID # _____

Major/Minor _____

Assessment Point:
(Circle appropriate point)

1 -- EDU 205 or 206

2 --methods course: _____(course prefix & number)

3 --end of student teaching/intern teaching: EDU:_____

Evaluator _____ Date _____

Comments:

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

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.

Standard 2: Conduct with Students

An educator shall always maintain a professional relationship with all students, both in and outside the classroom.

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.

Standard 4: Honesty

An educator shall exemplify honesty and integrity in the course of professional practice.

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.

Standard 6: Remunerative Conduct

An educator shall maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation.

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.

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.

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.

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.

Standard 11: Testing

An educator shall administer state-mandated assessments fairly and ethically.

Berry College
2017-2018 Field-Based Year
At-A-Glance

Course	EDU 488 (fall) (4 hours credit)	EDU 489 (fall) (2 hours credit)
Major	ECE	MG, Sec, P-12 (Art, Music, Foreign Lang.)
Schedule	1 st ten days of school—full time (70 hrs.) 10 hrs. wk. during 14 weeks of semester (140 hrs.)	1 st ten days of school—full time (70 hrs.) 6 hrs. wk. during 14 weeks of semester (84 hrs.)
Total Contact Hours	210	154
Teaching Hours (minimum)	32	25
Course	EDU 499 (spring) (9 hours credit)	EDU 499 (spring) (9 hours credit)
Major	ECE	MG, Sec, P-12 (Art, Music, Foreign Lang.)
Schedule	1 st 7 weeks—full time (245 hrs.) 2 nd 7 weeks—15 hrs. wk. (105 hrs.)	1 st 7 weeks—full time (245 hrs.) 2 nd 7 weeks—17 hrs. wk. (105 hrs.)
Total Contact hours	350	330
Minimum Teaching Hours	118	125
Full-time Teaching	2 weeks	2 weeks
Total Teaching Hours (minimum)	150	150

Berry College
May 2017