

BERRY COLLEGE

STUDENT TEACHER HANDBOOK

Teacher Education Program

2017-2018

BERRY COLLEGE
CHARTER
School of Education
and Human Sciences



Charter School of Education and Human Sciences

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STUDENT TEACHER HANDBOOK

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Introduction to Clinical Practice

1. Message from the Dean

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

School classrooms are the field laboratories that provide Berry students opportunities to extend their understandings of how to support, develop, and teach children. Through early and continuous field experiences culminating in Clinical Practice, you will be able to both apply and reflect on your academic studies in our teacher education programs. These are extremely important experiences that will shape your career as a teacher. We encourage you to use your "head, heart, and hands" during the field-based year as you reflect on and make decisions about developing the human potential of the diversity of youth with whom you work.

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

2. Teacher as Developer of Human Potential

TEACHER EDUCATION UNIT

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

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

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

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

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

INTASC Standards	Indicators	Conceptual Framework
<p>1: Learner Development 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><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>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>Area of the Head: Promote Reflection and Decision Making</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</p>	<p>Area of the Heart: Enhance Self and Social Awareness</p>

	<p>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 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>Area of the Hands: Facilitate Learning</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>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>Area of the Head: Promote Reflection and Decision Making</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><u>5: Application of Content</u> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</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>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</p>	<p>Area of the Head: Promote Reflection and Decision Making</p>

	<p>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>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>Area of the Hands: Facilitate Learning</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 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>	
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<p>7: Planning for Instruction 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 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>Area of the Hands: Facilitate Learning</p>
<p>8: Instructional</p>	<p><u>PERFORMANCES</u></p>	

<p>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>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>ESSENTIAL KNOWLEDGE</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>CRITICAL DISPOSITIONS</p> <p>8(p) The teacher is committed to deepening awareness and understanding the 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</p>	<p>Area of the Hands: Facilitate Learning</p>
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	<p>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 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</p>	<p>Area of the Head: Promote Reflection and Decision Making</p>

<p>10: Leadership and Collaboration 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>relevant law and policy.</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 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</p>	<p>Area of the Heart: Enhance Self and Social Awareness</p>
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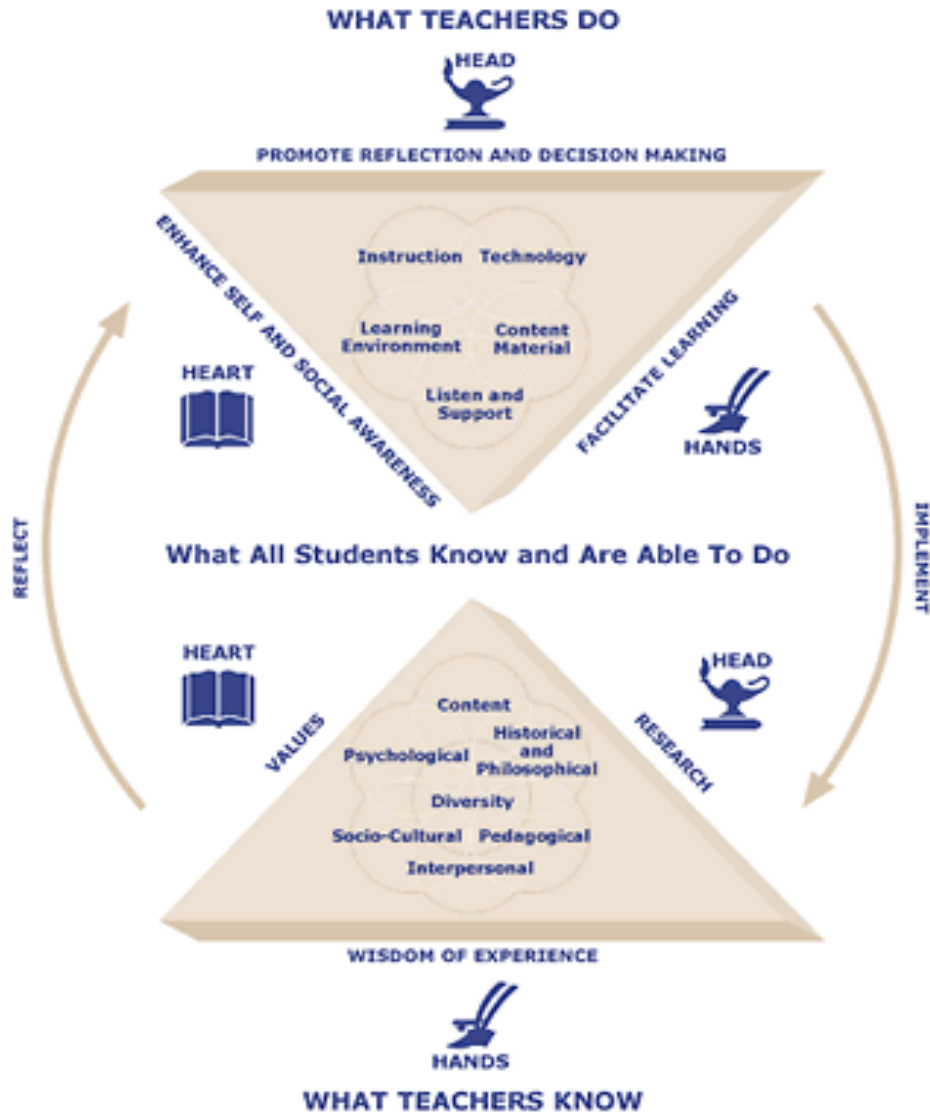
	<p>student learning.</p> <p>10(s) The teacher takes responsibility for contributing to and advancing the profession.</p> <p>10(t) The teacher embraces the challenge of continuous improvement and change.</p>	
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Interstate New Teacher Assessment and Support Consortium (INTASC), Council of Chief State School Officers, 2011.

The INTASC Standards Development Committee:

concludes that the appropriate distinction between beginning and advanced practice is 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.

STUDENT TEACHING POLICIES

1. Eligibility for Senior Practicum/Student Teaching (EDU 488/489)

The Field-Based Year (FBY) is a vital part of the Teacher Education Program. During this nine-month period (two semesters of the FBY), student teachers will complete their student teaching in classrooms while also taking education courses and courses in their majors. Student teachers will participate in classroom practice while continuing to learn more about classroom management, exceptional children and second-language learners. Student teachers will participate in the Student Teaching Lab during the fall semester and Professional Seminar during the spring semester.

To be eligible for **Senior Practicum/Student Teaching**, the student teacher must have

- a. been admitted to the Teacher Education Program;
- b. completed application for Senior Practicum/Student Teaching, including advisor's signature; submitted application form to Office of Field Experience and Clinical Practice (OFECP) by the third Friday of the fall semester, **one (1) year** before planning to begin the senior-year experience;
- c. completed the biographical data form and submitted it to Office of Field Experience and Clinical Practice by the 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. completed requirements for RHW102 or approved English course; and
- h. received the recommendation of the academic advisor and the Director of Field Experiences and Clinical Practice.

2. Eligibility for Student Teaching (EDU 499)*

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

- a. the recommendation of his/her cooperating teacher (form is located in the Field Experience Module in LiveText);
- b. the recommendation of his/her college supervisor (form is located in the Field Experience Module in LiveText);
- c. completed a request form for continuing in student teaching; submitted the form to the Office of Field Experiences and Clinical Practice (OFECP) by the ninth week of semester during Student Teaching I (Form G);
- d. **taken GACE Content Assessment Exam 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 letter grade of C (2.0) or better in each course in the professional education sequence, the major field, COM 203 or approved speech course, and an approved math course.

* Should any of these criteria not be met, the candidate may be administratively withdrawn from EDU 499.

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

Student teachers with Secondary (English, Math, Social Studies, Science) and P-12 (Art, Foreign Language, 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. All eligibility requirements stated above apply. For more information, see your education advisor and Mrs. Susan Karch, Cook 221.

4. Student Teaching Placement

Placement of student teachers in specific locations (school district, building, and cooperating teacher) is the responsibility of the Director of Field Experiences and Clinical Practice (FECP), 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. Student teachers will not be placed in schools where they have **attended within the last ten years or where they have close relatives employed or children in attendance.**
- c. Student teachers 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. Student teachers may make specific requests for placements, which will be considered by the Director of FECP.
- f. Student teachers will be placed with cooperating teachers who have a minimum of three years in-field teaching experience, have Georgia certification in the area in which they are currently teaching, and have Teacher Keys Effectiveness System (TKES) evaluations scored at level 3 or above.

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

5. Coursework, Lab, and Seminars during the Field-Based Year (FBY)

Coursework in the fall includes EDU 405 Instructional Management, EDU 488/489 Lab, and any content courses needed for the major or concentration. In the spring, in addition to EDU 490 Professional Seminar, coursework for student teachers may include EDU 495 Teaching of English as a Second Language: Methods and Materials and PSY 434 Psychology and Education of Exceptional Children and Youth (if not taken in prior semesters).

Student teachers are required to attend the on-campus Student Teacher Labs during the fall semester and Professional Seminars during the spring semester during the field-based year. During the labs, student teachers will be oriented to the edTPA Assessment and supported as they complete a practice edTPA Assessment. edTPA working and peer editing sessions will be provided during the Professional Seminars during the spring semester. In addition, other topics will be addressed, such as but not limited to, induction planning, resume writing, ethical decision making, and current issues in education.

6. Substitute Teaching

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

This policy reflects the present legal status of student teachers in Georgia classrooms. If there are questions regarding situations that call for the interpretation of the student teacher's role, the Director of Field Experiences and Clinical Practice should be consulted.

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

Student teachers are expected to place their student teaching experience ahead of work obligations, but they may work part time based on their financial need. 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.

8. Liability

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

9. Absences

No class cuts or unexcused absences are permitted during senior practicum/student teaching. In situations that would qualify as **excused absences**, the student teacher must notify the cooperating teacher and college supervisor in advance of the absence. Medical absences must be documented. A maximum of three excused absences is allowed per semester. All excused absence hours must be made up and reported to the college supervisor. Absences and/or occasions of tardiness in excess of three must also be reported to the Director of FECP. Absenteeism may result in a grade of unsatisfactory for senior practicum/student teaching and the possibility of removal from the placement. Student teachers will follow the Berry College calendar during the field-based year, with the addition of the two weeks during the Opening School Experience at the beginning of the school year.

THE ROLE OF THE STUDENT TEACHER

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

A. Professional Responsibilities

1. Conduct during the Field-Based Year

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

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

The student teacher should be prepared to initiate a positive and open relationship with the cooperating teacher. Student teachers should be prepared to request advice and receive constructive criticism from the cooperating teacher, as well as accept and reflect upon their comments and suggestions. Reflection helps to develop a personal style of effective teaching and to allow the student teacher to sharpen his or her contributions to the classroom.

2. Professional Dress and Grooming

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

3. Attendance and Punctuality

Regular attendance and punctuality are absolute necessities. The student teacher is expected to attend school every day he/she is scheduled to attend. If a student teacher is absent or tardy more than three times per semester, he/she is required to notify the college supervisor and the Director of Field Experiences and Clinical Practice. The director will schedule a meeting with the student teacher and supervisor to create a plan to address the specific attendance and/or punctuality problem.

Student teachers should maintain the **same daily hours** as the regularly employed teachers during the first two weeks of EDU 488/489 and during the first seven weeks of EDU 499. During the remaining weeks of each semester, the student teacher should follow the schedule that he/she has established in consultation with his/her cooperating teacher and college supervisor to complete the required contact and teaching hours. Copies of this schedule are to be provided on **Forms A-1** and **A-2** and are to be given to the cooperating teacher, building principal, and college supervisor. If an absence is unavoidable, the student teacher should inform his/her cooperating

teacher and college supervisor as soon as possible. Absence for reasons other than sickness or emergencies is strongly discouraged and should be approved—*in advance*—by the cooperating teacher and the college supervisor.

4. Relationships with School Personnel

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

Student teachers are encouraged to attend in-service meetings, book studies, and local professional development opportunities. They should accept no monetary remuneration, gratuities, or gifts for attending these meetings.

B. Teaching Responsibilities

1. Fall Semester-Orientation

The student teacher should express his/her appreciation to the cooperating teacher and principal for the opportunity to student teach at their school and always exhibit respect and a desire to learn. During the Opening School Experience (first 10 school days of the system's school year), the student teacher will participate in pre-planning activities and the initial days with the students in his/her cooperating teacher's classroom. At this time, the student teacher is encouraged to become familiar with the day-to-day classroom routine and to begin participating in that routine. Suggestions to follow during these weeks include:

- a. Introduce yourself to other teachers and school administrators. Learn the general rules, policies, and procedures of the school such as safety drills, bus duty, playground supervision, etc.
- b. Learn how the classroom functions. Find out where supplies are stored. Learn how to take attendance, and utilize various media and school services, etc. Observe the cooperating teacher.
- c. Become acquainted with the students, not just their names but also their individualities. This is an excellent time to produce detailed observations of the strengths and weaknesses of the individual students. If suggested by the cooperating teacher, it may be possible to examine students' records. Remember that students' records are to be handled with confidentiality at all times.
- d. Discuss with the cooperating teacher opportunities for collecting and checking papers and giving individual and/or small group assistance.
- e. During this two-week orientation period the student teacher and cooperating teacher should produce a specific schedule for the remainder of the semester (use Form D in Appendix). This written schedule should be provided to the principal and college supervisor.
- f. When the fall semester classes at Berry College begin, student teachers will attend their field experience placements part time, while continuing to take college classes.
- g. During the fall semester, student teachers will participate in a combination of co-teaching and independent teaching experiences to achieve the teaching hours specified for his or her major. (See Field-Based Year at a Glance, p. 67)

2. Observing, Teaching, and Reflecting

At the beginning of the fall semester, the student teacher will spend time observing the cooperating teacher. This is time well spent because it will play a significant role in preparing the student teacher for full-time teaching. As the fall semester progresses, the student teacher will gain more experience co-teaching lessons with the classroom teacher and later teaching the whole class.

ECE majors register for EDU 488 in fall semester. This 4-semester-hour course requires a minimum of **210** contact hours. Student teachers will fulfill approximately 70 of these hours during the first 10 days of the school year when they attend all day, every day. For the remainder of the fall semester, ECE majors will spend 10 hours per week in their classroom. Of the total contact hours required in fall, a **minimum of 32 hours** must be spent providing instruction.

Middle Grades, Secondary, and P-12 majors register for EDU 489 in fall semester. This 2-semester-hour course requires a minimum of **154** contact hours. Student teachers will fulfill approximately 70 of these hours during the first 10 days of the school year when they attend all day, every day. For the remainder of the fall semester, the MG, SEC, and P-12 majors will spend 6 hours per week in their classroom. Of the total contact hours required in fall, a **minimum of 25 hours** must be spent in teaching.

Form D, *Timeline for Teaching*, is a planning tool that may be used at the beginning of the fall semester to plan when the student teacher will observe, participate, and gradually teach specific subjects/classes as his or her schedule allows. Activities appropriate for the student teacher during the fall semester may include taking attendance, collecting and checking papers, gaining familiarity with classroom materials such as textbooks and teachers' guides, managing transitions, co-teaching with the cooperating teacher, teaching individuals and small groups, producing teaching materials such as bulletin boards, and centers and/or stations.

Reflection on teaching is critical in determining one's individual strengths, weaknesses and reasons for student outcomes. Reflection will help the student teacher identify areas for future development and a realistic awareness of his/her capabilities. This self-examination will also be of benefit to the student teacher during conferences with the cooperating and the college supervisor. The student teacher should take careful notes of his/or observations of the cooperating teacher during the fall semester. After each observation, engage the cooperating teacher in discussion about the reasons behind his/her classroom instructional practice.

3. Spring Semester—Leadership

In the spring semester (EDU 499) ECE student teachers will spend the first seven weeks of the semester full time in their student teaching classroom. During the second seven weeks they will spend at least 15 hours per week in their classroom. They should have a minimum of **350** contact hours during the spring semester. Of these contact hours, ECE majors must teach a **minimum of 118** hours.

MG, SEC, and P-12 student teachers (EDU 499) will spend the first seven weeks of the spring semester full time in their student teaching classroom. During the second seven weeks they will spend at least 15 hours per week in their classroom. They should have a minimum of **350** contact hours during the spring semester. Of these contact hours, majors must teach a **minimum of 125** hours.

As suggested for use during the fall semester, form D, *Timeline for Teaching*, is available as a planning tool to plan in advance the order and timing in which classes/subjects will be observed, taught, and returned to the cooperating teacher as well as when the 3-5 edTPA lessons (**taught either before or after the two weeks of independent teaching**), two weeks of independent teaching, and the two-week unit will be take place during the spring semester.

a. Planning

During the spring semester, student teachers begin to make the transition from the Berry lesson plan format to the lesson plan format used by the cooperating teacher and/or the one used by grade level or school district. Student teachers may also find that they would like to use a lesson plan format that is in between the two lesson plan formats identified above. However, when the college supervisor has scheduled an observation, the student teacher will plan the lesson using the Berry Teacher Education lesson plan format and email a copy of the lesson by the day before the observation. Lesson plans should always be given to the cooperating teacher sufficiently in advance for approval and/or so that suggestions and comments may be utilized in revisions of the plans if needed. The student teacher will keep ALL lesson plans taught in a notebook so that the college supervisor can review lesson plans that were not observed. If the school administrator requires student teachers to submit lesson plans to him or her, they *must be submitted at the specified time*.

b. Full-Time Teaching

During the two weeks of independent teaching, the student teacher will assume all the duties of the teacher. It is likely that during this time the cooperating teacher will spend various amounts of time outside the classroom. However, the Georgia Professional Standards Commission (PSC) does not require cooperating teachers to be completely out of the classroom during the two weeks the student teacher is teaching independently. This practice also allows the cooperating teacher to provide the student teacher with feedback during the full-time teaching. Following the two weeks of independent teaching, the student teacher will gradually return classroom responsibilities to the cooperating teacher and will continue with some teaching responsibilities through the second seven weeks of the spring semester.

c. Two-Week Unit

During the spring semester, the student teacher will develop and teach a **ten-day unit**. The student teacher and the cooperating teacher must mutually agree upon the unit theme and dates the unit will be taught. The unit may be taught during the two weeks of independent teaching. However, it may be taught at another time during the spring semester. Unit plans, including assessments, must be presented to the cooperating teacher and college supervisor in a unit block plan format (form can be accessed in Student Teacher Group on Viking Web) a week before the unit will be taught so that feedback can be provided to improve the implementation of the unit.

d. Classroom Management

The student teacher needs to establish authority in the classroom as a teacher, follow the management plan established by the cooperating teacher, and be clearly in charge of the classroom environment, establishing clear expectations for student behavior. With the approval of the cooperating teacher, the spring semester is also a good time for the student teacher to put into practice some of the management strategies that he or she studied in Instructional Management, EDU 405, which was taken during the fall semester of the FBY.

e. Teaching Methods

Every teacher has his/her own teaching style as do student teachers. Student teachers will find some teaching methods and strategies implemented by cooperating teachers to be wonderful, while others may not work as well for them at this juncture in their professional development. The student teacher should reflect upon these strategies carefully and consider why specific strategies did or did not work for them. Student teaching is a wonderful environment in which to experiment with a variety of instructional strategies to determine which ones the student teacher can implement most effectively.

C. College Responsibilities

- 1. Reflective Journal:** Reflection on one's practice is critical to the professional growth of student teachers. Journals are also an important part of the supervisory process because they keep the college supervisor connected to the student teacher and what is going on in the classroom when he or she is not present. During the fall semester, student teachers will submit to their college supervisor an electronic, bi-weekly reflective journal about their student teaching experiences. Student teachers will use the journal format outlined in Form K. College supervisors will provide feedback to the student teachers on their bi-weekly entries. During the spring semester, student teachers will submit four reflective journals to their college supervisor. The college supervisor will provide the prompts for the journal entries and the due dates. The college supervisor may, at his or her discretion, increase the number of reflective journals entries for either semester.
- 2. Class Schedule (Forms A-1 and A-2):** Due to college supervisor by the end of the first week of each semester.
- 3. Statement of Expectations and Timeline:** Write a statement of expectations setting out explicitly what you expect of yourself during the FBY. Include in your expectations any specific experiences and responsibilities you would like to have, interests you would like to pursue, weaknesses you would like to address, and strengths you would like to develop. The student teacher must give a copy of his or her expectations to the cooperating teacher and the college supervisor at the first three-way conference. Work with your cooperating teacher to complete the Timeline for Student Teaching (Form D), which should reflect when you plan to assume different responsibilities, including lead teaching.
- 4. Lesson Plans for Observations:** Your college supervisor will observe you at least two times during the fall semester and at least four times during the spring semester. Prior to each observation by your college supervisor, provide him or her a detailed written copy of your lesson plan. Keep all of your lesson plans in a notebook at your student teaching placement, so your college supervisor will be able to review the lessons you taught when he or she did not observe you.
- 5. Resume:** During the fall semester each student teacher is responsible for submitting his or her resume to the Career Center for feedback so it will be in an acceptable format for job searches.
- 6. Practice edTPA Assignment:** Student teachers will do a practice edTPA during the fall semester. This assignment includes teaching and videotaping one lesson with written commentaries for edTPA Tasks 1-3. Video equipment for this assignment may be checked out from the front desk at Memorial Library.

7. **Spring Semester Unit of Study:** Student teachers will plan and implement a 10-day unit which will be written in a block plan format (available in Student Teacher Group on Viking Web). The block unit plan must be turned in to both your cooperating teacher and your college supervisor at least a week before teaching the unit, so they can provide you with feedback on your unit. The final unit must be approved by your cooperating teacher prior to teaching it.
8. **edTPA Assessment:** During the spring semester, student teachers will teach and video record 3-5 edTPA lessons. Candidates will assemble their edTPA Assessment in LiveText. See your edTPA Content Handbook and the edTPA Implementation Guide in LiveText for more information about this assessment. Candidates will have access to the Implementation Guide and other edTPA resources via a Visitor's Pass that will be provided to them at the first Student Teaching Lab of the fall semester.
9. **Student Teaching Time Sheets:** Student teachers will record in the **Field Experience Module in LiveText** the number of hours spent at their student teaching placement for each type of activity specified on the timesheet during the FBY.
10. **Student Teacher Activities Checklist (Form C):** Initial and date the activities as you complete them during the FBY. Submit the checklist to the Certification Advisor at the end of the spring semester.
11. **Observations of Other Classrooms:** Student teachers will work with their cooperating teacher and college supervisor to arrange observations in other classrooms and/or schools during the second seven weeks of your spring semester. These hours will be recorded on the Student Teaching Timesheet under the Observation/Participation column.
12. **Student Teaching Lab and Professional Seminar:** Attendance at the on-campus Student Teaching Lab and Professional Seminar for student teachers is required. The labs meet on Thursdays during the fall semester and the seminar meets on Tuesday afternoons in the spring semester. Both classes are an integral part of the Berry College student teaching program. The labs and the seminar provide support for student teachers during the development of the edTPA Assessment, ethical decision making, job search, and induction plan development. The schedule for labs and seminars will be provided at the first class of each semester.
13. **Evaluation:** The evaluation of the student teacher is a continuous process undertaken by the student teacher, cooperating teacher, and college supervisor. The student teacher and the cooperating teacher will meet on a regular basis to discuss the candidate's professional development. The college supervisor will periodically hold conferences with both the student teacher and cooperating teacher to evaluate the student teacher's progress. At the conclusion of Senior Practicum/Student Teaching, the student teacher, cooperating teacher, and college supervisor will complete the electronic version of the Georgia Intern Keys: Candidate Assessment on Performance evaluation instrument in the Field Experience Module in LiveText, an electronic platform used by the teacher education department. The Georgia Intern Keys evaluation instruction will be completed during the last two weeks of each semester. The final grade for each course (EDU 488, 489, and 499) will be determined by the college supervisor in consultation with the cooperating teacher and the Director of Field Experiences and Clinical Practice. The college supervisor will email the final student teaching grade to the Director of Field Experience and Clinical Practice by the last day of class for each semester.

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

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

(2) Definitions

- (a) “Certificate” refers to any teaching, service, or leadership certificate, license, or permit issued by authority of the Professional Standards Commission.
- (b) “Educator” is a teacher, school or school system administrator, or other education personnel who holds a certificate issued by the Professional Standards Commission and persons who have applied for but have not yet received a certificate. For the purposes of the Code of Ethics for Educators, “educator” also refers to paraprofessionals, aides, and substitute teachers.
- (c) “Student” is any individual enrolled in the state’s public or private schools from preschool through grade 12 or any individual under the age of 18. For the purposes of the Code of Ethics and Standards of Professional Conduct for Educators, the enrollment period for a graduating student ends on August 31 of the year of graduation.
- (d) “Complaint” is any written and signed statement from a local board, the state board, or one or more individual residents of this state filed with the Professional Standards Commission alleging that an educator has breached one or more of the standards in the Code of Ethics for Educators. A “complaint” will be deemed a request to investigate.
- (e) “Revocation” is the invalidation of any certificate held by the educator.
- (f) “Denial” is the refusal to grant initial certification to an applicant for a certificate.
- (g) “Suspension” is the temporary invalidation of any certificate for a period of time specified by the Professional Standards Commission.
- (h) “Reprimand” admonishes the certificate holder for his or her conduct. The reprimand cautions that further unethical conduct will lead to a more severe action.
- (i) “Warning” warns the certificate holder that his or her conduct is unethical. The warning cautions that further unethical conduct will lead to a more severe action.
- (j) “Monitoring” is the quarterly appraisal of the educator’s conduct by the Professional Standards Commission through contact with the educator and his or her employer. As a condition of monitoring, an educator may be required to submit a criminal background check (GCIC). The Commission specifies the length of the monitoring period.
- (k) “No Probable Cause” is a determination by the Professional Standards Commission that, after a preliminary investigation, either no further action need be taken or no cause exists to recommend disciplinary action.

(3) Standards

- (a) **Standard 1: Legal Compliance** - An educator shall abide by federal, state, and local laws and statutes. Unethical conduct includes but is not limited to the commission or conviction of a felony or of any crime involving moral turpitude; of any other criminal offense involving the manufacture, distribution, trafficking, sale, or possession of a controlled substance or marijuana as provided for in Chapter 13 of Title 16; or of any other sexual offense as provided for in Code Section 16-6-1 through 16-6-17, 16-6-20, 16-6-22.2, or 16-12-100; or any other laws applicable to the profession. As used herein, conviction includes a finding or verdict of guilty, or a plea of *nolo*

contendere, regardless of whether an appeal of the conviction has been sought; a situation where first offender treatment without adjudication of guilt pursuant to the charge was granted; and a situation where an adjudication of guilt or sentence was otherwise withheld or not entered on the charge or the charge was otherwise disposed of in a similar manner in any jurisdiction.

- (b) **Standard 2: Conduct with Students** - An educator shall always maintain a professional relationship with all students, both in and outside the classroom. Unethical conduct includes but is not limited to:
1. committing any act of child abuse, including physical and verbal abuse;
 2. committing any act of cruelty to children or any act of child endangerment;
 3. committing any sexual act with a student or soliciting such from a student;
 4. engaging in or permitting harassment of or misconduct toward a student;
 5. soliciting, encouraging, or consummating an inappropriate written, verbal, electronic, or physical relationship with a student; and
 6. furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student or allowing a student under the educator's supervision or control (including but not limited to the educator's residence) to consume alcohol, or illegal/unauthorized drugs.
- (c) **Standard 3: Alcohol or Drugs** - An educator shall refrain from the use of alcohol or illegal or unauthorized drugs during the course of professional practice. Unethical conduct includes but is not limited to:
1. being on school premises or at a school-related activity while under the influence of, possessing, using, or consuming illegal or unauthorized drugs;
 2. being on school premises or at a school-related activity involving students while under the influence of, possessing, or consuming alcohol. A school-related activity includes, but is not limited to, any activity sponsored by the school or school system (booster clubs, parent-teacher organizations, or any activity designed to enhance the school curriculum, i.e. Foreign Language trips, etc.); and
 3. failing to monitor and/or prevent the use of alcohol or illegal or unauthorized drugs by students who are under the educator's supervision (including but not limited to at the educator's residence or any other private setting).
- (d) **Standard 4: Honesty** - An educator shall exemplify honesty and integrity in the course of professional practice. Unethical conduct includes but is not limited to, falsifying, misrepresenting or omitting:
1. professional qualifications, criminal history, college or staff development credit and/or degrees, academic award, and employment history;
 2. information submitted to federal, state, local school districts and other governmental agencies;
 3. information regarding the evaluation of students and/or personnel;
 4. reasons for absences or leaves;
 5. information submitted in the course of an official inquiry/investigation; and
 6. information submitted in the course of professional practice.
- (e) **Standard 5: Public Funds and Property** - An educator entrusted with public funds and property shall honor that trust with a high level of honesty, accuracy, and responsibility. Unethical conduct includes but is not limited to:
1. misusing public or school-related funds;
 2. failing to account for funds collected from students or parents;

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

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

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

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

1. sharing of confidential information concerning student academic and disciplinary records, health and medical information, family status and/or income, and assessment/testing results unless disclosure is required or permitted by law;
2. sharing of confidential information restricted by state or federal law;
3. violation of confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, violating local school system or state directions for the use of tests or test items, etc.; and
4. violation of other confidentiality agreements required by state or local policy.

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

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

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

1. failure to report all requested information on documents required by the Commission when applying for or renewing any certificate with the Commission;

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

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

(k) **Standard 11: Testing** - An educator shall administer state-mandated assessments fairly and ethically. Unethical conduct includes but is not limited to:

1. committing any act that breaches Test Security; and
2. compromising the integrity of the assessment.

(4) Reporting

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

(5) Disciplinary Action

- (a) The Professional Standards Commission is authorized to suspend, revoke, or deny certificates, to issue a reprimand or warning, or to monitor the educator's conduct and performance after an investigation is held and notice and opportunity for a hearing are provided to the certificate holder. Any of the following grounds shall be considered cause for disciplinary action against the holder of a certificate:
 1. unethical conduct as outlined in The Code of Ethics for Educators, Standards 1-10 (PSC Rule 505-6-.01);
 2. disciplinary action against a certificate in another state on grounds consistent with those specified in the Code of Ethics for Educators, Standards 1-10 (PSC Rule 505-6-.01);
 3. order from a court of competent jurisdiction or a request from the Department of Human Resources that the certificate should be suspended or the application for certification should be denied for non-payment of child support (O.C.G.A. §19-6-28.1 and §19-11-9.3);

4. notification from the Georgia Higher Education Assistance Corporation that the educator is in default and not in satisfactory repayment status on a student loan guaranteed by the Georgia Higher Education Assistance Corporation (O.C.G.A. §20-3-295);
 5. suspension or revocation of any professional license or certificate;
 6. violation of any other laws and rules applicable to the profession (O.C.G.A. §16-13-111); and
 7. any other good and sufficient cause that renders an educator unfit for employment as an educator.
- (b) An individual whose certificate has been revoked, denied, or suspended may not serve as a volunteer or be employed as an educator, paraprofessional, aide, substitute teacher or in any other position during the period of his or her revocation, suspension or denial for a violation of The Code of Ethics. The superintendent and the superintendent's designee for certification shall be responsible for assuring that an individual whose certificate has been revoked, denied, or suspended is not employed or serving in any capacity in their district. Both the superintendent and the superintendent's designee must hold GAPSC certification.

Authority O.C.G.A. § 20-2-200; 20-2-981 through 20-2-984.5

Moral Turpitude

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

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

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

- Fraud or false pretenses in obtaining something of value
- Larceny or a misdemeanor theft by taking
- 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
- Federal misdemeanor offense of Conspiracy of in Restraint of Interstate Trade and Commerce
- Possession of less than one ounce of marijuana

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

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

THE ROLE OF THE COOPERATING TEACHER

Classroom cooperating teachers are critical to the success of the student teaching program. Their daily guidance aids the student teacher's transition from the role of student to classroom teacher. Through role modeling, co-teaching, informal conversations, and formal conferences, the cooperating teacher provides the student teacher with guidance in developing teaching procedures and methods, gathering resource materials, feedback on instruction, and in developing relationships with students and co-workers. To a great extent, the cooperating teacher can determine the success or failure of the student teacher. As student teachers begin their field-based senior year, the cooperating teacher becomes even more significant in the extended experience.

The selection of cooperating teachers involves the college, the Human Resource Departments of local school districts, and the building principal. Cooperating teachers must meet the following criteria in order to supervise student teachers:

1. The cooperating teacher must have a valid in-field certificate in the area in which he or she is teaching.
2. The cooperating teacher must have at least three years of teaching experience.
3. The cooperating teacher must have TKES evaluations scored at level three or above.
4. The cooperating teacher must possess an interest and desire to work with a student teacher.

A. Supervision Responsibilities

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

1. Preparing for the Student Teacher

To insure a good beginning in student teaching, the cooperating teacher will carefully plan for the student teacher's first days in the school. The student teacher will participate in the Opening School Experience (the first 10 days of the school year including pre-planning and the first days with the students), attending full-time each day. The following guidelines will assist the student teacher in a smooth transition into the school and classroom environment:

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

Cooperating teachers will also be asked to attend an orientation meeting at their school district's Central Office in May prior to the beginning of the student teaching experience to familiarize them with the Berry College Student Teaching Program and the edTPA Assessment for student teachers.

2. Orientation during Pre-Planning

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

- a. Tour the school facilities and introduce the student teacher to the responsible building level administrator, faculty, and staff.
- b. Familiarize the student teacher with the classroom and teaching materials.
- c. Go over the prepared folder of policies, procedures, schedules, and duties.
- d. Give the student teacher copies of curriculum guides, textbooks, supplementary materials, and current lesson plans/extra copies of the school or grade level lesson plan template to review.
- e. Explain the first day's schedule and assign the student teacher appropriate responsibilities.
- f. Have the student teacher help the cooperating teacher develop student seating charts. Review characteristics of the students with the student teacher.

3. Beginning Experiences during the Opening School Experience

From the beginning, student teaching should provide numerous opportunities for the student teacher to identify the relationship between theory and practice, to develop proficiency in appropriate teaching strategies and classroom management, to formulate a sound educational philosophy, and to perform all duties in a professional manner. Throughout the student teaching experience, cooperating teachers are encouraged to meet with the student teacher regularly to evaluate progress, as well as to plan goals for the weeks ahead. The following suggestions should provide appropriate beginning experiences:

- a. Introduce the student teacher to students, explaining that he/she is “another teacher.” Discuss the advantages of having a second teacher.
- b. Send a letter informing parents about the student teacher.
- c. Encourage the student teacher to maintain high standards of professional/personal conduct. Student teaching should be viewed as a partnership between the cooperating teacher and the student teacher in the education of the students in the field experience placement classroom.
- d. Guide the student teacher to formally observe the cooperating teacher and then analyze the cooperating teacher's instructional strategies. Discuss observations with the student teacher, revealing why particular choices were made concerning the curriculum, instructional strategies, and classroom procedures and routines.
- e. Share the current teacher evaluation system with the student teacher.
- f. Guide the student teacher in developing and maintaining an environment conducive to learning: organizing the classroom, managing distribution and collection of materials, as well as movement of students, monitoring and handling inappropriate behaviors.
- g. Assist the student teacher in efficiently performing routine duties and in keeping records.
- h. Include the student teacher during your instructional planning. Establish a set time each week to discuss the student teacher's progress and plan future lessons with the student teacher.
- i. Co-teach with your student teacher.
- j. Acknowledge and encourage the student teacher's ideas and initiative toward developing his/her own style of teaching.
- k. Familiarize the student teacher with available resource materials in the school media center and in the central office.

4. Fall Berry College Semester

After completing the Opening School Experience (first 10 days of school system's school year—full-time attendance), the student teacher will attend part-time throughout the remainder of the fall semester. ECE majors will attend 10 hours per week for the 14 weeks of the semester. Middle Grades, Secondary, and P-12 majors will attend 6 hours per week throughout the remainder of the

semester. During the semester, the student teacher will begin teaching one or more classes/subjects, in preparation for the second semester when he/she will eventually teach all the classes/subjects. During the part-time attendance in the fall semester, the cooperating teacher should:

- a. Participate in an initial three-way conference between the student teacher, college supervisor, and the student teacher at the beginning of the first semester.
- b. Serve as a model for planning and instruction.
- c. Discuss and outline a tentative timeline for the student teacher to assume responsibilities for teaching different subjects and/or classes. (Use Form D).
- d. Increase the student teacher's teaching responsibilities from co-teaching with the cooperating teacher to teaching an individual student, to small group, to whole class lessons commensurate with the demonstration of ability.
- e. Discuss the content and dates for teaching and videotaping the **practice** edTPA lesson, complete with written commentaries for tasks 1-3, which is due the Friday before Berry's Fall Break (Oct. 13).
- f. Discuss the content and dates for the student teacher to teach the three to five edTPA Assessment lessons and video recording of lessons **during the spring semester**.
- g. Conduct at least **two formal observations of the student teacher**, recording data on Form F, and upload the observations into the Field Experience Module in LiveText.
- h. Participate in a final three-way evaluation conference between the student teacher, college supervisor, and the student teacher at the end of the fall semester.

5. Spring Semester—Full-Time Attendance and Teaching

During the first seven weeks of the spring semester, the student teacher will attend and participate full time in the assigned classroom. Student teachers should experience increasing levels of involvement depending on their classroom readiness. Below is a suggested timeline the cooperating teacher may use with his or her student teacher for the first seven weeks of the spring semester:

Weeks One-Two:

- a. Review the student teaching timeline created for the spring semester (See Form D).
- b. Increase gradually the student teacher's instructional load until a full teaching load has been reached.
- c. Provide opportunities for the student teacher to observe subjects and/or classes that she or he may not have observed during the fall Senior Practicum and to participate in the planning and implementation of lessons for those classes.
- d. Include student teacher in grade or subject level planning meetings, and staff meetings.
- e. Include student teacher in the classroom management and discipline of students.
- f. Assume some of the supervisory responsibilities such as homeroom or opening activities, recess or hall duty, taking attendance, recording grades, etc.
- g. Plan when to conduct a **minimum of four formal observations of the student teacher**, recording the observations on Form F. One observation should be conducted near the beginning of the first seven weeks. Two formal observations should be conducted during the independent teaching. The final observations should occur during the second seven weeks.
- h. Establish when the student teacher will do edTPA Task 4 (**ECE majors only**).

Weeks Three-Five:

Provide the student teacher with time and/or opportunities to:

- a. Plan and implement lessons in several different areas of the curriculum and/or at different periods during the day or week.
- b. Teach and video record three to five edTPA lessons, either before or after two weeks of independent teaching.
- c. Teach full time for two weeks.
- d. Plan and teach a two-week unit agreed upon by the cooperating teacher and the student teacher.

Weeks Six-Seven:

Provide the student teacher with opportunities to:

- a. Participate in parent conferences.
- b. Begin to systematically return subject(s)/classes back to the cooperating teacher.
- c. Continue to teach classes in which he or she has had the least amount of teaching time and/or is still needful of more teaching experience.

Weeks Eight-Fourteen of Spring Semester:

During the second seven weeks of the spring semester, the student teacher will attend and participate in the classroom a minimum of 15 hours per week. These hours should be arranged and agreed upon by the student teacher, cooperating teacher, and college supervisor. During these weeks, the student teacher will continue teaching classes as determined by the cooperating teacher, student teacher, and college supervisor. In addition to teaching, the student teacher should be provided opportunities and direction for:

- a. Teaching subjects and/or classes agreed upon by the cooperating teacher, the college supervisor, and the student teacher.
- b. Observing in other classrooms and/or schools.
- c. Receiving training in how to proctor assessments (if appropriate).
- d. Working with individual or small groups of students to prepare them for end-of-the-school year assessments (as directed by the cooperating teacher).
- e. Co-teaching with the cooperating teacher.

6. Conferencing With the Student Teacher

One of the most important aspects of guiding a student teacher is feedback. The student teaching experience needs to be undergirded with a strong conferencing structure. It is in this phase of student teaching that student teachers receive the individual guidance from competent professionals that enable them to analyze their growing understanding of the relationship between theory and practice. With appropriate guidance during conferencing, the student teacher will be able to organize, assimilate, synthesize, and reflect on the student teaching experience. It is important for the cooperating teacher and the student teacher to meet on a daily and/or weekly basis to conference after each teaching segment and also to plan for future instruction.

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

- a. Schedule conferences after each significant teaching segment at a time/location when there will be minimal interruptions.
- b. Make feedback an analysis of the teaching episode that includes both positive comments and constructive criticism that will lead to improvement in areas still under development. The basis for comments should be derived from the cooperating teacher's observations of

- the implementation of lesson plans, classroom/behavior management skills, and the performance of other teacher-related duties.
- c. Encourage the student teacher to ask questions regarding observations/feedback.
 - d. Guide the student teacher in considering alternative ways of implementing a learning segment to promote student achievement.
 - e. Foster self-evaluation during constructive criticism by asking questions beginning with “Why do you think . . . ?” These questions will elicit responses that encourage the student teacher to analyze his or her performance and develop reflection skills.
 - f. Make specific suggestions for improving identified weaknesses when the student teacher is unable to offer suitable strategies.
 - g. Identify a primary focus for the next observation that the student teacher should concentrate on for improvement. Give a copy of the observation notes to the student teacher and upload one copy into the Field Experience Module in LiveText.

7. Special Conferences

If necessary, the cooperating teacher should not hesitate to contact the college supervisor for a conference regarding the progress of the student teacher. The student teacher’s future, as well as the future of education, depends on a successful student teaching experience. Addressing problem areas quickly provides opportunities for correction and redirection. If the student teacher is in danger of being unable to complete his/her student teaching experience successfully, the college supervisor and the school administration should be informed immediately (see “Removal from Student Teaching,” p. 42).

8. Observations by the College Supervisor

The college supervisor will observe the student teacher at least twice in the fall and four times during the spring semester, write formal observations of the student teacher’s progress, and discuss the results with the student teacher in a conference following the observations. The cooperating teacher will also conduct the initial and final three-way conferences and conferences at other times as necessary.

9. Related Professional Activities

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

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

B. Reporting Responsibilities

1. Formal Evaluation of Student Teachers

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

A three-way conference between the student teacher, the college supervisor, and the cooperating teacher will be held at the conclusion of the fall and spring semesters to evaluate the student teacher. Although final responsibility for grading student teachers rests with the college supervisor, the evaluations of the cooperating teacher will be utilized in determining the final grade. At the end of the fall semester, the cooperating teacher will complete the Georgia Intern Keys: Candidate Assessment on Performance Standards evaluation instrument. The evaluation instrument can be accessed through the Field Experience Module in LiveText, an electronic platform used by the Department of Teacher Education. Intern Keys includes the performance standards, rubrics, "look fors," and spaces for scoring each rubric. The option "not applicable" will be available on the rubrics for the fall semester because student teachers are in their placements part time. However, this option will not be available on Georgia Intern Keys evaluation instrument at the end of the spring semester.

See Form H for a print copy of just the performance standards.

2. Reference Letters

The cooperating teacher may be asked to write letters of reference for the student teacher. Cooperating teachers are expected to write reference letters if requested. Writing letters of reference is a serious obligation, involving not only the student teacher but also the P-12 students the student teacher will teach one day. Recommendations need to be a fair and truthful presentation of the candidate's qualifications. Descriptive information and specific examples will individualize the candidate about whom the reference letter is written. When writing references, include such areas as the following:

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

THE ROLE OF THE COLLEGE SUPERVISOR

The college supervisor is the representative of the college who is responsible for the supervision of the student teacher and serves as a liaison between the college and the personnel of the cooperating schools, promoting a positive relationship between the college and schools. The task of the college supervisor is to orient the student teacher and cooperating teacher to the student teaching program and to guide the student teacher in becoming an effective teacher by providing constructive feedback on:

- a. written lesson plans and executed lessons
- b. reflective journals
- c. the Practice edTPA
- d. two-week unit
- e. the two-week unit of independent teaching
- f. Georgia Intern Keys Evaluation Instrument

A. Functions

1. Orientation

The college supervisor will meet with the student teacher during the first week of the fall Berry College semester. At that meeting, among other things, the college supervisor will establish the dates for the bi-weekly journals and arrange an initial three-way conference with the student teacher, cooperating teacher, and him or herself. At the three-way meeting, the roles, expectations, and goals for the student teacher and the cooperating teacher will be discussed (see *Establishing Goals* on page 37).

2. Supervision

The goal of the supervisor is to aid in the transition of the candidate from student teacher to teacher. Emphasis will be on learning from the student teaching experience, developing the head, the heart, and the hands of the candidate so she/he will be able to develop the human potential of the P-12 students. During this capstone experience, the college supervisor will serve as a co-worker with the cooperating teacher and principal in the guidance and development of the student teacher. The college supervisor will also support and guide the student teacher in balancing the multiple responsibilities and duties of the teaching profession. Together with the cooperating teacher, the college supervisor may suggest the use of a wide range of instructional strategies, offer suggestions for classroom management, and encourage the student teacher to experiment with different teaching methods so that student achievement will continue to be improved.

3. Evaluation

During the fall semester, the college supervisor will be asked to provide a recommendation for the student teacher to continue the Field-Based Year, EDU 499, during the spring semester. In order to write the recommendation, the college supervisor must have conducted at least one formal observation prior to writing the recommendation which is due October 20, 2017. In addition, the college supervisor will complete the Georgia Intern Keys evaluation instrument prior to the final three-way conference for each semester. The college supervisor will be responsible for maintaining records of observations and recommending the final grade for student teaching, based on input from the cooperating teacher.

B. School Observations

1. Formal Observations

During the Field-Based Year, the college supervisor will conduct a total of **six** formal observations of the student teacher.

Fall Semester: **Two** of these observations should occur during the **first semester** of the field-based senior year.

Spring Semester: **Four** observations will occur during **the second semester**, with a *minimum of two* occurring during the *first seven weeks* when the student teacher is teaching full time.

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

2. Supervisory Conference Cycle

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

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

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

- a. Pre-observation
 1. Email lesson plan to college supervisor at least one day before observation
 2. Alert college supervisor to any special learner considerations
- b. Observation of Lesson
- c. Post-observation Analysis
 1. Analysis of observation information
 2. Formulate guidance for reflection

- d. Post-observation Conference
 - 1. Supervisor guides student teacher through reflective action, examining if objectives were met (how do you know?), teacher and student behaviors, unanticipated events, and consideration of alternative possibilities
- e. Assessment of Professional Growth
 - 1. Assess individual goal attainment
 - 2. Select new goals and courses of action

The overall format is intended to help student teachers think critically about their teaching practices, their experiences in school, and the broader context within which schools function. The conferencing component is viewed as being developmental in nature, thus encouraging expanded sophistication in both the conceptualization and the practice of teaching. The college supervisor should move from a directive orientation, delineating direct “First Aid” advice, to a collaborative orientation, and finally to a non-directive orientation, as the candidate sets the agenda and formulates the questions from the observation for discussion. The college supervisor encourages the student teacher to progress through the developmental sequence toward the desired end result of improved instructional practice.

3. Three-Way Conferences

Besides supervisory conferences after observations, the college supervisor will conduct at least 3 three-way conferences during the Field-Based Year: (1) early in the fall semester when the student teacher shares his or her goals for student teaching and the cooperating teacher shares his or her goals and expectations; (2) at end of fall semester to evaluate the student teacher’s progress and set goals for the spring semester; and (3) at the end of the spring semester for final student teacher evaluation.

a. *Establishing Goals*

The first three-way conference should take place within the first two weeks of the fall semester. The student teacher, cooperating teacher, and college supervisor make up the triad; and each should come to the conference prepared to share their plans, goals, and expectations for the semester. Additionally, a tentative timeline for the semester, indicating how the student teacher will gradually assume classroom responsibilities and when the Practice edTPA will be conducted should be discussed and approved.

b. *Final Evaluation for Fall Semester*

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

- 1. A general review of the experiences of the student teacher to date;
- 2. Strengths demonstrated by the student teacher;
- 3. Areas the student teacher needs to work on during the second half of the semester;
- 4. When the student teacher will teach and record his or her three to five edTPA lessons;
- 5. When the student teacher will independently teach for at least two weeks;
- 6. The theme or topic for the 10-day unit and when it will be taught; and
- 7. An action plan, including specific goals, for the next semester. This conference may be coordinated with a supervisory observation.

c. *Final Evaluation for Spring Semester*

Prior to the final three-way conference, the college supervisor, as well as the student teacher and the cooperating teacher, will complete the Intern Keys evaluation instrument for the spring semester. The triad will share their respective scores and support to

document the scores at the final three-way conference. The college supervisor will email the Director of Field Experiences and Clinical Practice the final grade the student teacher earned for student teaching.

4. Other Responsibilities

The college supervisor may be asked to write a letter of reference for each student teacher he or she supervised. Further requests may be received from school systems where the student teacher has applied for a teaching position. Recommendations need to be a fair and truthful presentation of the student teacher's qualifications. Descriptive information and specific examples will individualize the candidate about whom the reference is written.

THE ROLE OF THE PRINCIPAL

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

1. Aid in identifying professionally competent teachers that have TKES evaluation scores at level three or above, are certified in the area in which they are teaching, and who are willing to serve as mentors to student teachers.
2. Provide an orientation meeting for the student teacher to review policies such as attendance, disciplinary authority, and school and district level procedures, etc.
3. Assist and support the student teacher in developing professional relationships with faculty, staff, students, and the community.
4. Be informed about the student teacher's progress in student teaching.
5. Observe the student teacher during student teaching.
6. Conduct a mock job interview if possible.

THE ROLE OF THE DIRECTOR, FIELD EXPERIENCES AND CLINICAL PRACTICE

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

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

EVALUATION OF STUDENT TEACHING

The evaluation of the student teacher is a three-way process involving the student teacher, the cooperating teacher, and the college supervisor. The cooperating teacher and college supervisor often see

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

1. The evaluation of the student teacher's competence is based upon
 - a. Preparation for teaching.
 - b. Turning in all assignments made by the cooperating teacher, college supervisor, and Lab Facilitators on the due dates.
 - c. Regular attendance at school according to the planned schedule.
 - d. Manner of meeting expectations in the areas of dress, dependability, and punctuality.
 - e. Appropriate oral and written communication skills.
 - f. Acceptance of and positive response to constructive criticism.
 - g. Understanding of children and youth as demonstrated by motivational and teaching strategies used in the classroom.
 - h. Knowledge of characteristics and developmental needs of the appropriate age cohorts and the application of appropriate teaching strategies.
 - i. Regular reflection on teaching experiences outlined in the student teacher journal.
 - j. Completing one practice edTPA including video recording of one lesson and written commentaries on Tasks 1-3 (**fall semester**).
 - k. Attending fall student teachers labs and spring student teacher seminars.
 - l. Meeting the needs of individual students: psychological, emotional, social, and intellectual.
 - m. Establishing rapport with students and respect for them.
 - n. Developing and maintaining an appropriate learning environment.
 - o. Planning, developing, and evaluating effective learning experiences for and with students, i.e., the student teacher should demonstrate effective decision making skills in the following areas:
 - Development of effective lesson plans for each class using Berry College lesson plan format.
 - Choice of developmentally appropriate learning materials.
 - Choice of interesting, challenging activities which will achieve stated lesson objectives.
 - Choice of appropriate instructional material.
 - Use of a variety of instructional strategies.
 - Use of formative and summative assessments in evaluating student progress.
 - Building of content background knowledge for self and students.
 - Skill in compiling and using records and reports to meet students' needs.
2. At the end of the fall semester, the cooperating teacher and student teacher will evaluate the candidate's performance to date. This evaluation will generally be followed up with a three-way conference between student teacher, cooperating teacher, and college supervisor to discuss plans for continued improvements and goals for the spring semester.
3. In addition, the principal or assistant principal may be requested to observe the student teacher during the spring semester.
4. The cooperating teacher will complete the Georgia Intern Keys evaluation instrument for each student teacher in the Field Experience Module in LiveText at the end of each semester in which student teaching is completed. Cooperating teachers will make periodic appraisals of the student teacher so a continuous record of progress will be recorded. The college supervisor will also submit his/her final evaluation in LiveText. The college supervisor will email the final student

teaching grades to the Director of Field Experiences and Clinical Practice at the end of each semester.

5. Final grades for Senior Practicum/Student Teaching (EDU 488, 489) are recorded as:

Satisfactory: Consistently plans and implements effective lessons; student teacher accepts constructive criticism and works to implement improvements; is punctual, knowledgeable of subject matter; has positive relationships with students, adequate classroom management skills; has promise, shows progress; completes assignments on time.

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

Final grades for Student Teaching (EDU 499) are recorded as Satisfactory, or Unsatisfactory, as described above.

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

EXIT REQUIREMENTS AND GEORGIA TEACHER CERTIFICATION

Completion of student teaching does not ensure completion of the teacher certification requirements. Student teachers must complete all college coursework in their approved program, successfully demonstrate their pedagogic and academic abilities, and pass the appropriate state teacher assessment test (GACE content assessments and the edTPA Assessment). These requirements include grade specifications in some courses [C (2.0) or better, rather than C-(1.7)], as well as required GPA. The Director of 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 the coursework completed and outcomes demonstrated along with passing scores on the appropriate teacher assessments. 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 Berry College transcript request forms. Student teachers are to complete the forms in seminar under the direction of the Certification and Program Advisor.

As soon as the Registrar's Office has posted grades, the application and transcript will be processed by the Office of Field Experiences and Clinical Practice and forwarded to the Georgia Professional Standards Commission. The Georgia Professional Standards Commission (PSC) requires that the application and official transcript be submitted at the same time as a complete package; therefore, because Berry's policy prohibits the release of official transcripts to students, the package must be scanned and emailed directly from Berry College to the Georgia Professional Standards Commission.

The Georgia Professional Standards Commission no longer mails certificates. Candidates must set up an account with them with a valid e-mail address, and the new certificate (plus any correspondence) will be sent via e-mail to the candidate.

To set up your account, go to the PSC webpage (www.gapsc.com) and click on the link “MyPSC” to register for your account. If you have passed both GACE content exams in your major, then they already have you in their system and have assigned you a special ID number. When you register, they will ask you simple questions such as your DOB and SSN, and will provide you with your PSC ID number. This is the number you will use when corresponding with the PSC. You must also give them an e-mail address that you use often. When your new certificate is ready, the PSC will notify you by e-mail and you can print your certificate.

Please note that out-of-state certification requirements may differ from Georgia requirements. Georgia has an interstate certification agreement with many states. Candidates should obtain the specific certification requirements in effect in the state in which they are seeking employment and work directly with the Georgia PSC to secure the appropriate documentation for out-of-state certification.

REMOVAL FROM STUDENT TEACHING

The teacher education department of Berry College will use a sequential process to resolve student teaching problems when it appears that a student teacher cannot successfully perform within the assigned student teaching placement.

1. The college supervisor and the cooperating teacher meet with the Director of Field Experiences and Clinical Practice to assess concerns raised about a student teacher who is not performing acceptably in his or her student teaching placement. These three individuals will comprise a committee to address the student teaching situation. (Criterion: Is the placement a good “fit” for the student teacher?)
2. The committee reviews the written feedback already provided to the student teacher by the supervisor and cooperating teacher. In addition, the committee will provide additional suggestions/recommendations to help the student teacher improve his or her performance in the student teaching placement. The committee members will create an action plan that outlines recommendations and/or changes for the student teacher and a timeline for making implementing the changes. (Criteria: Did the committee give adequate written feedback and recommendations on classroom performance to the student teacher? Was the student teacher made aware of resources at the school site and college campus that could help make the placement successful?)
3. The committee meets with the student teacher to be sure that he/she is aware of the seriousness of the situation, to listen to the candidate’s viewpoint about the placement, and to share the above action plan and timeline, with the incorporation of new ideas and perceptions from the student teacher. (Criterion: Did the committee collaboratively work with the student teacher on the action plan and timeline for improving his or her classroom performance?)
4. At the designated point on the timeline for assessment of the student teacher’s improvements, the committee will meet again to share more observations and progress data. One of the following three decisions will be made at this point: (1) the student teacher’s progress has been satisfactory and continuous; therefore, the placement continues, OR (2) the student teacher’s efforts demonstrate some progress, but the placement does not allow for enough progress for continuation in this classroom; therefore, a new placement is recommended, OR (3) the student teacher’s skills are not improving enough that competencies can be met by semester’s end or ever; THEREFORE, another placement is not recommended. Note: If the safety of the student teacher is a concern, the termination of the placement will be immediate. (Criterion: Has the student been given ample opportunity to implement the action plan with adequate support?)

5. The student teacher is informed of the committee's decision, both in writing and in a meeting. (Criterion: Should the current placement be terminated and, if so, should another student teaching placement be recommended?)
6. If the team recommends another student teaching placement, the director of the OFECP will work with the Human Resource Department at another school district to secure another placement for the candidate and decide when that new placement will begin.
7. If the committee recommends that the student teacher not be provided a second placement, they will discuss with the student other career alternatives and available supporting campus resources. The student will also be informed of the possibility of an appeal. (See appeal process in Policy Manual.)
8. The committee will review the reasons for the unsatisfactory student teaching placement. If the classroom circumstances are such that any student teacher would have had difficulty in succeeding in the placement, future placements will not be requested with that teacher again. Care will be taken to assess all the factors that contributed to the reassignment of the student teacher.

APPENDIX:
FORMS

Schedule for Fall Semester (EDU 488/489)

This form should be completed and copies submitted to the cooperating teacher, the school principal, and the college supervisor by the end of the *first week* of the Berry College semester. Any time a change is made in the arrangement of the hours attended, an amended form shall be submitted to the parties mentioned above, **before** the change goes into effect. Please show cooperating teacher's full name, rather than Mrs. Doe, or Mr. Doe.

A copy of the student teacher's college class schedule (printed from Viking Web) will be attached to this form for submission to the cooperating teacher, school principal, and college supervisor.

School

Student Teacher Name: First MI Last

Principal

Major Minor

Cooperating Teacher

Address while student teaching

School Phone

Phone while student teaching

Teacher email address

Student teacher email address

<i>Day of Week</i>	<i>Time of Attendance</i>	<i>Subject or period</i>	<i>Room Number</i>
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Time of Lunch Period

Time of Planning Period

STUDENT TEACHER FILE CHECKLIST

To be maintained in the permanent student teacher file:

	<i>EDU 488/489</i>	<i>EDU 499</i>
Class Schedule	_____	_____
Biographical Data Form	_____	
Resume		_____
Student Teaching Time Sheet	_____	_____
Final Self-Evaluation	_____	_____
Final Cooperating Teacher Evaluation	_____	_____
Final College Supervisor Evaluation	_____	_____
College Supervisor Observations	#1 _____	#3 _____
	#2 _____	#4 _____
		#5 _____
		#6 _____

To be returned to the student teacher after completion:

Statement of Expectations/Timeline	_____	_____
Lesson Plans	_____	_____
Unit of Study		_____
Fall Practice edTPA	_____	
Classroom Observations	_____	_____
Proposed Learning Segment		_____
Journals	_____	_____
_____	_____	_____

Form B

FIELD-BASED YEAR ACTIVITIES CHECKLIST

Name _____ Date _____

Initial and date when completed (items appropriate in your placement)

EDU 488/489 EDU 499

- | | |
|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| _____ | 1. Study thoroughly <i>Student Teaching Handbook</i> . Follow directions and suggestions carefully. |
| _____ | 2. Meet custodians and other staff members. |
| _____ | 3. With cooperating teacher assistance, prepare a set of objectives for each semester. |
| _____ | 4. Meet and hold a conference with the principal about school policies, school's plan, and other matters. |
| _____ | 5. Secure and study a copy of the school schedule. |
| _____ | 6. Locate and become familiar with files and materials in the classroom: Textbooks, supplementary books, magazines, etc. |
| _____ | 7. Study students' cumulative records of students for greater understanding of physical, emotional, and intellectual capacities (if recommended by cooperating teacher). |
| _____ | 8. Make a seating chart and learn students' names for each class. |
| _____ | 9. Observe teacher's guidance of routine tasks and assist in supervision of these duties. |
| _____ | 10. Assume responsibility for making and reporting attendance. |
| _____ | 11. Learn the grading system used in the classroom and school district. |
| _____ | 12. Assist in correcting papers and evaluating students. |
| _____ | 13. Determine which classes or subjects you will teach first, when you will start, and what will be taught. |
| _____ | 14. Hold informal discussions with students whenever feasible, to determine out-of-school interests or hobbies. |
| _____ | 15. Visit the media specialist to learn about the procedures for checking out books, etc. |
| _____ | 16. Arrange a bulletin board display at least once each semester. |
| _____ | 17. Work with the cooperating teacher in making classroom efficient and attractive |
| _____ | 18. Make planned observations designed to yield data on a particular part of the total situation, such as academic differences in students, evidence of student-to-student relationships, etc. |
| _____ | 19. Practice writing on the Smartboard. |
| _____ | 20. Observe student lunchroom behavior. |
| _____ | 21. Study students' work to in order to identify the different developmental levels in the classroom. |
| _____ | 22. Attend a faculty meeting. |
| _____ | 23. Attend a PTA/PTO meeting. |
| _____ | 24. Attend a school social function. |
| _____ | 25. Work with a teacher in homeroom. |
| _____ | 26. Review the Georgia Code of Ethics for Educators |
| _____ | 27. Join the Student Teaching Group on Viking Web. |
| _____ | 28. Take the GACE Ethics Exit Assessment. |

Form C

Timeline for Teaching

Name _____

__ Fall

__ Spring

O - Observation

P – Participation

T – Teaching

Class	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7

Class	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14

DAILY WORKSHEET FOR TIMESHEET OF ACTIVITIES

<i>Week</i>	<i>Item</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Total</i>
	Observation/ Participation						
	Teaching						
	Planning						
	Conf. w/teacher						
	Out of class act.						
	Observation/ Participation						
	Teaching						
	Planning						
	Conf. w/teacher						
	Out of class act.						
	Observation/ Participation						
	Teaching						
	Planning						
	Conf. w/teacher						
	Out of class act.						
	Observation/ Participation						
	Teaching						
	Planning						
	Conf. w/teacher						
	Out of class act.						
	Observation/ Participation						
	Teaching						
	Planning						
	Conf. w/teacher						
	Out of class act.						

OBSERVATION OF STUDENT TEACHING FORM

Charter School of Education and Human Sciences

Berry College

Student _____ Date _____ Time _____ to _____

Teacher _____ School _____ Observer _____

Subject _____ Class Size _____ Activity Type _____

Observations – Describe candidate’s behaviors observed; i.e., candidate/student interaction, classroom climate, teaching techniques, questioning strategies, lesson implementation, and classroom management.

Date/Time of Conference

Observer’s Signature

Student Teacher’s Signature

Distribution: White - File

Yellow - Student Teacher

Pink - Cooperating Teacher

Form F

APPLICATION FOR STUDENT TEACHING (EDU 499)
Berry College Charter School of Education and Human Sciences

Name _____ Student Number _____ Date _____

Berry Box or Local Address _____ S.S. Number _____

Home Address _____

Major _____ I plan to enroll in Student Teaching, Spring Semester _____ Year _____

I wish to continue my senior experience in the classroom and am applying for EDU 499 Student Teaching. I understand that timing is critical in this process and I have taken responsibility for the items on the checklist below.

- _____ Recommendation from cooperating teacher
- _____ Recommendation from college supervisor
- _____ GACE Content Assessment scores sent to BERRY COLLEGE; Date taken _____
- _____ 2.75 or better cumulative GPA
- _____ Earned C or better in the professional education sequence, the major field, COM 203, and an approved math course.

Please route: Student, Advisor, Director, Field Experiences and Clinical Practice

ADVISOR: I recommend

and that this student be allowed to continue in the senior-year experience, enrolling in EDU 499.

Major Advisor's approval _____ Date _____

Education Minor Advisor's approval _____ Date _____

-----**Office Use Only**-----

This applicant should graduate _____ (semester) _____ (year). Cumulative GPA _____

This student has achieved a C or better in all courses in the: Major Field _____ (Yes) _____ (No)
Professional Ed Sequence _____ (Yes) _____ (No)

If no, list courses _____

English Proficiency passed _____ (Yes) _____ (No) _____ (Date)

Admissions and Certification Committee approval: _____ (Yes) _____ (No) _____ Date

Director, Field Experiences and Clinical Practice _____

Form G

Georgia Intern Keys: Candidate Assessment on Performance Standards

Performance Standard 1: Professional Knowledge: The teacher candidate demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.

- Level 4: The teacher candidate continually demonstrates extensive content and pedagogical knowledge, enriches the curriculum, and guides others in enriching the curriculum. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)
- Level 3: The teacher candidate consistently demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.
- Level 2: The teacher candidate inconsistently demonstrates understanding of curriculum, subject content, pedagogical knowledge, and student needs, or lacks fluidity in using the knowledge in practice.
- Level 1: The teacher candidate inadequately demonstrates understanding of curriculum, subject content, pedagogical knowledge and student needs, or does not use the knowledge in practice.

Performance Standard 2: Instructional Planning: The teacher candidate plans using state and local school district curricula and standards, effective strategies, resources, and data to address the needs of all students.

- Level 4: The teacher candidate continually seeks and uses multiple data and real world resources to plan differentiated instruction to meet the individual student needs and interests in order to promote student accountability and engagement.
- Level 3: The teacher candidate consistently plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.
- Level 2: The teacher candidate inconsistently uses state and local school district curricula and standards, or inconsistently uses effective strategies, resources, or data in planning to meet the needs of all students.
- Level 1: The teacher candidate does not plan, or plans without adequately using state and local school district curricula and standards, or without using effective strategies, resources, or data to meet the needs of all students.

Performance Standard 3: Instructional Strategies: The teacher candidate promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.

- Level 4: The teacher candidate continually facilitates students' engagement in metacognitive learning, higher-order thinking skills, and application of learning in current and relevant ways. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)
- Level 3: The teacher candidate consistently promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning, and to facilitate the students' acquisition of key skills.
- Level 2: The teacher candidate inconsistently uses research-based instructional strategies. The strategies used are sometimes not appropriate for the content area or for engaging students in active learning or for the acquisition of key skills.
- Level 1: The teacher candidate does not use research-based instructional strategies, nor are the instructional strategies relevant to the content area. The strategies do not engage students in active learning or acquisition of key skills.

Performance Standard 4: Differentiated Instruction: The teacher candidate challenges and supports each students learning by providing appropriate content and developing skills which address individual learning differences.

- Level 4: The teacher candidate continually facilitates each student opportunities to learn by engaging him/her in critical and creative thinking and challenging activities tailored to address individual learning needs and interests.
- Level 3: The teacher candidate consistently challenges and supports each students learning by providing appropriate content and developing skills, which address individual learning differences.
- Level 2: The teacher candidate inconsistently challenges students by providing appropriate content or by developing skills, which address individual learning differences.
- Level 1: The teacher candidate does not challenge students by providing appropriate content or by developing skills, which address individual learning differences.

Performance Standard 5: Assessment Strategies: The teacher candidate systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.

- Level 4: The teacher continually demonstrates expertise and leads others to determine and develop a variety of strategies and instruments that are valid and appropriate for the content and student population and guides students to monitor and reflect on their own academic progress. (Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)
- Level 3: The teacher systematically and consistently chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.
- Level 2: The teacher inconsistently chooses a variety of diagnostic, formative, and summative assessment strategies or the instruments are sometimes not appropriate for the content or student population.
- Level 1: The teacher chooses an inadequate variety of diagnostic, formative, and summative assessment strategies or the instruments are not appropriate for the content or student population.

Performance Standard 6: Assessment Uses: The teacher candidate systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.

- Level 4: The teacher candidate continually demonstrates expertise in using data to measure student progress and leads others in the effective use of data to inform instructional decisions. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)
- Level 3: The teacher candidate systematically and consistently gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.
- Level 2: The teacher candidate inconsistently gathers, analyzes, or uses relevant data to measure student progress, inconsistently uses data to inform instructional content and delivery methods, or inconsistently provides timely or constructive feedback.
- Level 1: The teacher candidate does not gather, analyze, or use relevant data to measure student progress, to inform instructional content and delivery methods, or to provide feedback in a constructive or timely manner.

Performance Standard 7: Positive Learning Environment: The teacher candidate provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.

- Level 4: The teacher candidate continually engages students in a collaborative and self-directed learning environment where students are encouraged to take risks and ownership of their own learning behavior. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)
- Level 3: The teacher candidate consistently provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.
- Level 2: The teacher candidate inconsistently provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.

- Level 1: The teacher candidate inadequately addresses student behavior, displays a negative attitude toward students, ignores safety standards, or does not otherwise provide an orderly environment that is conducive to learning or encourages respect for all.

Performance Standard 8: Academically Challenging Environment: The teacher candidate creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.

- Level 4: The teacher candidate continually creates an academic learning environment where students are encouraged to set challenging learning goals and tackle challenging materials. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)
- Level 3: The teacher candidate consistently creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.
- Level 2: The teacher candidate inconsistently provides a student-centered, academic environment in which teaching and learning occur at high levels or where students are self-directed learners.
- Level 1: The teacher candidate does not provide a student-centered, academic environment in which teaching and learning occur at high levels, or where students are self-directed learners.

Performance Standard 9: Professionalism: The teacher candidate exhibits a commitment to professional ethics and the schools mission, participates in professional growth opportunities to support student learning, and contributes to the profession.

- Level 4: The teacher candidate continually engages in a high level of professional growth and application of skills and contributes to the development of others and the wellbeing of the school and community. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)
- Level 3: The teacher candidate consistently exhibits a commitment to professional ethics and the school mission, participates in professional growth opportunities to support student learning, and contributes to the profession.
- Level 2: The teacher candidate inconsistently supports the school mission or seldom participates in professional growth opportunities.
- Level 1: The teacher candidate shows a disregard toward professional ethics or the school mission or rarely takes advantage of professional growth opportunities.

Performance Standard 10: Communication: The teacher candidate communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.

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

****Please note the complete Intern Keys Evaluation instrument is found in the Field Experience Module at LiveText.com.**

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 Language)
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 Language)
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—15 hrs. wk. (105 hrs.)
Total Contact hours	350	350
Minimum Teaching Hours	118	125
Full-time Teaching	2 weeks	2 weeks
Total Teaching Hours (minimum)	150	150

Berry College
May 2017

TEACHER EDUCATION UNIT PROFESSIONAL RESPONSIBILITIES RUBRIC

(Note: Mark N/O 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.	

Form J

Return (course envelope) to Karen Kurz, Cook 261

Mean_____

Student _____ ID # _____ Major/Minor _____

Assessment Point: 1 -- EDU 205 or 206
(Circle appropriate point) 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.

Field-Based Year REFLECTION JOURNAL

A number of theorists and experts (Cruikshank, Dewey, Schon, Zeichner) have indicated that various types of reflection become a way of knowing about our actions. This learning through reflection facilitates our decision making, and further reflection provides us with a feedback mechanism whereby we can continue to improve as teachers. The purpose of this Reflection Journal assignment is to provide you with an opportunity to make a critical inquiry and reflect about your field-based experiences. The reflection journal also provides you a means of conversing with your college supervisor about those experiences.

For each time period specified by your college supervisor you are to make an entry in your Reflection Journal using the format described below (Posner). The sooner you commit your reflections to paper, the better the quality your responses are likely to be. These journal entries will be submitted to your college supervisor on the designated dates. Your college supervisor will respond to your entries each time the journal is submitted.

REFLECTION JOURNAL FORMAT:

A. HEADING

Include the date, your name, the school, the grade, your cooperating teacher's name, time spent, and number of students.

B. SEQUENCE OF EVENTS

Make a brief listing of all events during your time in the classroom (even if it seems insignificant.) (We really mean just a list, for example:)

1. Observed teacher teach persuasive writing
2. Observed a math lesson on _____
3. Assisted students during Writer's Workshop
4. Modeled use of context clues to whole class

C. ELABORATION OF ONE OR TWO SIGNIFICANT EPISODES (What?)

An episode is an event or sequence of events complete in itself, but forming a part of a larger one. Select one or two episodes that are significant to you because what happened aligns or does not align with what you have been taught in class, causes you to rethink an initial idea, convinces you that your initial idea was valid, or other reasons you. Whether the episode you report was a success or a failure, it is significant if you learned something important from it. You are encouraged to focus on episodes involving content, instruction, and/or management. Variety in focus across the entries is encouraged.

Once you pick an episode, describe it in detail. Include what people said and did. Be specific. Try to avoid inferences/conclusions/feelings. State facts; don't interpret.

D. PRACTICAL ACTION RESPONSE (So what?)

State why the episode was important to you and how you interpret it. Write about what you accomplished, problems that emerged, and how you followed up on them, and what you learned.

This last point is the most important. You may have learned what works and what does not; if so, describe what you concluded. You may have learned something about planning for specific developmental characteristics. Whatever you learned, write about it.

E. ETHICAL/CRITICAL RESPONSE (Now what?)

Think about what questions remain unanswered upon reflection on this lesson. Reliving the experience will enable you to think about what you felt and thought during the episode, how you perceived the responses of the students and the cooperating teacher to your actions, and who or what contributed significantly to shaping the events. What will you do in the future as a result of your observation during this lesson?

As we respond to your journals, we will be looking for responses which fall into one or more of the following three levels of reflection (Van Manen, Zeichner & Liston):

Technical Rationality- REFLECTIONS describe what happened; focuses on events relying on personal experience and/or observations without due regard for a system or theory.

Practical Action or Contextual- reflections on WHY decisions were made; concerned with clarifying the assumptions and predispositions underlying competing pedagogical goals and with assessing the educational consequences toward which a teaching action leads.

Ethical or Critical Reflection- reflections on what SHOULD be; concerned with the worth of knowledge and the social circumstances useful students.

Questions listed below are presented to **guide your thinking** and not as a list which should be responded to at each entry in your journals.

1. What were essential strengths of the lesson?
2. What, if anything, would you change about the lesson?
3. Why was the lesson successful (or not successful)?
4. Which conditions were important to the outcome?
5. What, if any, unanticipated learning outcomes resulted from the lesson?
6. Can you think of another way you might have taught this lesson?
7. Can you think of other alternative pedagogical approaches to teaching this lesson that might improve the learning process?
8. Do you think the content covered was important to students? Why?
9. Did any moral or ethical concerns occur as a result of the lesson?