

BERRY COLLEGE

STUDENT TEACHER HANDBOOK

Teacher Education Program

2018-2019

BERRY COLLEGE
CHARTER
School of Education
and Human Sciences



Charter School of Education and Human Sciences

Berry College

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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><u>1: Learner Development</u> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p>	<p>The teacher:</p> <p><u>PERFORMANCES</u></p> <p>1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners’ needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.</p> <p>1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners’ strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.</p> <p>1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.</p> <p><u>ESSENTIAL KNOWLEDGE</u></p> <p>1(d) The teacher understands how learning occurs—how learners construct knowledge, acquire skills, and develop disciplined thinking processes—and knows how to use instructional strategies that promote student learning.</p> <p>1(e) The teacher understands that each learner’s cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners’ strengths and needs.</p> <p>1(f) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.</p> <p>1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.</p> <p><u>CRITICAL DISPOSITIONS</u></p> <p>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><u>2: Learning Differences</u></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>Area of the Heart: Enhance Self and Social Awareness</p>

<p>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>2(c) The teacher designs instruction to build on learners’ prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.</p> <p>2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners’ personal, family, and community experiences and cultural norms.</p> <p>2(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.</p> <p>2(f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.</p> <p><u>ESSENTIAL KNOWLEDGE</u></p> <p>2(g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner’s strengths to promote growth.</p> <p>2(h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.</p> <p>2(i) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.</p> <p>2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.</p> <p>2(k) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners’ experiences, cultures, and community resources into instruction.</p> <p><u>CRITICAL DISPOSITIONS</u></p> <p>2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.</p> <p>2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.</p> <p>2(n) The teacher makes learners feel valued and helps them learn to value each 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><u>3: Learning Environments</u> The teacher works with others to create environments that support individual and collaborative learning, and</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</p>	<p>Area of the Hands: Facilitate Learning</p>

<p>that encourage positive social interaction, active engagement in learning, and self- motivation.</p>	<p>academic discussions, and individual and group responsibility for quality work.</p> <p>3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners’ attention.</p> <p>3(e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.</p> <p>3(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.</p> <p>3(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.</p> <p>3(h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.</p> <p><u>ESSENTIAL KNOWLEDGE</u></p> <p>3(i) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.</p> <p>3(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.</p> <p>3(k) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.</p> <p>3(l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.</p> <p>3(m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.</p> <p><u>CRITICAL DISPOSITIONS</u></p> <p>3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.</p> <p>3(o) The teacher values the role of learners in promoting each other’s learning and recognizes the importance of peer relationships in establishing a climate of learning.</p> <p>3(p) The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.</p> <p>3(q) The teacher seeks to foster respectful communication among all members of the learning community.</p> <p>3(r) The teacher is a thoughtful and responsive listener and observer.</p>	
<p><u>4: Content Knowledge</u> The teacher understands the central concepts, tools of inquiry, and structures of</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>Area of the Head: Promote Reflection and Decision Making</p>

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

<p>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>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 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>Promote Reflection and Decision Making</p>
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	<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><u>6: Assessment</u> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p>	<p><u>PERFORMANCES</u></p> <p>6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.</p> <p>6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</p> <p>6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.</p> <p>6(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.</p> <p>6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.</p> <p>6(f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.</p> <p>6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.</p> <p>6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate modifications in assessments or testing conditions especially for learners with disabilities and language learning needs.</p> <p>6(i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.</p> <p><u>ESSENTIAL KNOWLEDGE</u></p> <p>6(j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.</p> <p>6(k) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.</p> <p>6(l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.</p> <p>6(m) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.</p> <p>6(n) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.</p> <p>6(o) The teacher knows when and how to evaluate and report learner progress against standards.</p>	<p>Area of the Hands: Facilitate Learning</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>	
<p><u>7: Planning for Instruction</u> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<p><u>PERFORMANCES</u></p> <p>7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.</p> <p>7(b) The teacher plans how to achieve each student’s learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.</p> <p>7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.</p> <p>7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.</p> <p>7(e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate effective learning experiences to meet unique learning needs.</p> <p>7(f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student’s learning needs and enhance learning.</p> <p><u>ESSENTIAL KNOWLEDGE</u></p> <p>7(g) The teacher understands content and content standards and how these are organized in the curriculum.</p> <p>7(h) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.</p> <p>7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.</p>	<p>Area of the Hands: Facilitate Learning</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><u>8: Instructional Strategies</u> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	<p><u>PERFORMANCES</u></p> <p>8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.</p> <p>8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.</p> <p>8(c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.</p> <p>8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.</p> <p>8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.</p> <p>8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.</p> <p>8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.</p> <p>8(h) The teacher uses a variety of instructional strategies to support and expand learners’ communication through speaking, listening, reading, writing, and other modes.</p> <p>8(i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).</p>	<p>Area of the Hands: Facilitate Learning</p>

	<p><u>ESSENTIAL KNOWLEDGE</u></p> <p>8(j) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.</p> <p>8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.</p> <p>8(l) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.</p> <p>8(m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.</p> <p>8(n) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.</p> <p>8(o) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.</p> <p><u>CRITICAL DISPOSITIONS</u></p> <p>8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.</p> <p>8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.</p> <p>8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.</p> <p>8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.</p>	
<p><u>9: Professional Learning and Ethical Practice</u> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and</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>Area of the Head: Promote Reflection and Decision Making</p>

<p>adapts practice to meet the needs of each learner.</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 relevant law and policy.</p>	
<p><u>10: Leadership and Collaboration</u> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to</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>Area of the Heart: Enhance Self and Social Awareness</p>

<p>advance the profession.</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 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)

BERRY COLLEGE
Charter School of Education & Human Sciences
Teacher Education Unit
Mount Berry, Georgia

Developers of Human Potential
Educating the Head, Heart, and 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 the 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 the application for Senior Practicum/Student Teaching, including advisor's signature; submitted application 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 the 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 RHW 102 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 academic coursework. To be eligible to continue student teaching, the candidate must have:

- a. the recommendation of his/her cooperating teacher (recommendation form is located in the Field Experience Module [FEM] in LiveText);
- b. the recommendation of his/her college supervisor (recommendation form is located in the FEM in LiveText);
- c. completed the application for continuing in student teaching (EDU 499); submitted the application to the Office of Field Experiences and Clinical Practice (OFECP) by the ninth week of semester during the Senior Practicum (Form F in FEM);
- d. **taken GACE Content Assessment Exam prior to the beginning of the semester in which he/she is enrolled in EDU 499 or EDU 497 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 Majors

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 under Eligibility for Student Teaching 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 student teacher placements 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 or, in some instances, designated adjunct faculty.
- e. Student teachers may make specific requests for placements within the 30-mile radius, 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 during the fall semester include EDU 405 Instructional Management, EDU 488/489 Lab, and any content courses needed for the major or concentration. During the spring semester, 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, ethical decision making, Teacher Keys Effectiveness System, 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 outside work interferes with student teaching, the student teacher will be advised to discontinue either the work or student teaching. In planning the work schedule, consideration should be given to 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 teacher 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 sign a verification or waiver of liability insurance statement 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 student teaching 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 employed teachers and staff.

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 his or her comments and suggestions. Reflection helps to develop a personal style of effective teaching and 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, discuss this topic 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 the teachers.

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 10 days 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 by the end of the first week of each semester. 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 teachers and staff in their school as possible.

Observing and participating in conversations with various teachers 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 school district's academic 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 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 make careful observations of the strengths and weaknesses of 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 assisting with individual students and/or small groups of students.
- e. During the 10-day orientation period, the student teacher and cooperating teacher should produce a specific schedule for the remainder of the semester (use Form D in the Field Experience Module in LiveText). This written schedule should be given 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. Provide a copy of Form A-1 to your cooperating teacher, your college supervisor, and your principal at the end of the first week of the semester. The form can be accessed through the Field Experience Module in LiveText.

- 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, Form G in the Field Experience Module)

2. Observing, Teaching, Reflecting, and Evaluation

Observing: At the beginning of the fall semester, the student teacher will spend time observing the cooperating teacher. This time will be well spent because it will play a significant role in preparing the student teacher for full-time teaching. The student teacher should take careful observation notes of the instructional practice of his/or cooperating teacher during the fall semester. After each teaching episode, engage the cooperating teacher in discussion about the reasons behind his/her classroom instructional practice. As the fall semester progresses, the student teacher will have more opportunities to co-teach lessons with the classroom teacher and later to teach the whole class.

Teaching: 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 hours during the first 10 days of the school year when they are at their placement 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. All student teaching hours must be recorded on the electronic timesheet in the Field Experience Module.

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 are at their placement 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 providing instruction. All student teaching hours must be recorded on the electronic timesheet in the Field Experience Module.

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, creating instructional materials such as PowerPoints, bulletin boards, and learning centers and/or stations.

The College Supervisor will observe each student teacher a minimum of two times during the fall semester. Prior to each observation by your college supervisor, provide him or her with a copy of your lesson plan written in the Berry Lesson Plan format. 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.

Student teachers will do a practice edTPA during the fall semester. This assignment includes teaching and videotaping one lesson and responding to the written commentaries for edTPA Tasks 1-3. Video equipment for this assignment may be checked out from the front desk at

Memorial Library. The student teacher should seek feedback on the practice edTPA from the college supervisor and the cooperating teacher.

Reflecting: Reflecting 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. The Reflective Journal is designed to promote the practice of reflection on one's instructional practice. 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 on Form K in the Field Experience Module (FEM) in LiveText. College supervisors will provide feedback to the student teachers on their bi-weekly journal entries.

Evaluation: 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. The Georgia Intern Keys evaluation instrument will be completed during the last two weeks of the fall semester. The final grade for each course (EDU 488 and EDU 489) 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.

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, MG, SEC, and P-12 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 the following events will take place:

- when the student teacher will assume the responsibility for teaching each class or subject
- when the student teacher will return the teaching responsibility for each subject to the cooperating teacher
- when the 3-5 edTPA lessons will be taught (**either before or after the two weeks of independent teaching**)
- when the two weeks of independent teaching will take place
- when the two-week unit will take place

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 College Teacher Education lesson plan format and email a copy of the lesson plan **at least one day before the observation**. The exact time the lesson plan must be received will be specified by the college supervisor. Lesson plans should always be given to the cooperating teacher sufficiently in advance of teaching, so he or she will have time to review it and give approval and/or suggestions. Advance review by the cooperating teacher also allows the student teacher time to make revision to the lesson plan if needed. The student teacher will keep ALL lesson plans taught in a notebook so that the college supervisor can review lesson plans that the student teacher previously taught, but the college supervisor did not observe. 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 full-time teaching. Following the two weeks of independent teaching, the student teacher will gradually return the instructional responsibilities to the cooperating teacher but will continue to teach and co-teach with the cooperating teacher throughout the second seven weeks of the spring semester.

c. Two-Week Unit

During the spring semester, the student teacher will develop and teach a **10-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. Copies of the unit block plans (format can be found in Student Teacher Group on VikingWeb), including assessments must be given to the cooperating teacher and college supervisor at least a week before the unit will be taught so that they will have time to provide feedback on the unit.

d. Classroom Management

The student teacher will need to establish his or her presence 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 may be 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:** 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 Form A-2:** Due to college supervisor by the end of the first week of the spring semester.
- 3. Lesson Plans for Observations:** Your college supervisor will observe you at least four times during the spring semester. Prior to each observation by your college supervisor, provide him or her with a copy of your lesson plan written in the Berry Lesson Plan format. 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.
- 4. Resume:** By the beginning of the spring 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.
- 5. 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 VikingWeb). The block unit plan must be turned in to both your cooperating teacher and your college supervisor at least a week before teaching the unit⁴ so they can provide the student teacher with feedback about the unit. The final unit must be approved by your cooperating teacher prior to teaching it.
- 6. 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 Code that will be provided to them at the first Student Teaching Lab of the fall semester.
- 7. Student Teaching Timesheets:** Student teachers will record on the electronic timesheet 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 for the semester.
- 8. 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.

- 9. Professional Seminar:** Attendance at the on-campus Professional Seminar for student teachers is required. The seminar meets on Tuesday afternoons during the spring semester. The Professional Seminar is an integral part of the Berry College student teaching program, providing support for student teachers during the development of the edTPA Assessment, ethical decision making, job search, and induction plan development. The schedule for the seminars will be provided at the first class of the spring semester.
- 10. 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 EDU 499, 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. Georgia Intern Keys will be completed during the last two weeks of the spring semester. The final grade for EDU 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 the spring 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 Georgia Professional Standards Commission has adopted standards that represent the conduct generally accepted by the education profession. The code defines unethical conduct justifying disciplinary sanction and provides guidance for protecting the health, safety and general welfare of students and educators, and assuring the citizens of Georgia a degree of accountability within the education profession.

(2) Definitions

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

(3) Standards

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

5. information submitted in the course of an official inquiry/investigation; and
6. information submitted in the course of professional practice.

(e) **Standard 5: Public Funds and Property** - An educator entrusted with public funds and property shall honor that trust with a high level of honesty, accuracy, and responsibility. Unethical conduct includes but is not limited to:

1. misusing public or school-related funds;
2. failing to account for funds collected from students or parents;
3. submitting fraudulent requests or documentation for reimbursement of expenses or for pay (including fraudulent or purchased degrees, documents, or coursework);
4. co-mingling public or school-related funds with personal funds or checking accounts; and
5. using school or school district property without the approval of the local board of education/governing board or authorized designee.

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

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

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

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

(h) **Standard 8: Required Reports** - An educator shall file 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 a violation of state or federal law as soon as possible but not later than (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. These reports include but are not limited to: murder, voluntary manslaughter, aggravated assault, aggravated battery, kidnapping, any sexual offense, any sexual exploitation of a minor, any offense involving a controlled substance and any abuse of a child if an educator has reasonable cause to believe that a child has been abused.

- (i) **Standard 9: Professional Conduct** - An educator shall demonstrate conduct that follows generally recognized professional standards and preserves the dignity and integrity of the education profession. Unethical conduct includes but is not limited to a resignation that would equate to a breach of contract; any conduct that impairs and/or diminishes the certificate holder's ability to function professionally in his or her employment position; or behavior or conduct that is detrimental to the health, welfare, discipline, or morals of students.
- (j) **Standard 10: Testing** - An educator shall administer state-mandated assessments fairly and ethically. Unethical conduct includes but is not limited to:
1. committing any act that breaches Test Security; and
 2. compromising the integrity of the assessment.

(4) Reporting

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

(5) Disciplinary Action

- (a) The Georgia Professional Standards Commission is authorized to suspend, revoke, or deny certificates, to issue a reprimand or warning, or to monitor the educator's conduct and performance after an investigation is held and notice and opportunity for a hearing are provided to the certificate holder. Any of the following grounds shall be considered cause for disciplinary action against the holder of a certificate:
1. unethical conduct as outlined in The Code of Ethics for Educators, Standards 1-10 (GaPSC Rule 505-6-.01);
 2. disciplinary action against a certificate in another state on grounds consistent with those specified in the Code of Ethics for Educators, Standards 1-10 (GaPSC Rule 505-6-.01);
 3. order from a court of competent jurisdiction or a request from the Department of Human Resources that the certificate should be suspended or the application for 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 educator designated by the superintendent/Local Board of Education 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. Should the superintendent's certificate be revoked, suspended, or denied, the Board of Education shall be responsible for assuring that the superintendent whose certificate has been revoked, suspended, or denied is not employed or serving in any capacity in their district.

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

See <https://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>

THE ROLE OF THE COOPERATING TEACHER

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, co-workers, and parents of students. 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 capstone experience.

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

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

A. Supervision Responsibilities

The college supervisor, building level administrator, and cooperating teacher, along with the student teacher share the responsibility for a successful student teaching experience. 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 themselves 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(s), teachers, and staff.
- b. Familiarize the student teacher with the classroom, curriculum, 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 format 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 a student seating chart. 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 establish 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 to parents informing them 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 at the central office.

4. Fall Berry College Semester

After completing the Opening School Experience (first 10 days of school district's academic 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 (fall) semester.
- b. Serve as a model for planning and instruction.
- c. Discuss and outline a timeline for the student teacher to assume responsibilities for teaching different subjects and/or classes including the practice edTPA lesson. (Use Form D in FEM).
- d. Increase the student teacher's teaching responsibilities from co-teaching with the cooperating teacher to teaching an individual student, to a small group, to whole class lessons commensurate with the student teacher's 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.
- f. Provide feedback on the **practice** edTPA.
- g. Discuss the content and dates with the student teacher for when he or she will teach the three to five edTPA lessons and video recording of lessons **during the spring semester**.
- h. Conduct at least **one long and two short observations of the student teacher**, recording observations on Forms E and K, and upload them into the Field Experience Module in LiveText.
- i. Write a letter of recommendation for the student teacher to proceed to full-time student teaching for the spring semester.
- j. 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 student teaching 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. Using the student teaching timeline (Form D), plan with the student teacher when each subject and/or class, the three to five edTPA lessons (including Task 4 **for ECE majors only**), and the two weeks of independent teaching will be taught.
- b. 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.
- c. Include student teacher in grade or subject level planning meetings, and staff meetings.
- d. Include student teacher in the classroom management and discipline of students.
- e. Allow the student teacher to assume some of the supervisory responsibilities such as homeroom or morning work, recess or hall duty, taking attendance, recording grades, etc.
- f. Plan when to conduct **one long and two short observations of the student teacher**, recording the observations on Forms E and K (available in FEM).

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 supervising a student teacher is feedback to the candidate. 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 who 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 his or her 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 feedback 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. 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”).

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 the observation notes on the Student Teacher Intern Keys Observation Form, and discuss the observation notes with the student teacher in a conference following the observations.

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 and informal 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 second 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 and the Director of FECP, 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.

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 taught.
- 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 lessons were differentiated to meet the needs of diverse learners.
- 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. the 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, receive from the student teacher his or her Form A-1 and the candidate's VikingWeb Schedule, 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 college 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 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 strategies so that student achievement will be improved.

3. Evaluation

During the fall semester, the college supervisor will be asked to write 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 26, 2018. In addition, the college supervisor evaluates the student teacher using 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). Prior to each observation, the student teacher and the college supervisor will decide upon which Intern Keys Standards will be the focus of each observation. The recommended length of the observation is one hour or one complete lesson. The observations will be recorded on the Berry College Teacher Education Student Teacher Intern Keys Observation Form and electronically 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 purpose of the supervisory conference cycle is two-fold: 1) to promote the student teacher's growth and development through the critical analysis of the candidate's instructional practice in a manner consistent with the goals of the Teacher Education Program, and 2) to facilitate reflection on the student teacher's professional development. Specific areas of analysis may 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 Teacher Education Program.

The appropriate conferencing format will be based upon and adapted to the individual needs/goals of each student teacher; any of the following components 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. College 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 student teacher's attainment of stated goals
 - 2. Select new goals and courses of action

The overall format is intended to help student teachers think critically about their teaching practice, 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 goal of being classroom ready.

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) during the first two weeks of 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 by the cooperating teacher and college supervisor.

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 program requirements and the expectations for each person. Specific areas to consider are

1. A 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 during the spring semester;
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 final grade the student teacher earned for student teaching to the Director of Field Experiences and Clinical Practice by the last day of the semester.

4. Other Responsibilities

The college supervisor may be asked to write letters of reference for each student teacher he or she supervises. Further requests may be received from school districts 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.

At the end of each semester, the college supervisor will approve the electronic timesheet in LiveText for each of his/or student teachers. In addition, at the end of the spring semester, the college supervisor will complete the Professional Responsibilities and Dispositions Rubric for each student teacher.

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 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 dean, the department chair, 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 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.
13. Coordinating with the Career Center for the Teacher Recruitment Fair.
14. Chairing the Field Experience Advisory Committee.

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 evaluation. 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 in conjunction with the Director of Field Experiences and Clinical Practice.

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 and Seminar Facilitators on the due dates.
 - c. Regular attendance at school according to the planned schedule.
 - d. 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 feedback.
 - 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 which includes a video recording of one lesson and responding to the 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 a positive 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 discuss the candidate's performance to date. This discussion 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 evaluate the student teacher using the Georgia Intern Keys evaluation instrument in LiveText and approve the candidate's electronic timesheet. 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 EDU 499 the college supervisor will evaluate each of his or her student teachers on the Professional Responsibilities and Dispositions Rubric.

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 EDU 490 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 must 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 will meet with the Director of Field Experiences and Clinical Practice and the candidate's advisor to assess concerns raised about a student teacher who is not performing acceptably in his or her student teaching placement. These four 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 will review the written feedback already provided to the student teacher by the college 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 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 and college campus that could help make the placement successful?)
3. The committee will meet 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 reevaluation 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 will be 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.