Field Experiences Handbook

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Education Department
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The material in this handbook has been prepared for information purposes. The Department of Education reserves the right to make changes in policies and procedures without notice.
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The Mission of LaGrange College

LaGrange College challenges the minds and inspires the souls of its students. Founded in 1831 and committed to its relationship with the United Methodist Church and its Wesleyan and liberal arts traditions, the college supports students in their search for truth. An ethical and caring community valuing civility, diversity, service and excellence, LaGrange College prepares students to become successful, responsible citizens who aspire to lives of integrity and moral courage.

The Mission of the Education Department

Reflecting the mission of the College, the mission of the Education Department, which is at the core of the College’s professional education unit, is “to affirm the goals of civility, diversity, service, and excellence by developing caring and supportive classrooms and communities that foster enthusiastic engagement in learning and exemplary teaching practices.” More specifically, the mission of the department is to develop and nurture teachers who have both a strong foundation in the liberal arts and the professional understandings, skills, and dispositions that are essential to successful teaching in P-12 classrooms.
LaGrange College offers several professional education programs. These include a preservice B.A. Program in Early Childhood Education; preservice MAT Programs in Middle Grades Education and five content areas of Secondary Education (mathematics, English, history, biology, and broad field science); and M.Ed. and Ed.S. Programs in Curriculum and Instruction for experienced teachers.

Development of the Conceptual Framework undergirding these professional education programs began in 1999-2000 when a committee of three faculty members initially conceived it. After attending a conference on conceptual frameworks, they looked at the conceptual frameworks developed by other colleges, and they reviewed standards, current research, and educational texts and journals, with a particular focus on the text *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson (1996). In addition to their individual research, these three faculty members met often and shared key ideas relevant to the direction and focus of the Education Department, its mission, and the mission of the College. Central to their initial draft of a Conceptual Framework were three core tenets (Enthusiastic Engagement in Learning, Exemplary Teaching Practices, and Caring and Supportive Classrooms and Communities) and the 10 INTASC principles for beginning teachers. The Conceptual Framework was subsequently approved by faculty in the department.

Prior to the GA PSC accreditation visit in fall 2005, faculty in the unit formally reviewed the current version of the Conceptual Framework and made several changes to strengthen their commitment to diversity, technology, professional and state standards, and candidate performance in terms of desired professional knowledge, skills, and dispositions. They retained the original three core tenets, but they also elaborated on each by combining the 10 INTASC principles with the current standards and Georgia Systemic Teacher Education Program (GSTEP) frameworks promulgated by the GA PSC in order to identify clusters of competencies related to each of the three core tenets. They also updated the knowledge base undergirding each tenet and the references cited in each knowledge base.

In preparation for the GA PSC accreditation visit in fall 2007, the Conceptual Framework was reviewed by a special *ad hoc* group of school district leaders, teachers, supervising faculty, alumni, and current undergraduate and graduate candidates who convened in May 2007 to re-examine the Conceptual Framework and recommend and suggested changes or refinements. This group of stakeholders reaffirmed the values and commitments described in the current Conceptual Framework.

With the advent of the Ed.S program in June 2010, the faculty in the unit reviewed the conceptual framework with school district leaders, teachers, supervising faculty, alumni, and current undergraduate and graduate candidates during the 2010-2011 academic year.
To represent the various programs, three meetings were held with teachers, supervising faculty, alumni, and current undergraduate and graduate candidates in November 2010. The first meeting centered on the Early Childhood program; whereas the next meeting convened stakeholders from the M.A.T. program followed by a third meeting which combined the M.Ed. and Ed.S. constituents. Particular attention was given to the newly written teacher leader standards, 21st century teaching and a reaffirmation to our commitment to diversity.
The LaGrange College Conceptual Framework

The Conceptual Framework undergirding professional education programs at LaGrange College is derived from the mission of the College, the mission of its Education Department, state and national standards, and the professional judgment of those members of the College community who are involved in teacher education programs at both Initial (preservice) and Advanced (inservice) levels.

The Conceptual Framework has three core tenets. Each tenet has both a knowledge base that draws on relevant theory, research, and best practices and clusters of related competencies that candidates are expected to develop during their programs. Each of these clusters of related competencies has implications for the curriculum delivered in each program.

In addition, three kinds of alignment characterize the Conceptual Framework. First, the three core tenets and their related competencies are aligned with state and national standards for teachers. Second, courses in programs are clearly aligned with the Conceptual Framework tenets and competencies. And third, the unit’s eight key candidate performance assessments in Initial teacher education programs and the six key candidate performance assessments in Advanced teacher education programs are also clearly aligned with the Conceptual Framework tenets and competencies.

The Mission of LaGrange College

Based upon a foundation of liberal arts in a Christian context, the mission of LaGrange College is “to inspire the soul and challenge the mind in a caring and ethical community.”

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The Mission of the Education Department

Reflecting the mission of the College, the mission of the Education Department is to affirm the goals of civility, diversity, service, and excellence by developing caring and supportive classrooms and communities that foster enthusiastic engagement in learning and exemplary teaching practices. More specifically, the mission of the Department is to develop and nurture teachers who have both a strong foundation in the liberal arts and essential knowledge, skills, and professional dispositions regarding both content and pedagogy.

The Conceptual Framework Tenets, Knowledge Bases, Clusters of Related Competencies, and Implications for Curriculum

The Conceptual Framework has three core tenets—one focused on candidates’ professional knowledge, a second focused on their professional skills, and a third focused on their professional dispositions. Each tenet has a supporting knowledge base of relevant theory, research, and best practices and a cluster of related competencies that candidates are expected to develop or enhance as they complete (1) the College’s core
curriculum if they are undergraduate students and (2) professional education courses and field experiences at either undergraduate or graduate levels. Each cluster of competencies also has implications for program curriculum and its delivery.

**Tenet 1: Enthusiastic Engagement in Learning**

This first tenet of the Conceptual Framework is its “professional knowledge tenet.”

**Undergirding Knowledge Base.** The guiding philosophy of teacher education programs in LaGrange College at both Initial (preservice) and Advanced (inservice) levels is social constructivism, a theoretical base from which teacher education candidates learn how to be critical educators who can create learning environments in which learning is both enjoyable and rigorous. Learning in such an environment requires teachers to be learning facilitators, rather than lecturers or dispensers of information, and it requires them to organize, manage, and create learning environments in which students can be actively involved in the teaching and learning process (Tomlinson, 2001). Ranier and Guyton (2001) suggest that, when teacher educators implement the principles of constructivism in their teacher preparation programs, they transform their candidates and stimulate them to develop their own personal understandings of constructivism. Candidates who are taught in non-constructivist classrooms are not likely to create constructivist classrooms in their own teaching.

Although there is widespread agreement among educators that learning is most effective when knowledge is constructed, the field of education has different perspectives about which disciplines, pedagogical approaches, philosophies, and social theories ought to be privileged in the curriculum (Phillips, 1995). Teacher education programs at LaGrange embrace the perspective that knowledge is constructed in a context of social relations which affirm that, because no one person has the same experiences, there are multiple ways to view the world. Moreover, while all knowledge begins with experience, not all knowledge can be adequately constructed without understanding the central concepts, tools of inquiry, and structures of various disciplines. From exposure to different disciplines in the liberal arts and sciences—a core curriculum—candidates acquire a foundation for scaffolding new information. Moreover, once they have a knowledge base in the disciplines, they can derive content and subject matter from these disciplines that will benefit P-12 learners.

For candidates in the department’s Initial programs, developing knowledge in the disciplines is a major goal of both their core courses and their courses in a major. For candidates in the department’s M.Ed program, increasing their knowledge of learners, curriculum, and pedagogy through a cognate and research sequence of courses is a major goal. For Ed.S. candidates, preparing candidates to become effective teacher leaders with specific coursework through a disciplined research approach is the desired outcome.

Gail McCutcheon’s (1995) discussion of Schwab’s “common places” is particularly helpful, because it explains how content, curriculum, and learners provide a context for
teacher preparation. *Subject matter*, which we refer to as content, is more than knowledge gleaned from disciplines. It also involves the development of cognitive processes that stimulate the growth of self and facilitate service to others. *Learners*, of course, are our candidates. Knowing their abilities, interests, and needs, as well as their strengths and limitations, is critical to our providing them with a meaningful *curriculum*. And *milieus* are the contexts that candidates bring to us—their communities and their cultures. How these “common places” interact in a teacher education program dramatically affects the success of that program.

In the initial Early Childhood and MAT programs these four common places are evident in the praxis between subject matter coursework, service and fieldwork assessments. Candidates in the advanced M.Ed. and Ed.S. programs show how each common place is braided through their individual research thesis or project.

**Related Candidate Competencies.** There are three clusters of candidate competencies related to this first “professional knowledge tenet”:

**Competency Cluster 1.1: Knowledge of Content**
- Candidates understand the central concepts, tools of inquiry, and structures of disciplines needed to create learning experiences that make these aspects of subject matter meaningful to students.

**Implications for Program Curriculum:** Content is presented to our undergraduate students through a diverse network of core courses and coursework in a major field or discipline. Each Secondary MAT, M.Ed. or Ed.S. candidate enters our teacher education program with a strong knowledge of subject matter, as can be seen by the degrees obtained and the transcripts of prior undergraduate coursework. For these candidates, our program takes this content knowledge one step further and offers candidates the pedagogical knowledge and theoretical constructs specific to educational practice. Content knowledge of our Middle Grades MAT candidates is also determined through a transcript analysis at the time of admission as well as a content diagnostic examination at the onset of the program. The content knowledge of both Secondary and Middle Grades MAT candidates is assessed with a specific content grade in two methods classes. Candidates failing the content portion of these classes must repeat this portion of the course.

**Competency Cluster 1.2: Knowledge of Curriculum**
- Candidates relate content areas to other subject areas and see connections in every day life to make subject matter meaningful.
- Candidates carefully select and use a wide variety of resources, including available technology, to deepen their own knowledge of the content area.
- Candidates construct instructional plans that meet state, national, and professional association content standards.
**Implications for Program Curriculum:** From the Latin root “currere,” curriculum literally means “to run the racecourse.” To do this successfully requires a broad understanding of curriculum as active investigation of the natural and social worlds. Because curriculum extends beyond planning, instruction, and assessment to embrace philosophical, cultural, economic, and political implications of learning and schooling, this concept is addressed in terms of stimulating enthusiastic engagement in learning among both candidates and students.

**Competency Cluster 1.3: Knowledge of Learners**

- Candidates understand how students learn and develop.
- Candidates understand how to provide diverse learning opportunities that support students’ intellectual, social, and personal development based on students’ stages of development, multiple intelligences, learning styles, and areas of exceptionality.
- Candidates demonstrate the belief that students can learn at high levels, and they hold high expectations for all.
- Candidates understand how factors inside and outside schools influence students’ lives and learning.
- Candidates embrace culturally responsive strategies to reach learners from diverse groups.

**Implications for Program Curriculum:** To teach a diverse community of learners successfully, candidates need to take a holistic approach to understanding learners through a wide array of curriculum inputs. Not only do these experiences explore the cognitive, social, emotional, and physical experiences of individual children, but they also emphasize how the culture, ethnicity, and language of learners affect pedagogy.

**Tenet 2: Exemplary Professional Teaching Practices**

This second tenet of the Conceptual Framework is its “professional skills tenet.”

**Undergirding Knowledge Base.** This second tenet focuses on the professional skills that teachers need in order to be competent in the classroom. This does not mean that we believe teaching can be reduced to a monolithic form of training. On the contrary, an exemplary practitioner draws from multiple resources in order to teach in diverse classrooms. We believe, therefore, that, in this age of accountability, candidates must have a large repertoire of skills to plan, deliver, and assess instruction.

Because teacher preparation involves much more than simply knowing how to deliver instruction efficiently, we do not limit the curriculum in programs to a particular set of specific teaching techniques. Rather, we try to be attentive to the purposes of instruction. Moreover, because we do not view students as context-free individuals, independent of time, culture, and condition (Cannella, 1998), we believe that teachers must link the life histories of their students to the content taught in classrooms, so that their students can make deep, meaningful personal connections (Delpit, 1995; Kincheloe, 2005).
develop these linkages as candidates learn how to plan, deliver, and assess instruction, we focus candidates on interrelationships between society and its institutions on one hand and issues of race, ethnicity, gender, and social class on the other.

We believe that learning is mostly an affective, dramatic, and emotional event and that it requires learners to construct new connections. Fundamental to social constructivism, learning that is first taught at the conceptual level in the classroom must be transferred to situations outside the classroom (Fosnot and Perry, 2005). This requires that learners be active participants in the learning process.

We also believe that, while constructivism is not a prescriptive theory for curriculum, there are certain strategies that promote the creation of active learning environments. What seems to work best are methods that are cooperative and collaborative in nature and that are characterized by differentiated instruction, since all students do not learn in the same way or at the same rate. By offering instructional choices, teachers allow students to use learning styles that work best for them.

Differentiated instruction begins with assessment of students’ prior knowledge and experience and offers students multiple approaches to learning, e.g., presentations, projects, reciprocal teaching, discussion, aesthetic experiences, peer teaching, cooperative learning, and reflective writing that stimulates them to summarize and analyze their learning. Students assume increasing responsibility for the knowledge, skills, and dispositions they develop (Tomlinson, 1999). And, as they reflect upon their learning, students examine their feelings about concepts, pursue solutions to problems, and develop constructive habits, attitudes, and dispositions for future learning (Simpson, 2006).

We further believe that developing a productive classroom community and encouraging positive student behaviors are inextricably linked (Kohn, 1996). Appropriate behaviors are more likely to occur when instruction is well planned and delivered in democratic classroom communities that respect individual freedom, personal justice, and equality, while at the same time teaching students about the welfare and interests of others (Gathercoal, 1993; Simpson, 2006). Because democratic approaches to teaching reflect the philosophy of a teacher, we want candidates to trust their students to make their own decisions in student-centered classrooms (Moorman and Moorman, 1989). The ultimate goal of constructivist teaching is to create classrooms that become laboratories for democracy in which well-planned instruction is delivered and assessed in a student-centered climate (McEwan, 1996; Kincheloe, 2005).

As Ranier (1999) concedes, there are formidable barriers to teaching in the constructivist mode, because power relationships in schools do not always support this approach to teaching. Because there are today specific content and testing requirements associated with each grade level, a teacher’s chosen instructional philosophy and instructional strategies must satisfy these specific content knowledge and testing expectations. Seemingly at odds with these required outcomes, constructivist teaching places substantial value on the personal meaning that a learner gleans from a learning
experience. This is our challenge as teachers: To apply constructivist principles, while simultaneously meeting the content and testing requirements of state departments of education and local school boards.

Rather than beginning the instructional planning process with questions like, “How do we best cover the topic?” or “What learning experience should we have today?” Wiggins and McTighe (2001) suggest “a backwards curricular design.” That is, they suggest that one begin at the end of the process by identifying, first, the desired goals and standards to be achieved by a lesson and, then, the specific evidence that will show that the goals and standards have been achieved, before planning the instruction that will be used to reach those goals and standards. In “backwards curricular design,” one must think, first, like an assessor and, then, like a curriculum planner.

**Related Candidate Competencies.** There are three clusters of candidate competencies related to this second “professional skills tenet”:

**Competency Cluster 2.1: Planning Skills**
- Candidates understand individual and group motivation and behavior in creating learning environments.
- Candidates create learning environments in which students assume responsibility and participate in decision-making.
- Candidates create learning environments in which students work both collaboratively and individually.
- Candidates organize, allocate, and manage time, space, activities, technology, and other resources to provide active and equitable engagement of diverse students in productive tasks.
- Candidates develop strategies for supporting student learning while remaining sensitive to students’ unique cultures, experiences, and communities.

*Implications for Program Curriculum*: Planning skills are developed in courses that emphasize the value of preparing instruction that is based on accepted best practices and theoretical research. When candidates present students with well-prepared learning activities, students achieve more, because they are actively engaged in pleasurable and meaningful learning processes. Solid preparation by candidates before instruction not only increases student achievement, but it also reduces inappropriate classroom behaviors.

**Competency Cluster 2.2: Instructional Skills**
- Candidates use effective verbal, nonverbal, and media communication techniques to encourage students’ development of critical thinking, problem-solving, and performance skills.
- Candidates are proficient with classroom technology and 21st century teaching skills.
- Candidates understand and implement effective and appropriate classroom management techniques that promote democratic classroom communities.
Implications for Program Curriculum: Developing instructional skills that are based on constructivist teaching principles emphasize the need to teach for conceptual understanding, before content information is presented to learners. Once conceptual understanding has been achieved, learners become more receptive to new information that is scaffolded upon prior knowledge. At the same time, this new knowledge must be applied in meaningful ways to ensure transference to other situations outside the classroom. Thus, we advocate differentiated instructional processes that begin with teaching for conceptual understanding, move to presentation of new knowledge, and then give learners an extended period during which they can apply this new information in active, meaningful, and cooperative ways. Furthermore, learning experiences in each program curriculum are designed to promote critical thinking, meet the diverse needs of students, and integrate technology in instruction.

Competency Cluster 2.3 Assessment Skills
- Candidates understand and use ongoing formal and informal assessment strategies to evaluate and ensure continuous intellectual, social, and physical development of students.
- Candidates involve students in self-assessment that helps them become aware of their strengths and needs and that encourages them to set personal goals for learning.
- Candidates monitor and adjust strategies in response to student feedback.

Implications for Program Curriculum: Assessment skills are an essential element of exemplary instruction. Because learners can show what they have learned in many ways, it is important that teachers use multiple measures and a variety of formal and informal techniques to assess learning. Not only is it necessary for teachers to assess what students have learned, but it is equally important for them to assess the effectiveness of their planning and instructional processes. This is why we provide many opportunities for candidates to reflect upon their instructional practices and think about appropriate ways to assess learning.

Tenet 3: Caring and Supportive Classrooms and Learning Communities

This third tenet of the Conceptual Framework is its “professional dispositions tenet.”

Undergriding Knowledge Base. This third tenet focuses on the professional dispositions that teachers need to develop and demonstrate in their work with students, families, professional colleagues, and members of the larger community. Creating caring and supportive classrooms and learning communities requires that teachers reflect on their professional responsibilities, make connections with others, and take actions thoughtfully and carefully to benefit students and enhance their learning. If candidates do not take action to improve the lives of children and communities, their own transformation does not occur. By contrast, through action research, positive classroom practices, and on-going research in school communities, candidates can affect policies
and practices around them. As they participate in these experiences, they are challenged to view the world through anti-racist, multicultural, non-gender biased lenses and to advocate for social justice and equality (McLaren, 1998).

Because he thought that the greatest safeguard for democracy was a thinking population, John Dewey believed that our collective judgment would become more reasoned through reflection (Simpson, 2006). A reflective thinker questions asserted truths and values with an open mind, considers new or alternative ideas, and routinely examines beliefs and thoughts. Applying rationality to his or her world, a reflective thinker confronts biases, not necessarily to eliminate them, but to place them in a context of different social, cultural, philosophical, and theoretical positions (Kincheloe, 2005). Dewey also asserted teachers who deserve the highest praise are those whose students have intellectual awakenings, develop the power to think, can face facts, and have developed “habits of doubt” through reflection (Simpson, 2006).

Jenlink and Jenlink (2005) recommend that, in order for teachers and candidates to become public intellectuals, they must first learn to become self-critical practitioners who use research in their teaching and who reflect on their own autobiographical journey in a context of history, politics, and culture. The requisite critical disposition for teaching is social activism. As Jenlink and Jenlink assert, “teacher education programs are charged with the public responsibility to educate teachers who will enable future generations to learn the knowledge and skills necessary to address social inequities and injustices, while working to build a principled and democratic society” (p. 15).

In Pedagogy of the Oppressed, Paulo Freire (2002) asks teacher educators to take actions that will overcome injustice and inequities that hinder the development of children. He calls upon us to promote cooperation, rather than competition, liberty for all, unity among working people, genuinely democratic organizations, and a harmonious blending of cultures. Our culture, he argues, is a construct that encompasses the political, social, racial, gender, linguistic, ethical, and economic aspects of the human condition. It is a discourse that often does not benefit all children, particularly those who are poor or who are members of marginalized groups. At LaGrange, we believe that our teacher education candidates, not only can change the world, but have both a right and an obligation to do so.

Related Candidate Competencies. There are three clusters of candidate competencies related to this third “professional dispositions tenet”:

**Competency Cluster 3.1: Reflection**
- Candidates reflect on the effects of choices and actions on others (students, parents, and other professionals) to improve their own practice.

**Implications for Program Curriculum:** Reflection involves writing and discussing feelings about classroom, school, and community experiences. The process is also important when it comes to thinking about how to modify teaching to improve students’ work and increase their achievement. This reflective process includes, but
is not limited to, anecdotal records, regular writing assignments about teaching experiences, and reactions to articles and books.

Competency Cluster 3.2: Connections
- Candidates foster relationships with school colleagues, parents, and members of the larger community to support students’ learning.
- Candidates examine and extend knowledge of the history, ethics, politics, organization, and practices of education.
- Candidates engage in school-based research to become agents for change in a global society.
- Candidates understand and abide by laws related to the rights and responsibilities of students, educators, and families.
- Candidates follow established codes of personal conduct, including school and district policies.

*Implications for Program Curriculum:* Connections are made between people in schools and communities, as well as with literature and scholarly research. Collaboration with schools and community stakeholders is a necessary ingredient for success as a teacher. Teachers must be visible in order to make positive contributions to a greater community. Connections are made when teachers share knowledge from journals and books with colleagues and community stakeholders. Connections are also made when teachers present and publish original research that addresses a wide range of topics, from innovations in teaching techniques to analyses of educational policy.

Competency Cluster 3.3: Action
- Candidates seek opportunities to grow professionally based on reflection and input from others.
- Candidates acquire the requisite skills necessary to conduct, analyze and evaluate new strategies to improve classroom instruction and facilitate school improvement.
- Candidates advocate for curriculum changes, instructional design modifications, and improved learning environments that support the diverse needs of and high expectations for all students.

*Implications for Program Curriculum:* Reflecting and making connections creates opportunities for teachers to take action. This can involve writing and speaking to colleagues and stakeholders about curricular issues and educational policies. It can also include volunteering and joining advocacy groups and professional associations that use the collective voice of their members to effect positive change in schools and in the lives of children, parents, and communities.
Table CF-1 describes how the three Conceptual Framework tenets and their related clusters of competencies align with the following state and national standards:

- The six domains of the Georgia Framework for Teaching
- The five elements of NCATE 2000 Standard 1 for Initial programs
- The ten INTASC principles for beginning teachers
- The five NBPTS core propositions for experienced teachers.
- The Seven Georgia Teacher Leader Standards

Table CF-2 describes how courses in the unit’s Initial B.A. program in early childhood education, its Initial MAT programs in middle grades and secondary education, and its Advanced M.Ed. and Ed.S. programs in curriculum and instruction align with the three Conceptual Framework tenets and their related clusters of competencies.

Table CF-3 describes how the eight key candidate performance assessments in Initial programs align with the three Conceptual Framework tenets and their related clusters of competencies.
### Table CF-1
Alignment of the Conceptual Framework Tenets and Their Related Competencies with State and National Standards

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<td>2.3 Assessment Skills</td>
<td>4, 5</td>
<td>1D</td>
<td>8</td>
<td>3</td>
<td>5</td>
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<table>
<thead>
<tr>
<th>Tenet 3: Caring and Supportive Classrooms and Learning Communities (Professional Dispositions)</th>
<th></th>
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<th></th>
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<tbody>
<tr>
<td>3.1 Reflection</td>
<td>5, 6</td>
<td>1D, 1G</td>
<td>9</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>3.2 Connections</td>
<td>3, 6</td>
<td>1G</td>
<td>10</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>3.3 Action</td>
<td>5, 6</td>
<td>1G</td>
<td>9</td>
<td>4</td>
<td>6</td>
</tr>
</tbody>
</table>

### Six Domains of the Georgia Framework for Teaching

- **Domain 1:** Content and Curriculum: Teachers demonstrate a strong knowledge of content area(s) appropriate for their certification levels
- **Domain 2:** Knowledge of Students and Their Learning: Teachers support the intellectual, social, physical, and personal development of all students
- **Domain 3:** Learning Environments: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation
- **Domain 4:** Assessment: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners
- **Domain 5:** Planning and Instruction: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessments
- **Domain 6:** Professionalism: Teachers recognize, participate in, and contribute to teaching as a profession.
Five Elements of NCATE 2000 Standard 1 for Initial Programs

Element 1A: Content Knowledge for Teacher Candidates
Element 1B: Pedagogical Content Knowledge and Skills for Teacher Candidates
Element 1C: Professional and Pedagogical Knowledge and Skills for Teacher Candidates
Element 1D: Student Learning for Teacher Candidates
Element 1G: Professional Dispositions for All Candidates

Ten INTASC Principles for Beginning Teachers

Principle 1: The teachers understands essential concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students (Knowledge of Subject Matter)
Principle 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development (Child Development and Learning)
Principle 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adaptive to diverse learners (Diverse Learners)
Principle 4: The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem-solving, and performance skills (Multiple Instructional Strategies)
Principle 5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation (Learner Motivation and Behavior)
Principle 6: The teacher uses knowledge of verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom (Inquiry, Collaboration, and Supportive Interaction)
Principle 7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals (Instructional Planning)
Principle 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner (Assessment Strategies)
Principle 9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally (Professional Behaviors)
Principle 10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being (External Relationships).

Five NBPTS Core Propositions for Experienced Teachers

Proposition 1: Teachers are committed to students and learning
Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students
Proposition 3: Teachers are responsible for managing and monitoring student learning
Proposition 4: Teachers think systematically about their practice and learn from experience
Proposition 5: Teachers are members of learning communities.

Seven Georgia Teacher Leader Standards

Standard 1: Professional Learning
Standard 2: School Culture
Standard 3: Curriculum
Standard 4: Instructional Practices
Standard 5: Assessment
Standard 6: Research
Standard 7: Professional Relationships Table CF-2
### Alignment of Courses in Programs with the Conceptual Framework Tenets and Their Related Competencies

<table>
<thead>
<tr>
<th>Courses in Programs</th>
<th>Attention to Conceptual Framework Tenets and Their Clusters of Related Competencies</th>
<th>Knowledge of:</th>
<th>Skills of:</th>
<th>Dispositions of:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(I) Introduced     (D) Developed      (P) Practiced</td>
<td>1.0 Enthusiastic Engagement in Learning</td>
<td>2.0 Exemplary Professional Teaching Practices</td>
<td>3.0 Caring and Supportive Classrooms and Learning Communities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Knowledge of:</td>
<td>Skills of:</td>
<td>Dispositions of:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.1: Content</td>
<td>2.1: Planning</td>
<td>3.1: Reflection</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.2: Curriculum</td>
<td>2.2: Instruction</td>
<td>3.2: Connections</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.3: Learners</td>
<td>2.3: Assessment</td>
<td>3.3: Action</td>
</tr>
<tr>
<td></td>
<td>1.1</td>
<td>1.2</td>
<td>1.3</td>
<td>2.1</td>
</tr>
</tbody>
</table>

#### The B.A. Program in Early Childhood Education

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Attention</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 1199</td>
<td>Foundations of Education</td>
<td>I I I I I I I I</td>
</tr>
<tr>
<td>EDUC 3317</td>
<td>Science Methods</td>
<td>D D D D D D D D</td>
</tr>
<tr>
<td>EDUC 3319</td>
<td>Math Methods</td>
<td>D D D D D D D D</td>
</tr>
<tr>
<td>EDUC 3342</td>
<td>Child Development Practicum</td>
<td>D D I I I I D D</td>
</tr>
<tr>
<td>EDUC 3354</td>
<td>Theories of Reading Instruction</td>
<td>I I I I I I D I</td>
</tr>
<tr>
<td>EDUC 3355</td>
<td>Fundamentals of Reading Instruction</td>
<td>D D D D D D D D</td>
</tr>
<tr>
<td>EDUC 3356</td>
<td>Integrating Specialty Areas</td>
<td>D D D D D D D D</td>
</tr>
<tr>
<td>EDUC 4356</td>
<td>Diagnosis and Remediation of Problems in Reading</td>
<td>D D D D D D D D</td>
</tr>
<tr>
<td>EDUC 4360</td>
<td>Curriculum and Accountability in the Elementary Grades</td>
<td>D D D D D D D D</td>
</tr>
<tr>
<td>EDUC 4449</td>
<td>Classroom Technology for Elementary Education</td>
<td>D D D I D</td>
</tr>
<tr>
<td>EDUC 4456</td>
<td>Language Arts Methods</td>
<td>D D D D D D D D</td>
</tr>
<tr>
<td>EDUC 4457</td>
<td>Social Studies Methods</td>
<td>D D D D D D D D</td>
</tr>
<tr>
<td>EDUC 4459</td>
<td>Special Needs/Exceptional Child</td>
<td>I D D D D I D</td>
</tr>
<tr>
<td>EDUC 4460</td>
<td>Diversity in Elementary Grades</td>
<td>D D D D D D D D</td>
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<tr>
<td>EDUC 4480</td>
<td>Senior Seminar</td>
<td>P P P P P P P I I</td>
</tr>
<tr>
<td>EDUC 4490E</td>
<td>Early Childhood Student Teaching</td>
<td>P P P P P P P P P</td>
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#### MAT Programs in Middle Grades and Secondary Education

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Attention</th>
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</thead>
<tbody>
<tr>
<td>EDUC 5020a, 21a, 22a, 23a</td>
<td>Methods, Teaching, and Learning</td>
<td>D D D D D D D I</td>
</tr>
<tr>
<td>EDUC 5020b, 21b, 22b, 23b</td>
<td>Methods, Teaching, and Learning</td>
<td>D D D D D D D I</td>
</tr>
<tr>
<td>EDUC 5040</td>
<td>Affirming Diversity in the Classroom</td>
<td>D D D D D D D D</td>
</tr>
<tr>
<td>EDUC 5060</td>
<td>Secondary Students with Special Needs</td>
<td>I D D D D D I D</td>
</tr>
<tr>
<td>EDUC 5700</td>
<td>Internship I</td>
<td>D D D D D D D I</td>
</tr>
<tr>
<td>Courses in Programs</td>
<td>1.0 Enthusiastic Engagement in Learning</td>
<td>2.0 Exemplary Professional Teaching Practices</td>
</tr>
<tr>
<td>---------------------</td>
<td>----------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Knowledge of: 1.1: Content 1.2: Curriculum 1.3: Learners</td>
<td>Skills of: 2.1: Planning 2.2: Instruction 2.3: Assessment</td>
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<tr>
<td>EDUC 5700: Internship II</td>
<td>P P P</td>
<td>P P P</td>
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<tr>
<td>EDUC 6010: Assessment and Accountability</td>
<td>D D D</td>
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<tr>
<td>EDUC 6020: Educational Technology</td>
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<td>D D</td>
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<tr>
<td>EDUC 6040: Foundations of Curriculum and Instruction</td>
<td>I I I</td>
<td>I I I</td>
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<tr>
<td><strong>Reading Concentration:</strong></td>
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<tr>
<td>EDUC 5050: Affirming Diversity: Tchg Reading</td>
<td>D D D</td>
<td>D D D</td>
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<tr>
<td>EDUC 5070: Assessing and Improving Literacy</td>
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<td>D D D</td>
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<tr>
<td>EDUC 5080: Essentials of Adolescent Literature</td>
<td>D D D</td>
<td>D D D</td>
</tr>
<tr>
<td>EDUC 5090: Foundations of Reading Theories</td>
<td>I D D</td>
<td>D I D</td>
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<tr>
<td>EDUC 6030: Problems in Reading</td>
<td>D D D</td>
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<tr>
<td><strong>M.Ed. Program in Curriculum and Instruction</strong></td>
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<td></td>
</tr>
<tr>
<td>EDUC 6015: Assessment and Accountability</td>
<td>D D D</td>
<td>D D D</td>
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<tr>
<td>EDUC 6035 Social Foundations</td>
<td>D D D</td>
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<tr>
<td>EDUC 6066 Issues in Curriculum</td>
<td>D D D</td>
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<td>EDUC 6050 Historical Perspectives</td>
<td>D D D</td>
<td>D D D</td>
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<tr>
<td>EDUC 6015 Educational Assessment</td>
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<tr>
<td>EDUC 6080 Education of Culturally Diverse Students</td>
<td>D D D</td>
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<tr>
<td>EDUC 6065 Reading in the Content Areas</td>
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<tr>
<td><strong>Research Sequence:</strong></td>
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<tr>
<td>EDUC 6090: Research and Project Presentation</td>
<td>I I I</td>
<td>I I I</td>
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<td>EDUC 6100: Theories of Constructivist Learning</td>
<td>D D D</td>
<td>D D D</td>
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<td>EDUC 6200: Directed Research</td>
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<td>P P P</td>
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<td><strong>Ed.D. Program in Curriculum and Instruction</strong></td>
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<tr>
<td>EDUC 7050 Comparative Education I</td>
<td>I I I</td>
<td>I I I</td>
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<tr>
<td>EDUC 7060 Comparative Education II</td>
<td>P P P</td>
<td>P P P</td>
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<tr>
<td>EDUC 7080 School Law</td>
<td>D D D</td>
<td>D D D</td>
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<tr>
<td>EDUC 7015 Management and Analysis of Educational Data</td>
<td>D D D</td>
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<tr>
<td>Internship in Leadership</td>
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<td>P P P</td>
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<tr>
<td><strong>Research Sequence:</strong></td>
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<tr>
<td>EDUC 7090: Research Methods</td>
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<td>I I I</td>
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<td>EDUC 7100: Research Topics and Methodology</td>
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<tr>
<td>EDUC 7200: Directed Research</td>
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### Table CF-3
Alignment of Key Assessments in Initial Programs with the Conceptual Framework Tenets and Their Related Competencies

<table>
<thead>
<tr>
<th>Key Assessments in Initial Programs</th>
<th>Knowledge of:</th>
<th>Skills of:</th>
<th>Dispositions of:</th>
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<tbody>
<tr>
<td></td>
<td>1.1: Content</td>
<td>2.1: Planning</td>
<td>3.1: Reflection</td>
</tr>
<tr>
<td></td>
<td>1.2: Curriculum</td>
<td>2.2: Instruction</td>
<td>3.2: Connections</td>
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<tr>
<td></td>
<td>1.3: Learners</td>
<td>2.3: Assessment</td>
<td>3.3: Action</td>
</tr>
<tr>
<td></td>
<td>1.1</td>
<td>1.2</td>
<td>1.3</td>
</tr>
<tr>
<td>Two Standardized State Examinations</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>• GACE Basic Skills Test</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• GACE Content Test</td>
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<td>X</td>
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<tr>
<td>Standards –Based Embedded Candidate Assessment (SBeca)</td>
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<tr>
<td>The Lesson Plan Evaluation Instrument (LPEI)</td>
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<td>The Professional Dispositions Evaluation (PDE)</td>
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<tr>
<td>The Teaching Performance Observation Instrument (TPOI)</td>
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<td>The Professional Teaching Portfolio (PTP)</td>
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<td>The Teacher Work Sample (TWS)</td>
<td>X</td>
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<td>The First-Year Survey (FYS) of Graduates and Their Principals</td>
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Table CF-4

Advanced M.Ed. & Ed.S. Programs
Aligned to Conceptual Framework

<table>
<thead>
<tr>
<th>Key Assessments in Advanced Programs</th>
<th>Aligned with Conceptual Framework Tenets and Their Clusters of Related Competencies</th>
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<tr>
<td></td>
<td>1.0 Enthusiastic Engagement in Learning</td>
</tr>
<tr>
<td></td>
<td>Knowledge of:</td>
</tr>
<tr>
<td></td>
<td>1.1: Content</td>
</tr>
<tr>
<td></td>
<td>1.2: Curriculum</td>
</tr>
<tr>
<td></td>
<td>1.3: Learners</td>
</tr>
<tr>
<td>1.1</td>
<td>1.2</td>
</tr>
<tr>
<td>Research Proposal</td>
<td>EDUC 6100 Theories of Constructivist Learning</td>
</tr>
<tr>
<td>Research Defense</td>
<td>EDUC 6300 &amp; EDUC 7300</td>
</tr>
<tr>
<td>Cognate Course Grades</td>
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<tr>
<td>Candidate Exit Survey</td>
<td>X</td>
</tr>
<tr>
<td>Principal First Year Survey</td>
<td>X</td>
</tr>
</tbody>
</table>
References


LaGrange College Policies

HONOR CODE

The Honor Code is the responsibility of every student, faculty member, and staff member at LaGrange College. All members of the college community are required to support the enforcement of the code which prohibits lying, cheating, or stealing when these actions involve academic processes. Any incident believed to be a violation of the Honor Code will be investigated by the Honor Council as outlined in the student handbook.

As a member of the student body of LaGrange College, I confirm my commitment to the ideals of civility, service, and excellence. Recognizing the significance of personal integrity in establishing these ideals within our community, I pledge that I will not lie, cheat, steal, nor tolerate these unethical behaviors in others.

STUDENT CONDUCT / SOCIAL CODE

LaGrange College, as a church-related college, is committed to an honorable standard of conduct. As an educational institution the College is concerned not only with the formal in-class education of its students, but also with their welfare and their growth into mature men and women who conduct themselves responsibly as citizens. Like the Honor Code, the Social Code is the responsibility of every student, faculty member, and staff member at LaGrange College. The Social Code attempts to instill in every member of the student body a sense of moral and community responsibility. As such, LaGrange College expects its students to adhere to community standards. Likewise, if some fail to live up to these codes of conduct, the College expects students to enforce these standards through the Social Code and its Social Council. In this way, students assume the obligation of upholding the integrity of their community and of ethically preparing themselves for the world beyond college. The College has established guidelines and policies to assure the wellbeing of the community. In general, the College’s jurisdiction is limited to events that occur on College property; however, the College and the Social Council reserve the right to hear cases that concern students’ behavior when they are off-campus in the name of the College (e.g., with a Jan Term travel course, an academic fieldtrip, or a campus organization social), especially when such situations could be regarded as an adverse reflection on the College’s mission.

STATEMENT OF POLICY ON HARASSMENT

All members of the college community have the right to be free from discrimination in the form of harassment. Harassment may take two forms: (1) creating a hostile environment, and (2) quid pro quo. A hostile, demeaning, or intimidating environment created by harassment interferes with an individual’s full and free participation in the life of the College. Quid pro quo occurs when a position of authority is used to threaten to impose a penalty or to withhold a benefit in return for sexual favors, whether or not the attempt is successful. Sexual harassment may involve behavior by a person of either gender against a person of the same or opposite gender. It should be noted that the potential of sexual harassment exists in any of the following relationships: student/student, faculty/student, student/faculty, and faculty/faculty. Here and subsequently "faculty" refers to faculty, staff, and administration. Because of the inherent differential in power between faculty and students, sexual relationships between faculty and students are prohibited.

A complete description of student conduct policies, rules and regulations can be found in the Student Handbook, which is published in the Panther Planner each year. Copies of the Handbook are available in the Student Development Office.
Policies for the Teacher Candidate

Appearance / Attire
All teacher candidates will dress in a professional manner. Your appearance should reflect tasteful personal grooming and hygiene. In respect to the Troup County School System board policy regarding appearance, LaGrange College teacher candidates will follow the same procedures. Specifically, the Troup County School System policy states that:

There is abundant research to show that personal appearance has a significant effect upon other people. School system personnel are professionals. The dress, grooming and mannerisms of school system staff members have an impact upon the way students and parents respond to our leadership. Staff members are expected to dress in a professional manner.

Beliefs

1. An environment that is safe, professional, and conducive to learning must begin with employees that support these attributes in their dress, grooming, and overall appearance.
2. Employee dress and appearance are more a matter of culture, values and creating an appropriate environment for youth who learn from every aspect of the school experience; not personal choices or fashion.
3. In order for students to understand the concept of an appropriate, kept, and dignified appearance, adults must lead and model the way.
4. As professional educators, we exist to serve students, the public, and represent our profession. Our choices in attire and appearance should be governed by this noble purpose.
5. Choices in dress, grooming, and overall appearance can enhance or detract from one’s interaction with students, colleagues, and the public.
6. Being selective and strategic in one’s appearance is a common expectation for most professions and work environments. Schools should seize every opportunity to coach our students in this regard.

Expectations

1. Visible body piercing allowed in the ear lobe only
2. Visible tattoos are discouraged
3. No jeans, T-shirts, or shorts when students are in attendance
4. No exposed cleavage, midriffs, or garments or styles that might be otherwise perceived as provocative
5. No strapless or halter tops
6. Shoes should be safe and compliment a professional appearance. Rubber, plastic, or beach style flip flops are not allowed.
7. We must model the student dress code and what we would have students emulate as they prepare for post-secondary opportunities. For some students, we are the only professionals they see on a regular basis
Exceptions

1. Jeans or “dressing down” for spirit days or other special occasions is permitted as directed by the principal. There may be “dress down” exceptions for attire. There are no exceptions for neatness and grooming.
2. Staff who work in physical education, lab settings or with small children may dress as necessary as guided by the principal, in the interest of safety, modesty, and serving students. There are no exceptions for neatness and grooming.

Each principal or supervisor is responsible for maintaining an acceptable standard for employees under his/her supervision. Employee dress and appearance are more a matter of culture, values and creating an appropriate environment for youth who learn from every aspect of the school experience; not personal choices or fashion. Employees are expected to receive any concerns or sanctions by the principal or supervisor in this context.

Further, teacher candidates should not chew gum while in the school building. Smoking while on school property is against the law. Teacher candidates should not have cell phones in view of the students. There are no exceptions. If a candidate uses the cell phone for a timekeeping device, other arrangements should be made (clock, watch, etc.).

Application for Student Teaching
Students should complete numbers 1-6 on the Application for Student Teaching via their Tk20 account. Application must be submitted midterm the semester prior to anticipating student teaching. The application is not finalized until the end of the semester when the advisor certifies that all criteria have been met for student teaching. Senior Early Childhood Education candidates must submit a statement detailing how many credit hours of Cultural Enrichment Events they have accrued and how they will achieve the total number of hours required for graduation prior to student teaching. Early Childhood Education candidates should plan to complete most, if not all, of the CE requirements BEFORE student teaching.

Attendance
School attendance is an essential factor in the professional development of a teacher. It is a main factor of consideration as Cooperating Teachers, Supervising Faculty, and School Principals offer references to prospective employers.

Attendance for all field experiences is mandatory. Therefore, there are no excused absences. The teacher candidate must sign in and sign out during each visit to the cooperating school. Tardiness, leaving your assigned school early, or coming and going during the school day will not be tolerated as part of the teaching assignment. The teacher candidate is to function as a member of the staff of the cooperating school, and keep the same hours as other faculty members, particularly your cooperating teacher. Attendance at faculty and PTO meetings, teacher-parent conferences, and other after school and evening activities is expected.
As soon as the teacher candidate is aware that he/she will be absent from school on a scheduled field experience day, he/she must contact the following persons:

1. Cooperating teacher at home or school (leave a message, if necessary);
2. School secretary (leave a message for the administrator);
3. Supervising Faculty (email or telephone message); and
4. Director of Field Placement (email or telephone message).

The teacher candidate will be required to make up any missed field experience time.

After two absences (or a pattern of late arrivals/early departures) during any field experiences course, the Supervising Faculty contacts the Director of Field Placement regarding the school attendance problem. Then the Director of Field Placement will issue a Field Experience Probation Letter to the Teacher Candidate. A grade reduction may be assigned in the event of attendance irregularities. Further, a third absence may result in the termination of the Teacher Candidate’s field experiences for the semester. The submission of documentation of absences for any reason, particularly illness or family emergency, is the responsibility of the Teacher Candidate.

Field experience hours must be made-up in the following manner:

- If you miss 1 – 2 hours, you may arrive early or stay late to your field assignment to make up the missed time, in no less than 1 hour increments
- If you miss 3 hours, you need to make up your missed time in a 3 hour block between the hours of 8:00 and 4:00.
- If you miss ½ day (4 hours), you will need to make up your missed time in a ½ day, 4 hour block between the hours of 8:00 and 4:00.
- If you miss a full day, you will need to make up your missed time in a full day, 8 hour block.

**Calendar / Holidays**

Teacher candidates follow the calendar of the school district in which they are placed. Teacher candidates observe the same holidays as the school to which they are assigned. This includes unscheduled holidays (e.g., those due to inclement weather) as well as scheduled holidays. Teacher candidates will attend school during college holidays if the assigned school is in session. Students are excused for additional religious holidays when agreed upon by the cooperating teacher and the supervising faculty. Regular and prompt attendance by teacher candidates to the assigned school maintains continuity of the instructional process and exhibits commitment to the students’ learning and well being.

**Classroom Management**

Various techniques for effective classroom management will be discussed and demonstrated in various courses throughout the program. Teacher candidates should implement these techniques in the cooperating classroom when appropriate. Evaluation of using classroom management practices should be revealed in reflections.
Conduct
Teacher candidates are representatives of LaGrange College and the Department of
Education while in the schools and are expected to act appropriately. All teacher
candidates should:
- Meet specified deadlines when reporting for duties and turning in work.
- Attend all school meetings, activities, and seminars.
- Notify supervisors as soon as possible when changes in activities must be
  made or obligations cannot be met.
- Maintain appropriate professional relationships with students.
- Demonstrate ethical behavior.
- Exhibit enthusiasm for teaching and the teaching profession.

Confidentiality
The teacher candidate is reminded that the confidentiality of all student records, including
test scores, correspondence, conversations, and other personal matters, is protected by
law. No information is to be released to any unauthorized person – under any
circumstances. If the teacher candidate has any question about whether or not to release
this type information, it is recommended they consult the cooperating teacher. Schools
will typically provide a brief orientation to teacher candidates regarding confidentiality
policies. If offered, teacher candidates will participate in this orientation. Candidates
should remember that casual conversations (workroom chit-chat, hallway discussions,
etc.) should never include confidential information.

Coursework
The semester devoted to Student Teaching (B.A. in Early Childhood Education) or
Internship II (M.A.T. program) is a full student load. Teacher candidates are to be free
from outside responsibilities so they can function as a full-time member of the staff in the
school to which they have been assigned.

Criminal History / Background Checks
Admission into the Undergraduate Teacher Education program or Master of Arts in
Teaching program includes a background check to ensure that no criminal record or
discharge from the armed services would prevent teacher certification. For
undergraduates, a second background check (completed no more than 60 days prior to
beginning student teaching) is also required.

Degree Application and Certification
The Georgia Professional Standards Commission (PSC) issues a teaching certificate
(license to teach) in the State of Georgia. To be eligible for a Georgia teaching
certificate, the candidate must have successfully completed the LaGrange College’s
teacher preparation program. An additional certification requirement, but not a
graduation requirement, is a passing score on the GACE.

Diversity
Teacher candidates have field experiences in schools that are diverse in terms of gender,
race, ethnicity, socio-economic status, and have P-12 students with exceptionalities. The
Director of Field Placement closely monitors this component when considering placement, and works with school administrators to best place teacher candidates. In addition to regularly scheduled field experiences, beginning fall of the junior year, all undergraduate candidates are required to work with a special needs student identified by Troup County administrators. During Senior Seminar, teacher candidates assist three- and four-year old children, and their parents, in a United Way sponsored local early learning center by providing age appropriate learning activities. MAT teacher candidates participate in a summer field experience camp which includes students for rising 5th – 8th graders.

**Employment**

Unless a candidate holds a bachelor’s degree from an accredited institution, students should not accept teaching jobs prior to successful completion of GACE exams. If a contract is signed prior to the completion of the teacher education program without prior consent from the Chair of the Education Department, the student and contracting school district become responsible for certification and LaGrange College is no longer obligated as a certifying or supervisory agent for the GPSC. The State of Georgia will not certify prospective teachers without supervised student teaching and passing GACE scores.

Students cannot be paid for student teaching, nor should they consider student teaching schemes outside traditional internships. You are not allowed to be a paid employee of the school system (e.g., teacher, paraprofessional, teacher assistant) and complete field experience requirements that would conflict with your daily paid duties.

**Expenses**

The teacher candidate is responsible for the following expenses incurred during student teaching:

- transportation
- special teaching materials
- lunches
- students on the college meal plan are responsible for making arrangements with the cafeteria for meals taken off campus
- living accommodations

**Extracurricular Activities**

Often, cooperating teachers are involved in leadership roles that involve extracurricular activities. Teacher candidates are encouraged to participate in these activities, as they provide unique and authentic professional development opportunities. The cooperating teacher can guide the teacher candidate to the level of appropriate participation. While attending extracurricular activities, teacher candidates must follow the Georgia Code of Ethics for Educators.

**Field Experience Notebook**

Candidates should assemble a field experience notebook each semester. This notebook must be available for the supervising faculty member during observations, and therefore, be kept current. Items to include in the field experience notebook are: the Professional
Log, a paper copy of the Demographic Survey, the Technology Survey, and paper copies of reflections, lesson plans and/or unit plans, TPOI Evaluations, and the Professional Disposition Evaluation. The candidate should include copies of all lesson and/or unit plans, even plans prepared by the cooperating teacher. The candidate should highlight any portion of the lesson he/she teaches so it is easily identified.

**GACE**
(Undergraduates) If a junior has not passed the GACE Basic Skills Assessment by fall registration in March, the student will be dropped from the Education Department and can only be reinstated once official passing scores have been received our office. Please see the chart following this policies section.

**Grievance Procedure**
The College of Education at LaGrange College is committed to mutual respect among all constituents of the college and departmental community. This commitment includes students, faculty, staff, and administration. In all concerns about fair treatment, we seek to work together to understand and address those concerns without having to resort to formal grievance procedures. When that is not possible, we are at all levels committed to a fair and reasonable resolution of issues through an established, formal grievance process. A copy of this policy is posted on our department’s website and a paper copy is available in the administrator’s office located in the Education Department.

**Liability**
Teacher candidates are required to have professional liability insurance. Prior to the first field experience, students are introduced to Student Professional Association of Georgia Educators (SPAGE), and Georgia Association of Educators (GAE) professional organizations in which membership carries liability coverage up to one million dollars. Sometime during the teacher candidate orientation, students will be asked to fill out a form listing their source and type of liability coverage, or sign a waiver stating that they do not care to have such coverage even though they have been warned as to the advisability of having this type of insurance.

**Lesson Plans**
The teacher candidate will submit a lesson plan for approval to the cooperating teacher and supervising faculty for every lesson taught. Plans must be submitted at least 48 hours prior to the scheduled observation date on Tk20. Supervisors may also request a paper version. These plans may be modified by the supervising faculty or the cooperating teacher. The approved plans must made available to the supervising faculty member on each visit.
MAT Internship I and Internship II Methods/Content Courses
Candidates must pass both the content and the pedagogical parts of the fall methods course before being permitted to enroll in Internship II.

The methods courses consist of two parts each of which are weighted at 1.5 semester hours. Both the content part and the pedagogical part of the course must be passed with a “C-” or above to receive 3 semester hours of credit and to be enrolled in Internship II. If both portions are not passed with a “C-“ or above, candidates will have to reenroll for 1.5 semester hours for the part that they failed and delay Internship II until successfully completing both parts of the course.

Materials and Supplies
The teacher candidate is responsible for expenses associated with special materials and supplies for a lesson or activity. The teacher candidate will return all borrowed materials to the cooperating school and/or teacher as requested.

Observations by Supervisors
Teacher candidates are routinely observed by the cooperating teacher, supervising faculty members, college faculty, and may also be observed by the principal of the cooperating school, the Director of Field Placement, and/or other school or college personnel. Observations are scheduled depending upon the teacher candidate’s progress. Teacher candidates must provide supervising faculty a schedule indicating days, times, locations of activities, and teaching activities. Refer to the “Field Placement Assessment Schedule” for each program to view frequency and types of assessment completed during observations.

Placement in Schools
The Director of Field Placement, in conjunction with the Troup County School System, is responsible for assigning teacher candidates to a cooperating school to complete field experience requirements. Placement is determined based on content area and the availability of qualified teachers willing to serve as cooperating teachers, as this is a voluntarily assumed responsibility. The Director of Field Placement places each teacher candidate to provide a meaningful field experience, based on individual needs, strengths, and weaknesses. A review of each student’s academic record and general experiences ensures diversity of field experiences (grade levels, diverse racial and ethnic groups, diverse socioeconomic backgrounds, etc.) Placement is made in elementary, middle, and secondary schools within the geographic area served by LaGrange College. Schools within the Troup County School System serve as primary field placement locations.

Professional Development Plan
The Teacher Performance Observation Instrument (TPOI) employs a rubric to ensure accuracy and consistency among raters, offering possible evidence for each indicator. Scores range from “1 – Below Expectations” to “5 – Exemplary”. During both student teaching and Internship II, each candidate’s cooperating teacher or intern supervisor and
his or her College supervisor conduct a minimum of four formal classroom observations during the 12-week clinical practice experience. All observers use the Teaching Performance Observation Instrument to document their observations and provide feedback. If a candidate scores below “3 overall” on any domain, the candidate works with the College supervisor, cooperating teacher or intern supervisor, and a content faculty member (if relevant) to develop a “professional development plan” that will remediate identified weaknesses. Additional observations are then scheduled as the “professional development plan” is implemented.

For MATs – During both Internship During both Internship I and Internship II, candidates who exhibit poor content knowledge, content pedagogical knowledge, professional skills and/or fail to demonstrate a positive effect on student learning based on specific criteria stated in the Field Experience Handbook (FEH) may be required to complete a remedial Professional Development Plan (PDP). Dismissal from the program is possible if the candidate fails to complete or meet the minimum scores on the PDP. Candidates must successfully complete Internship I and Internship II within three attempts. **If a candidate fails to successfully complete Internship I and Internship II in three attempts, the candidate may be dismissed from the program.**

Seminars
All teacher candidates are expected to return to the campus for planned seminars. Seminar attendance is mandatory. Seminar objectives are designed to meet the needs of the teacher candidate in the context of the *Conceptual Framework.*

Students will:
- share experiences in teaching in varied classroom situations;
- raise individual issues and problems; receive suggestions to deal with them;
- evaluate their own performance based on the *Conceptual Framework*;
- attend lectures/presentations of professional educators;
- meet with college supervisors;
- review portfolios;
- review procedures for job placement and portfolio development;
- make application for certification; and
- make suggestions for the improvement of the field experience program at LaGrange College.

Substitute Teaching
It has been a longstanding policy with the Education Department at LaGrange College not to permit a teacher candidate to assume all responsibilities and serve as a paid substitute for her/his cooperating teacher due to the absence of that teacher. A qualified substitute should be employed to replace the classroom teacher. The candidate is responsible for reporting any prolonged illness or absence of the cooperating teacher to the Faculty Supervisor and Director of Field Placement.

Withdrawal from Program
Field placements are for the duration of the semester. A field experience assignment will be terminated or changed upon the request of the cooperating school. The termination
will occur following consultations with all parties concerned. Depending upon the nature of the circumstances, the teacher candidate may be re-assigned to complete her/his field experience. Any teacher candidate who wishes to withdraw at any point during the field experience will receive a grade consistent with LaGrange College’s grading procedures.

The faculty of the Education Department reserve the right to dismiss at any time a student whose health, conduct (academic dishonesty, professional conduct), general attitude, field performance, or scholastic standing make it inadvisable to retain the student in the program. Students are expected to display qualities that are desirable in professional persons.
Policy for Remediation of Inappropriate Dispositions and/or Inadequate Performance

**Dispositions**
Because appropriate dispositions enhance teaching and learning, the Department of Education believes that teachers should project positive and productive attitudes toward students, colleagues and professors. It is not the intent of the Education Department to produce identical personalities. Rather, acceptable dispositions refer to positive attitudes, respect for the diverse characteristics of others and taking grievances to the appropriate person in a professional manner. In the pursuit of knowledge of learning, childhood and society, appropriate dispositions reflect the teachers abiding respect for the intellectual challenges set before them by their professors. Teachers are committed intellectuals who value rigorous inquiry, critique and informed skepticism as ways to expand their ethical, cultural and intellectual universes. To engage in professional exchanges, committed teachers must demonstrate constructive dispositions at all times. If a classroom professor observes or becomes aware of inappropriate dispositions, s/he will issue a written warning to the student. Upon the second time, the student will be required to attend a hearing of the Education Department Faculty for possible disciplinary action. At the discretion of the faculty, disciplinary action may result in a reduction in grade or in severe situations, expulsion from the program. Appropriate dispositions are also expected and assessed during field and clinical experiences.

**Performance**
Candidates who exhibit poor content knowledge, content pedagogical knowledge, professional skills and/or fail to demonstrate a positive effect on student learning based on specific criteria stated in the Field Experience Handbook (FEH) may be required to complete a remedial Professional Development Plan (PDP). Dismissal from the program is possible if the candidate fails to meet the minimum scores on the PDP. Specific procedures, instruments and scoring criteria used to assess dispositions and performance are described in the FEH.
# GACE Test Selection

<table>
<thead>
<tr>
<th>Test Category</th>
<th>Test Numbers</th>
</tr>
</thead>
</table>
| Basic Skills Assessment              | Test I – Reading (200)  
                             | Test II – Mathematics (201)  
                             | Test III – Writing (202)  |
| Early Childhood Education            | Test I (001)  
                             | Test II (002)  |
| Middle Grades Language Arts          | Test (011)  |
| Middle Grades Mathematics            | Test (013)  |
| Middle Grades Reading                | Test (012)  |
| Middle Grades Science                | Test (014)  |
| Middle Grades Social Science         | Test (015)  |
| Biology                              | Test I (026)  
                             | Test II (027)  |
| English                              | Test I (020)  
                             | Test II (021)  |
| History                              | Test I (034)  
                             | Test II (035)  |
| Mathematics                          | Test I (022)  
                             | Test II (023)  |
| Science                              | Test I (024)  
                             | Test II (025)  |
MAT Candidates and Teaching Position Request

Prior to accepting ANY full-time teaching position, particularly those positions which have the potential to interfere with successful completion of internship requirements, teacher candidates MUST obtain permission from the Director of Field Placement. Please note that any teaching position considered by the candidate must be in field in the appropriate grade level in which he/she is seeking certification.

Name _______________________________________________________

Middle Grades MAT or Secondary MAT (circle one)

Content area(s) ______________________________________________

School Name / Address / Phone: __________________________________
________________________________________________________________
________________________________________________________________

Describe the teaching position being considered: _____________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Please complete this form and send to the Director of Field Placement.
Responsibilities of Each Stake Holder in the Collaborative Design, Delivery, and Evaluation of Field Experiences and Clinical Practice in Initial Programs

<table>
<thead>
<tr>
<th>Stakeholders</th>
<th>Responsibilities of Each Stakeholder</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Teaching Faculty Members</td>
<td>Provides assignments and tasks within courses that will enhance learning skills and techniques of teaching content at appropriate grade levels; helps candidates plan lessons; provides opportunities for candidates to reflect upon their teaching performance and gives them feedback about this performance.</td>
</tr>
<tr>
<td>The Director of Field Placement</td>
<td>Determines candidate placements; monitors and assesses the roles and responsibilities of candidates, cooperating teachers, intern supervisors, and College supervisors; conducts orientation sessions with candidates, cooperating teachers, and intern supervisors; serves as primary contact among candidates, cooperating teachers, intern supervisors, College teaching faculty members, and College supervisors.</td>
</tr>
<tr>
<td>School Principals</td>
<td>Works with the Director of Field Placement to ensure proper placement of candidates; periodically monitors field experiences and clinical practice; informs candidates about school policies and regulations and provides them with curriculum guidelines.</td>
</tr>
<tr>
<td>Cooperating Teachers and Intern Supervisors</td>
<td>Provides candidates with opportunities to practice techniques and skills; offers frequent evaluation with praise, constructive criticism, and suggestions of alternate techniques; assesses teaching procedures; provides verbal and written feedback on lessons observed; encourages responsibility by entrusting instruction to candidates as they demonstrate competencies; discusses philosophies of student guidance and disciplinary techniques when needed; gives candidates an opportunity to observe other teachers in the school.</td>
</tr>
<tr>
<td>College Supervisors</td>
<td>Ensures that candidates understand both the Conceptual Framework and the policies and procedures of the Education Department; is familiar with the academic backgrounds of assigned candidates; collaborates with candidates, cooperating teachers, and intern supervisors to promote professional development; maintains regular contact with the Field Placement Director, principals, cooperating teachers, and intern supervisors; regularly observes, assesses, and documents the progress of assigned candidates.</td>
</tr>
<tr>
<td>Student Teachers and Interns</td>
<td>Completes field experience and clinical practice responsibilities in assigned placements; assumes full responsibility for P-12 students when ready to do so; complies with school policies and regulations; follows Education Department policies and guidelines described in the Field Experience Handbook; behaves professionally with students, parents, faculty, and staff; completes all assignments related to field experiences (e.g., reflections and lesson plans) in a timely fashion.</td>
</tr>
</tbody>
</table>
Terms and Acronyms Used in the Education Department at LaGrange College

Candidate – individuals admitted to, or enrolled in, programs for the initial or advanced preparation of teachers, or teachers continuing their professional development

Cooperating Teacher – a P-12 instructor who voluntarily agrees to serve as a mentor to teacher candidates during field experiences

Early Childhood Education (ECE) – an initial teacher certification program focusing on elementary curriculum

Field experience – a variety of field-based opportunities in which candidates may observe, assist, tutor, and/or instruct within a range of settings including schools, community centers, or early learning centers.

GACE (Georgia Assessment for the Certification of Educators) - tool used to assess the knowledge and skills of prospective Georgia public school educators, GACE is aligned with state and national standards for educator preparation and with state standards for the P-12 student curriculum

Internship – generally used in reference to field experiences during the M.A.T. program; typically Internship I occurs during the fall semester (two days each week), and Internship II (five days each week) occurs during spring semester

Lesson Plan Evaluation Instrument (LPEI) – tool used by faculty to measure lesson plans developed by candidates

Master of Arts in Teaching (M.A.T.) – an initial teacher certification program for candidates who hold a bachelor’s degree in content area

Master of Education in Curriculum and Instruction (M.Ed.) – graduate program for certified teachers designed to increase their knowledge and experience in issues related to P-12 curriculum and instruction

Pedagogical knowledge – general concepts, theories, and research about effective teaching

Professional Disposition Evaluation (PDE) – a measurement tool that assess the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities, and affect student learning, motivation, and development, as well as the educator’s own professional growth
Standards Based Embedded Candidate Assessment (SBeca) – candidates showcase work samples, lesson plans, and coursework assignments that demonstrate standards have been met

Student Teaching – typically performed during the spring semester, pre-service clinical practice for candidates (Known as “student teaching” for undergraduates and “Internship II” for MAT candidates)

Teacher Performance Observation Instrument (TPOI) – tool used by supervising faculty when observing candidates teaching lesson in schools; candidates must receive a satisfactory rating

Teacher Work Sample (TWS) – candidates show teaching knowledge and apply to student learning (completed during minimum of two weeks solo teaching for student teaching or Internship II)
The Role of the Teacher Candidate

Prior to the experience, review the Georgia Code of Professional Ethics for Educators (http://www.gapsc.com/Professionalpractices/NEthics.asp).

Maintain a Field Experience notebook with related items. See “Field Experience Notebook” under Policies for the Teacher Candidate.

Observation
This is typically the first role a candidate assumes when placed in a P-12 classroom. Pay close attention to how the cooperating teacher instructs, interacts with the students, establishes and adheres to routines, and manages the entire classroom. During this time, you should take the opportunity to study curriculum guides and learn about general school procedures.

Assisting
Becoming an active assistant to the cooperating teacher is the next role a candidate assumes. The cooperating teacher remains as the primary lesson planner and instructor, the candidate should seek opportunities to work with individuals or small groups of students, and may teach a mini-lesson or small part of a lesson using the cooperating teacher’s plans and with his/her guidance. Doing this affords the candidate the chance to get to know the students individually, develop a relationship with the students, and learn important routines. Mastering these aspects will assist the candidate later when assuming more responsibilities.

Teaching
When given approval by the cooperating teacher and supervising faculty, the teacher candidate will begin teaching. The candidate will become responsible for planning instruction, gathering required materials, and teaching the lesson. This may include a short lesson or a full lesson, with small groups or the entire class. It is often a good idea to begin with lessons with which you are most comfortable, and then move into areas which challenge the candidate. The cooperating teacher should begin to leave the candidate alone for longer periods of time. Eventually, this will lead to the candidate taking over the entire classroom for a period of at least two weeks. The cooperating teacher still advises and approves lesson plans. The cooperating teacher should also observe and evaluate the candidate, offering suggestions when needed. During the last week of the field experience, the candidate should give control of the classroom back to the cooperating teacher, but remain involved with the students and teacher. When able, the candidate should observe other teachers/grade levels.
Sequenced Activities for the Teacher Candidate

PHASE-IN
1. Become acquainted with the school, students, and cooperating teacher.
2. Make a seating chart and learn the students’ names.
3. Learn class schedules.
4. Become familiar with emergency procedures.
5. Visit the library. Learn how to check out books, audio-visual equipment, etc. Think about how the library can supplement your instruction.
6. Ask how faculty members acquire copies of materials for students.
7. Learn the long-term instructional plan for each class.
8. Observe your cooperating teacher. Take notes of how the cooperating teacher manages various aspects of the lesson and different students.
9. Help with small groups or an individual student.
10. Take over small tasks, such as attendance, lunch count, homeroom work, moving class to/from lunch, recess, etc.

IMMERSION
1. Teach small group lessons.
2. Direct the whole class for longer periods of time.
3. Ask to prepare a bulletin board or learning area.
4. Participate in student evaluation and testing. Volunteer to grade a few papers or read journal entries.
5. Learn about the counselor’s role in the school.
6. Begin to think about the lessons you plan to teach in the coming weeks.

FULL-TIME TEACHING
1. Assume full responsibility for the classroom – planning and teaching.
2. Know what to do in case of emergency. This includes knowing your students – are there any special medical situations you should know?
4. During student teaching, candidate must assume major responsibilities for the duties of the classroom teacher in directing learning experiences for a minimum of two weeks.

PHASE-OUT
1. Gradually release responsibilities to cooperating teacher.
2. Observe other teachers in your school.
3. Return any borrowed materials and begin to return the class to the cooperating teacher.
Checklist of Activities for the Teacher Candidate

1. Brief discussions with the bus driver, janitor, and other members of the support staff where appropriate.
2. Brief discussions with clerical staff.
3. Interview with principal and/or assistant principal.
4. Observations of parent conferences.
5. Planning and implementing of a parent conference.
6. Follow-up contacts with parents by letter or telephone.
7. Visits and observations in a special needs classroom.
8. Visits and discussions with counselors as to their role and responsibilities.
9. Attendance at all regular meetings that faculty attend.
10. Familiarization with information on cumulative records.
11. Familiarization with various standardized and end-of-course tests used by the school system.
13. Visits to other classrooms to observe developmental differences in children, differences in curricular activities and different teaching styles.
14. Assistance with cafeteria duty, morning and afternoon activities and all such activities that teachers are commonly called upon to perform.
15. Familiarization with the referral systems to counselors, psychologists, social workers, and other support personnel.
16. Initiation and implementation, if necessary, of a conference with appropriate support personnel for any student perceived to be having difficulty. (Learn to ask for help.)
17. Accession of professional and instructional materials in the school (films, manuals, supplementary texts, videotapes, books, pamphlets, software, etc.)
18. Familiarization with pertinent parts of the school policy manual as well as state and local school policies and procedures.
19. Familiarization with the Code of Ethics and state mandates that impact public school personnel.
Are you an effective teacher candidate?

Effective teacher candidates…

…are on time to school and attentive to the cooperating teacher and students.

…dressed appropriately.

…interacts positively with faculty, students, staff, and parents associated with the school.

…are patient, understanding, and respectful of others ideas and suggestions.

…are skilled in classroom management and in communicating expectations to others.

…serve as positive role models to the students.

…are enthusiastic about learning and shares their enthusiasm for knowledge with the students.

…are responsible, reliable, and organized.

…are flexible and willing to adjust to meet the needs of faculty and students.

…communicates expectations and goals clearly with faculty and students.

…takes advantage of opportunities for professional development when offered.

…are dependable and follows through when asked to complete a task.

…become familiar with the school to which they are assigned and know the procedures well.
Diversity: All Students Learning At High Levels

Be sensitive to issues of inclusiveness of diversity in ethnicity, gender, economic class, and exceptional needs. Use literature and visuals that reflect the diversity of your classroom, the community, and country. Bring in resource people from the community when appropriate and be sensitive to potential biases. For example, when you request a police officer to talk about safety, consider inviting a woman or minority. Remember religious diversity and celebrate cultures and traditions of diverse populations in your classroom and community. Be aware of the many types of family groupings when planning activities and communicating with parents and guardians.

Working With Parents, Supervisors, Colleagues, and Support Staff

In order for a school to function and operate smoothly, it takes a network of dedicated individuals working together to create a successful school environment. Do for others what you would want done for you.

- Listen first.
- Develop relationships with parents, students, as well as faculty and staff members.
- Be clear and positive.
- Set goals for students. Help the student establish guidelines for meeting these goals.
- Know the school policy for parent conferences, parent contact, and support services. Always have a teacher present during a parent conference.
- Proofread any written correspondence for grammar and content.
- Document all conferences, phone calls, and letters.
- Accept constructive criticism and ask for help as soon as you realize you have a problem.
- Keep supervisors and administrators informed. Invite them to special classroom activities, and welcome them to your everyday activities.
- Keep relationships positive and up-to-date. Your future employment may depend upon them!
- Be cooperative and courteous at all times.
- Avoid criticism of the school district, school, teachers, administrators, LaGrange College, and the community.
The Role of the Cooperating Teacher

The cooperating teacher can be the candidate’s most important resource during field experiences. This is the person responsible for daily progress and frequent evaluation; the person who offers praise, constructive criticism, and suggestions of alternate techniques.

Requested Activities

- Review the Conceptual Framework of the LaGrange College Department of Education and become familiarized with how the candidate will be evaluated.
- Prepare his/her students in advance of the candidate’s arrival; enlist their cooperation in helping to make the candidate feel comfortable in the school environment. Make arrangements for a desk or work area for the candidate.
- Make the school calendar, school map, class schedule, seating chart, etc. available for the candidate.
- Arrange to give copies of texts and/or curriculum materials to the candidate.
- Introduce the candidate to the class in such a way that he/she immediately acquires status with the students as “another teacher”.
- Introduce the candidate to school faculty, staff, and administration.
- Review working hours, procedures to follow in case of illness or bad weather, procurement of supplies, supplemental duties, etc.
- Arrange responsibilities that identify the candidate as a team participant.
- Plan assignments carefully to insure that the candidate’s first experiences are successful.
- Assist the candidate in becoming well acquainted with the students as soon as possible.
- Involve the candidate in appropriate extra-curricular activities.
- Help the candidate understand the community pattern, socioeconomic status and factors unique to the school community.
- Model quality planning, organization, presentation, and evaluation of lessons.
- Include the candidate, when appropriate, in faculty meetings, parent meetings, etc.
- Arrange a time for daily conferences to discuss strengths and weaknesses, evaluate teaching procedures and make future plans; provide written feedback of lessons observed. The Conceptual Framework should guide these conferences.
- Assist the candidate in maintaining status with the student by acknowledging her/his contributions to the class, by refraining from correcting her/him before students, by deferring to her/him when he/she is in charge of an activity and by letting the candidate demonstrate her/his knowledge and talents.
- Help the candidate to understand students by making available to her/him the students' daily work, test scores, report cards, cumulative records, health information, and other data.
- Show confidence in the candidate through encouragement of creativity, consultation about work or recreational plans for students, and by entrusting the
class to her/him as he/she demonstrates competency in assuming responsibility for planning and for selecting instructional materials.

- Allow the candidate to deal with students and to make plans in ways that are consistent with the candidate’s own personality; be wary of prescribing the "there is only one way" approach.
- Demonstrate the importance of careful and thorough planning for effective teaching; permit her/him to teach only when he/she is well-prepared. (Note: Some candidates may even require help planning their first few lessons.)
- Approve in advance the daily lesson plans of the candidate.
- Discuss philosophies of student guidance, control, and the kind of disciplinary actions used when the need arises.
- Provide opportunities for the candidate to have varied experiences through planned visits to observe other teachers and departments in the school. (The suggested period for this is during the final week. This will permit the candidate and the cooperating teacher time to reflect and evaluate the candidate’s teaching experiences and will assist the candidate in “returning” the class to the cooperating teacher. The last week should be a more relaxed time.)
- Introduce the candidate to other school personnel as a colleague.
- Orient the candidate with the assistance of the school administrator to the physical plan; daily schedules; building policies and procedures; student and faculty handouts; lunchroom and playground responsibilities; forms, records, and reports; location and operation of equipment; availability and location of supplies and materials; routines of classroom management; teacher-parent interactions; and fire drills and other emergency procedures.
- Commend the candidate for specific strengths and point out areas of weaknesses.
- Discuss and offer suggestions to remediate weaknesses.

Cooperating Teacher Evaluation Tasks

The Education Department requests the cooperating teacher to evaluate the candidate in the following ways.

- Complete the Teacher Performance Observation Instrument at mid-term and again at the end of the field experience on Tk20.
- Hold a formal weekly conference with the candidate each week s/he is actually teaching; together reflect upon teaching using the Self-Evaluation Form (see Appendix C). Provide input and feedback. (The candidate is responsible for delivering this report to the College Supervisor.)
- Notify the supervising faculty or Director of Field Placement immediately if the candidate is having problems.

Please see the individual program assessment schedule and the checklist for cooperating teachers.
The Role of Supervising Faculty

This section explains what LaGrange College Supervising Faculty members expect of teacher candidates. Please realize that these requirements may change according to each program. Your supervisor will explain any modifications that may apply to you.

The Supervisor represents LaGrange College and the Department of Education. The Supervisor works with the Cooperating Teacher, College Faculty, and the Director of Field Placement to ensure the Candidate receives the most beneficial field experience possible.

Requested Activities

- Explain field experiences – the requirements, demands, and the process.
- Maintain contact with the candidate. Inform candidate of departmental activities.
- Review and evaluate lesson plans prepared by the teacher candidate.
- With the cooperating teacher and candidate, establish a schedule for the assumption of duties during the field experience.
- Remain in a positive working relationship with the cooperating teacher. Act as a liaison between the cooperating teacher, candidate, and college.
- Visit the candidate and observe teaching. Seek opportunities to observe candidate in a variety of classes/situations.
- Provide timely and regular feedback, both written and oral, to the candidate in regard to progress and problems.
- Encourage the candidate to practice regular reflection on the experience.
- Provide guidance and advice, when appropriate, to the candidate.
- Complete all paperwork and submit to appropriate person(s) in a timely manner.
- Support the cooperating teacher in his/her work with the candidate.
- Confer regularly with the cooperating teacher regarding the progress of the candidate.

Supervising Faculty Evaluation Tasks

Depending on the program, supervising faculty is responsible for scheduled observations and completing various assessments measuring techniques and teaching practices of the teacher candidate. Please see the individual program assessment schedule and the checklist for supervising faculty members. Additionally, supervising faculty should:

- Maintain regular contact with the candidate and encourage the candidate to complete necessary tasks as requested.
- Notify the Director of Field Placement immediately if the candidate is having problems.
### B.A. Program in Early Childhood Education – Field Experiences and Clinical Practice Matrix

<table>
<thead>
<tr>
<th>Semester or Term</th>
<th>Course</th>
<th>Field Experience or Clinical Practice Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite</strong></td>
<td>EDUC 1199 Foundations in Education</td>
<td>An initial school visit, followed by two hours per week for five weeks (10 hours total) of field observations in that and other schools</td>
</tr>
<tr>
<td><strong>Spring Sophomore Year</strong></td>
<td>EDUC 4459 Special Needs and Exceptional Children&lt;br&gt;MATH 3101 Fundamentals of Mathematics I for Teachers</td>
<td>None</td>
</tr>
<tr>
<td><strong>Fall Junior Year</strong></td>
<td>EDUC 3342 Child Development Practicum&lt;br&gt;EDUC 3354 Theories of Reading Instruction&lt;br&gt;EDUC 4449 Classroom Technology for Elementary Grades&lt;br&gt;EDUC 4360 Curriculum and Accountability in Elementary Grades&lt;br&gt;MATH 3102 Fundamentals of Mathematics II for Teachers</td>
<td>A minimum of 75 hours in an assigned classroom at either pre-kindergarten, or kindergarten grade level, gradually progressing from working with individual students to working with small groups to working with the entire class&lt;br&gt;10 hours in field to observe English Language Learners and opportunities to interact with families of ELL students, building on knowledge gained during EDUC 3342 and EDUC 3355 (See Note 1 below)&lt;br&gt;Participation in the STARS program for one hour each week (See Note 2 below)</td>
</tr>
<tr>
<td><strong>January Junior Year</strong></td>
<td>EDUC 4460 Diversity in the Elementary Classroom</td>
<td>Involvement in a classroom outside the Troup County School District to observe diverse student populations in diverse schools</td>
</tr>
<tr>
<td><strong>Spring Junior Year</strong></td>
<td>EDUC 3319 Math Methods&lt;br&gt;EDUC 3355 Fundamentals of Reading Instruction&lt;br&gt;EDUC 4456 Language Arts Methods&lt;br&gt;EDUC 4457 Social Studies Methods</td>
<td>A minimum of 75 hours in an assigned classroom at either first or second grade level, gradually progressing from working with individual students to working with small groups to working with the entire class&lt;br&gt;Continuing participation in the STARS program (See Note 2 below)</td>
</tr>
</tbody>
</table>
| Fall Senior Year | EDUC 3317 Science Methods  
EDUC 4356 Diagnosis and Remediation of Problems in Reading  
EDUC 3356 Integrating Specialty Areas into Classroom Instruction  
EDUC 4480 Senior Seminar | Participation in a two-week “opening school experience” (See Note 3 below)  
Placement in a third, fourth, or fifth grade classroom as part of Senior Seminar  
Continuing participation in the STARS program (See Note 2 below) |
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Spring Senior Year</td>
<td>EDUC 4490E Early Childhood Student Teaching</td>
</tr>
</tbody>
</table>

**Notes:**

1. This course will include experiences with ELL students and their families. Continued support through the United Way sponsored programs, including Troup BELL, may also supplement the field experiences to meet course standards. Associated assignments will focus on the needs of ELL students and their families.

2. Beginning in fall of their junior year, all candidates in the unit’s Initial programs are required to participate in the Service to At-Risk Students (STARS) Program during which each candidate works with a special needs student (identified by Troup County administrators) in a tutorial or mentoring relationship that often extends for three semesters. The at-risk student meets weekly with the candidate to discuss problems, learn how to communicate effectively, develop social norms, and receive help with academics. Candidates complete weekly reflections on their experiences in the program, which they share with their advisors.

3. Prior to student teaching, all candidates in the unit’s Initial programs complete a two-week “opening school experience” in conjunction with the beginning of the public school year. They spend 10 days with a classroom teacher, observing and participating in preplanning activities, meetings, registration, the first day of school, and the next nine days. This unique opportunity affords candidates the chance to observe and participate in two full weeks of opening school procedures. Candidates complete daily journal entries which are used as discussion starting points when fall course begin. These journal entries highlight both events that occurred during the two weeks and the candidate’s beliefs, assumptions, and analyses of these events. The cooperating teachers involved in this opening school experience complete surveys about each candidate’s performance during the two-week “opening school experience.”

4. Candidates in both the B.A. and M.A.T. programs are encouraged to participate in the Student Professional Association for Georgia Educators (SPAGE) and Phi Delta Kappa (PDK). SPAGE meets at least once every semester; PDK meets four times a year. Both organizations provide candidates with opportunities to meet with local teachers and administrators, hear guest speakers, and discuss current educational topics with professionals in the field.
B.A. Program in Early Childhood Education Field Placement Assessment Schedule

* Weekly reflections must also be sent to supervising faculty.

<table>
<thead>
<tr>
<th>Candidate</th>
<th>Coordinating teacher</th>
<th>Supervising Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Junior</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(EDUC 3000)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PDE (midterm)</td>
<td>PDE (midterm)</td>
<td>PDE (midterm)</td>
</tr>
<tr>
<td>PDE (final)</td>
<td>Biographical **</td>
<td>PDE (final)</td>
</tr>
<tr>
<td>Self-TPOI 1</td>
<td></td>
<td></td>
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<tr>
<td>LPEI 1 *</td>
<td></td>
<td></td>
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<tr>
<td>Demographics of Classroom Diversity</td>
<td></td>
<td></td>
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<tr>
<td>Technology Resource Survey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prof Activities &amp; Contacts Log</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spring Junior</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(EDUC 3000)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PDE(midterm)</td>
<td>PDE (midterm)</td>
<td>PDE (midterm)</td>
</tr>
<tr>
<td>PDE (final)</td>
<td>Biographical **</td>
<td>PDE (final)</td>
</tr>
<tr>
<td>Self-TPOI 1</td>
<td>TPOI 1</td>
<td>TPOI 1</td>
</tr>
<tr>
<td>Self-TPOI 2</td>
<td>TPOI 2</td>
<td>TPOI 2</td>
</tr>
<tr>
<td>LPEI 1 *</td>
<td>LPEI 1</td>
<td>LPEI 1</td>
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<tr>
<td>LPEI 2 *</td>
<td>LPEI 2</td>
<td>LPEI 2</td>
</tr>
<tr>
<td>Demographics of Classroom Diversity</td>
<td></td>
<td></td>
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<tr>
<td>Technology Resource Survey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prof Activities &amp; Contacts Log</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall Senior</strong></td>
<td></td>
<td></td>
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<tr>
<td>Seminar</td>
<td></td>
<td></td>
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<tr>
<td>(EDUC 4480)</td>
<td></td>
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<td>Self-Disposition (midterm)</td>
<td>PDE (midterm)</td>
<td>PDE (midterm)</td>
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<tr>
<td>Self-Disposition (final)</td>
<td>PDE (final)</td>
<td>PDE (final)</td>
</tr>
<tr>
<td>Self- TPOI 1</td>
<td>Biographical **</td>
<td>TPOI 1</td>
</tr>
<tr>
<td>Self-TPOI 2</td>
<td>TPOI 1 (midterm)</td>
<td>TPOI 2</td>
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<tr>
<td>Self-TPOI 3</td>
<td>TPOI 2 (final)</td>
<td>TPOI 3</td>
</tr>
<tr>
<td>LPEI 1 *</td>
<td>LPEI 1</td>
<td>LPEI 1</td>
</tr>
<tr>
<td>LPEI 2 *</td>
<td>LPEI 2</td>
<td>LPEI 2</td>
</tr>
<tr>
<td>LPEI 3 *</td>
<td>LPEI 3</td>
<td>LPEI 3</td>
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<tr>
<td>Demographics of Classroom Diversity</td>
<td></td>
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<tr>
<td>Technology Resource Survey</td>
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<tr>
<td>Prof Activities &amp; Contacts Log</td>
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<tr>
<td>Application for Student Teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring Senior (EDUC 4490 student teaching)</td>
<td>Self-TPOI 1</td>
<td>Self-TPOI 2</td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
</tr>
<tr>
<td>LPEI 1 *</td>
<td>LPEI 2 *</td>
<td>LPEI 3 *</td>
</tr>
</tbody>
</table>

Specifically with respect to admission to and completion of student teaching in the B.A. program in early childhood education, candidates must meet the following seven performance standards:

- Have a GPA of at least 2.5
- Meet expectations on the third and fourth administrations of the Professional Dispositions Evaluation
- Meet expectations on administrations of Lesson Plan Evaluations
- Score at least 3 on administrations of the Teaching Performance Observation Instrument
- Score at least 80% on the Teacher Work Sample

The purpose of field experiences and clinical practice is to provide candidates with multiple opportunities throughout their programs to apply in real classroom settings the knowledge, skills, and dispositions they are developing in courses. Equally important are the assessments that faculty and site supervisors conduct of candidates’ performance during these field and clinical experiences. As a result, the unit assesses candidate performance in field and clinical experiences multiple times using most of its eight key assessment instruments prior to or during the experiences.
### M.A.T. Programs in Middle Grades and Secondary Education – Field Experiences and Clinical Practice Matrix

<table>
<thead>
<tr>
<th>Semester or Term</th>
<th>Course</th>
<th>Field Experience or Clinical Practice Requirements</th>
</tr>
</thead>
</table>
| **Summer I**     | EDUC 5000 Summer Field Experience  
EDUC 6040 Foundations of Curriculum and Instruction  
EDUC 6020 Educational Technology | Observation in a classroom setting of rising 5th-8th grade students (15 hours) |
| **Fall Semester**| EDUC 5020 Teaching Mathematics in the Middle Grades  
EDUC 5021 Teaching Social Studies in the Middle Grades  
EDUC 5022 Teaching Science in the Middle Grades  
EDUC 5023 Teaching English Language Arts in the Middle Grades  
OR  
EDUC 5020A Teaching Mathematics in the Secondary Grades  
EDUC 5021A Teaching History in the Secondary Grades  
EDUC 5022A Teaching Science in the Secondary Grades  
EDUC 5023A Teaching English in the Secondary Grades  
AND  
EDUC 5060 Students with Special Needs  
EDUC 5700 Internship I | Placement in a classroom for 180 hours during a minimum of 12 weeks:  
Placement of middle grades interns in one of their two areas of concentration;  
placement of secondary education interns in their expected area of certification |
| **January**      | EDUC 5040 Affirming Diversity in the Classroom OR  
EDUC 5050 Affirming Diversity in the Classroom: Teaching Reading for Success in Changing Times | M.A.T. candidates will explore grade levels outside area of certification.  
(Minimum 10 hours field experience in a diverse setting is required.) |
| **Spring Semester** | EDUC 5020 Teaching Mathematics in the Middle Grades  
EDUC 5021 Teaching Social Studies in the Middle Grades  
EDUC 5022 Teaching Science in the Middle Grades  
EDUC 5023 Teaching English Language Arts in the Middle Grades  
OR  
EDUC 5020B Teaching Mathematics in the Secondary Grades  
EDUC 5021B Teaching History in the Secondary Grades  
EDUC 5022B Teaching Science in the Secondary Grades  
EDUC 5023B Teaching English in the Secondary Grades  
AND  
EDUC 5700 Internship II | Placement in a classroom for 480 hours full-time during a minimum of 12 weeks:  
Placement of middle grades interns in second area of concentration;  
placement of secondary education interns in their expected area of certification in a different school from their Internship I school.  
Gradual assumption of full-time teaching responsibilities in the classroom for a period of at least two weeks.  
Complete the Teacher Work Sample (TWS) during solo-teaching. |
| **Summer II**    | EDUC 6030 Problems in Reading  
EDUC 6010 Assessment and Accountability OR  
EDUC 5070 Assessing and Improving Literacy | |
In addition to the field and clinical experiences outlined in above, candidates are required in some instances and encouraged in others to participate in these two additional opportunities to work with P-12 students and teachers:

- Incoming M.A.T. cohorts participate in “Summer Camp,” a program that enrolls 30-60 middle grade students from throughout the region and that provide M.A.T. candidates with a 3 week experience working with culturally and ethnically diverse students. This program, which began in Summer 2008, involves extensive collaboration with Troup County School District and with local community agencies. Each year, the program establishes a curriculum, defines criteria for hiring teacher leaders who will guide candidates, and selects diverse 5th – 8th grade students who will participate in the program. The summer camp theme for 2008 was “Water Systems”. The unit continues to research similar programs across the country to ensure it remains an important community resource for area youth and simultaneously provide a distinctive and authentic field experience for M.A.T. candidates that is focused specifically on issues of diversity.

- Candidates in both the B.A. and M.A.T. programs are encouraged to participate in the Student Professional Association for Georgia Educators (SPAGE) and Phi Delta Kappa (PDK). SPAGE meets at least once every semester; PDK meets four times a year. Both organizations provide candidates with opportunities to meet with local teachers and administrators, hear guest speakers, and discuss current educational topics with professionals in the field.

The purpose of field experiences and clinical practice is to provide candidates with multiple opportunities throughout their programs to apply in real classroom settings the knowledge, skills, and dispositions they are developing in courses. Equally important are the assessments that faculty and site supervisors conduct of candidates’ performance during these field and clinical experiences. As a result, the unit assesses candidate performance in field and clinical experiences multiple times using most of its eight key assessment instruments prior to or during the experiences.

Candidates must successfully complete Internships I and II within three attempts. If a candidate fails to successfully complete Internships I and II in three attempts, the candidate will be dismissed from the program.

Specifically with respect to admission to and completion of a culminating internship in the M.A.T. programs in middle grades and secondary education, candidates must meet the following seven performance standards:

- Have a GPA of at least 2.5 to enter field experience and clinical
- Meet expectations on the first and second administrations of the Professional Dispositions Evaluation
- Meet expectations on administrations of Lesson Plan Evaluations
- Score at least 3 on administrations of the Teaching Performance Observation Instrument
- Score at least 80% on the Teacher Work Sample
**M.A.T. Programs in Middle Grades and Secondary Education Field Placement Assessment Schedule**

* Weekly reflections must also be sent to supervising faculty.

<table>
<thead>
<tr>
<th>Candidate</th>
<th>Cooperating teacher</th>
<th>Supervising Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall - Internship I (EDUC 5700A)</strong></td>
<td></td>
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<tr>
<td>Self- TPOI 1</td>
<td>TPOI 1 (midterm)</td>
<td>TPOI 1</td>
</tr>
<tr>
<td>Self-TPOI 2</td>
<td>TPOI 2 (final)</td>
<td>TPOI 2</td>
</tr>
<tr>
<td>LPEI 1 (Lesson Plan)</td>
<td>PDE (midterm)</td>
<td>LPEI 1</td>
</tr>
<tr>
<td>LPEI 2</td>
<td>PDE (final)</td>
<td>LPEI 2</td>
</tr>
<tr>
<td>Self-Disposition (midterm)</td>
<td>Biographical (MAT)</td>
<td>MAT PDE (midterm)</td>
</tr>
<tr>
<td>Self-Disposition (final)</td>
<td></td>
<td>MAT PDE (final)</td>
</tr>
<tr>
<td>Demographics of Classroom Diversity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology Resource Survey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Activities &amp; Contacts</td>
<td></td>
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<tr>
<td>Log</td>
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<tr>
<td>Application for Student Teaching</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **Spring – Internship II (EDUC 5700B)** | | |
| Self-TPOI 1 | TPOI 1 (midterm) | TPOI 1 |
| Self-TPOI 2 | PDE (midterm) | TPOI 2 |
| Self-TPOI 3 | TPOI 2 (final) | TPOI 3 |
| Self-TPOI 4 | PDE (final) | TPOI 4 |
| Self-TPOI 5 | Biographical (MAT) | TPOI 5 |
| LPEI 1 | LPEI 1 | |
| LPEI 2 | LPEI 2 | |
| LPEI 3 | LPEI 3 | |
| LPEI 4 | LPEI 4 | |
| LPEI 5 | LPEI 5 | |
| Self-Disposition (midterm) | | MAT PDE (midterm) |
| Self-Disposition (final) | | MAT PDE (final) |
| Teacher Work Sample | | MAT Teacher Work Sample |
| Demographics of Classroom Diversity | | Rubric |
| Technology Resource Survey | | MAT Growth Instrument |
| Professional Activities & Contacts | | |
| Log | | |
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<td>69</td>
<td>Lesson Plan Template and Lesson Plan Evaluation Instrument (LPEI) Rubric</td>
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<td>72</td>
<td>Professional Dispositions Evaluation Instrument (PDE) and Rubric</td>
</tr>
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<td>72</td>
<td>TPOI / Assessment Cycle Flow Chart and Teaching Performance Observation Instrument (TPOI) and Rubric</td>
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<tr>
<td>80</td>
<td>Teacher Work Sample (TWS)</td>
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<td>Professional Liability Insurance / LC waiver</td>
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<td>Code of Ethics for Georgia educators</td>
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<td>Field Experience Reflection format</td>
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<td>Teacher Candidate Shared Vision</td>
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<td>Teacher Candidate Time Log</td>
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<td>Professional Activities Log</td>
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<td>113</td>
<td>Student Profile</td>
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<tr>
<td>114</td>
<td>Classroom Profile Survey</td>
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<td>115</td>
<td>School Profile Survey</td>
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<td>116</td>
<td>Technology Resource Survey</td>
</tr>
<tr>
<td>120</td>
<td>Candidate’s Reflective Assessment of Instructional Practice</td>
</tr>
<tr>
<td>121</td>
<td>Cooperating Teacher Shared Vision</td>
</tr>
<tr>
<td>122</td>
<td>Cooperating Teacher Biographical Information form</td>
</tr>
</tbody>
</table>
Opening School Experience

To the Principal:

Our teacher candidates are required to take part in an Opening School Experience prior to their student teaching. The purpose of this experience is to provide prospective teachers with an opportunity to observe and participate in an actual teaching situation early in their preparation program.

Our teacher candidate, ___________________________________________ would appreciate the opportunity to enjoy this experience at your school.

A description of this experience is included in the attached materials. If after reading these materials you agree to participate in the program, please assign the teacher candidate, whose name is shown above, to a supervising teacher who will assume primary responsibility for the supervision and evaluation of the activities and experiences of the student while in your school.

Sincerely,

Vicki T. Pheil
Assistant Professor, Director of Field Placement
LaGrange College Department of Education
vpheil@lagrange.edu
706-880-8584

Attachment
Opening School Experience

To: The Cooperating Teacher

Thank you for working with our teacher candidate. The Opening School Experience is designed to help prepare them for their first appointment as a beginning teacher. The goals of this experience are:

- To enable the teacher candidate to gain further orientation and verify their interest in teaching.
- To give prospective teachers an opportunity to participate in teacher orientation programs and pre-service workshops prior to the opening of school and introduce them to current methods and materials for instruction.
- To provide an opportunity for teacher candidates to observe and participate in the mechanics of opening school, including the organization of a classroom or classes.

During the Opening School Experience, the teacher candidate will serve under the jurisdiction of the school and is expected to abide by the same rules and regulations as regular staff members. He/she is expected to report to the school during pre-planning (along with regular teachers) and should continue to report to the school full-time each day for a period of at least two weeks. Preschool workshops which are held for teachers in many school systems may count as part of the required two weeks. Satisfactory completion of this experience is a prerequisite for the Internship Program.

Suggested activities and experiences for the teacher candidate:

- Assist in the planning of learning experiences.
- Assist with registration, keeping school register, and other school reports.
- Assist in correcting papers.
- Help students in work assignments.
- Assist teacher whenever possible (noon duty, recess duties, assemblies, etc.).
- Assist with projects, bulletin boards, science corners, etc.
- Assist in preparing and distributing materials and equipment.
- Attend teacher’s meetings, workshops, orientation programs, etc.
- Talk to supervising teachers about utilizing special talents or abilities.
- Visit with the Principal to observe administration and guidance procedures.

Supervising teachers and students are asked to submit certain reports on the Opening School Experience. The forms and procedures for reporting are included in the following pages.
LAGRANGE COLLEGE
OPENING SCHOOL EXPERIENCE
Cooperating Teacher’s Report on Student

Student’s Name

Date: ________________

____________________________________
__________________________

Last          First           Middle/Maiden

____________________________________

LaGrange College Major Advisor

Cooperating Teacher

____________________________________

(Grade or Subject Area(s)

____________________________

School

City        State        Zip

1. The above named student was present from _______________ to ________________
inclusive and spent full days or the equivalent in our school.

2. The most valuable service rendered by the student was:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. In my opinion, the chief value of this experience as a part of the student’s preparation for
   teaching was:

________________________________________________________________________
________________________________________________________________________

4. Do you see any special talents or abilities in this student which should be encouraged or
developed? If so, please explain.

________________________________________________________________________
________________________________________________________________________

5. Do you see any special weaknesses (personal or professional) in this student which could be
   alleviated? If so, please explain.

________________________________________________________________________
________________________________________________________________________

6. Please give your evaluation of the Opening School Experience Program.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
**Please indicate your impression of the student in the following areas:**

<table>
<thead>
<tr>
<th>Trait</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appearance</td>
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<tr>
<td>Uses voice effectively</td>
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<tr>
<td>Uses acceptable grammar and sentence structure in speaking and writing</td>
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<tr>
<td>Dependability</td>
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<tr>
<td>Initiative</td>
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<tr>
<td>Cooperates with others</td>
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<tr>
<td>Awareness of student’s needs</td>
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<tr>
<td>Ability to maintain discipline</td>
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<tr>
<td>Ability to motivate interest</td>
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<tr>
<td>Practice of professional ethics</td>
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<tr>
<td>Potential as a teacher</td>
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</tbody>
</table>

**Please complete and return to:**

Vicki T. Pheil  
Director of Field Placement  
LaGrange College Department of Education  
601 Broad Street  
LaGrange, Georgia 30240
Teacher Candidate's Requirements for Opening School Experience

Teacher Candidates may select their own school for their Opening School Experience. Contact the principal of the school about being assigned to an individual teacher. You are expected to be with the teacher, for the entire work day, through the week of pre-planning and the first week of school.

You must have adequate tort liability insurance. This may be obtained by joining SPAGE, or waive such coverage in writing.

You are required to keep a daily reflective journal. Please use the following guidelines:

**Guide for writing reflective journals**

1. What happened?
2. Why did it happen?
3. What was my role?
4. What beliefs did my actions reflect?
5. Did my actions reflect beliefs and assumptions about which I was not aware?
6. Did the consequences of my actions raise doubts or reinforce my beliefs?
7. How should I want to act in the future on the basis of what happened?

   A. Heading
      Date
      Time Spent
   B. Sequence of events
      Brief list of what happened
   C. Elaboration
      Select one or two episodes that are significant (bothers, excites, causes you to rethink ideas, supports initial ideas)
      Describe them in detail.
   D. Analysis of Episodes
      Interpret feelings and thoughts
      Figure out what you accomplished, identify problems, form a plan.
Department of Education
Application for Student Teaching (submitted online via Tk20)

1. Candidate Information:
   LC ID: ___________________________ Email Address: ________________
   First Name______________________ MI _____ Last Name__________________
   Address_______________ City ________________ State ___________ Zip:_________
   Ethnicity _______________ Gender __________
   Home Phone ___________ Cell Phone______________ Work Phone __________

2. Emergency Contact Information:
   Name ________________________ Phone___________________ Relationship__________

3. Student Teaching Semester: ________________________________________________

4. Grade Level(s) Preference for ST:____________________________________________

5. Concentration Area(s): ______________________________________________________

6. Verification of Liability Insurance: _____________________________________________

7. ADVISOR REVIEW
   Current GPA _____________

   Satisfactory Completion of
   EDUC 4480 or EDUC 5700: __________

   Required courses not yet completed and the semester the candidate plans to complete them:
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

I have examined the transcript (and other records) of the above candidate and I support his/her
application for student teaching placement for _________________Semester, 200__.

Advisor Signature______________________________________ Date____________

Advisor Comments________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

_________________________ _____________________________
Field Experience Notebook Table of Contents

The Field Experience Notebook is designed to help candidates organize surveys, forms, evaluations, lesson plans, and reflections. It should be readily available to the cooperating teacher or school supervisor and to the college supervisor. College supervisors will check notebooks during each formal observation and at the conclusion of the semester. The following sections should be tabbed in the Field Experience Notebook:

- **Teacher Logs**
  - Candidate Time Log
  - Professional Log (enter into Tk20)
- **Profiles and Surveys**
  - Student Profile
  - Paper copy of Demographic Survey (enter into Tk20)
  - School Profile
  - Paper copy of Technology Survey (enter into Tk20)
- **Daily lesson plans / unit plans**
- **Paper copies of all Teaching Performance Observation Instruments (TPOI)**
  - Self (enter into Tk20)
  - Cooperating Teacher
  - College Supervisor
- **Paper copies of all Lesson Plan Evaluation Instruments (LPEI) – College Supervisor**
- **Paper copies of all Disposition Evaluations**
  - Self (enter into Tk20)
  - Cooperating Teacher
  - College Supervisor
- **Paper copies of your weekly reflections submitted to supervising faculty**

Student Teaching and Internship II Field Experience notebooks should have the above listed items, plus the following:

- **Teacher Work Sample (TWS)**
  - Contextual Factors
  - Learning Goals
  - Assessment Plan
  - Demonstration of Instructional Knowledge
  - Instructional Decision Making
  - Analysis of Student Learning
  - Reflection and Self-Evaluation
The Georgia Professional Standards Commission (PSC) has contracted with National Evaluation Systems (NES®) to assist in the development and administration of the Georgia Assessments for the Certification of Educators® (GACE®). The purpose of the GACE is to assess the knowledge and skills of prospective Georgia public school educators. The GACE program helps the PSC meet its goal of ensuring that candidates have the knowledge and skills needed to perform the job of an educator in Georgia public schools. The GACE are aligned with state and national standards for educator preparation and with state standards for the P–12 student curriculum (Georgia Performance Standards).

The GACE are criterion-referenced, objective-based assessments designed to measure a candidate’s knowledge and skills in relation to an established standard rather than in relation to the performance of other candidates. The tests were developed in consultation with committees of Georgia educators, educator preparation faculty, and other content and assessment specialists. Test questions were reviewed and approved by committees of Georgia educators. The passing score for each test is established by the PSC and is based on the professional judgments and recommendations of Georgia educators.

GACE instruments relating to certification at LaGrange College are:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Assessment Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Skills Assessment</td>
<td>The Basic Skills assessment is designed to assess knowledge and skills in the areas of reading, mathematics, and writing. The assessment is composed of three tests—the reading and mathematics tests each consist of selected-response questions; the writing test consists of selected-response questions and a constructed-response assignment.</td>
</tr>
<tr>
<td>Professional Pedagogy Assessment</td>
<td>The Professional Pedagogy assessment is designed to assess knowledge and skills in the areas of student development and learning, instruction and assessment, and professional roles and responsibilities. The Professional Pedagogy assessment is not required for those who have completed a state-approved educator preparation program. The assessment is composed of two tests—each test consists of selected-response questions and constructed-response assignments.</td>
</tr>
<tr>
<td>Content Assessments</td>
<td>The content assessments test a variety of content knowledge areas. The middle grades assessments and the Latin assessment are each a single test that consists of selected-response questions and constructed-response assignments. All other content assessments are composed of two tests—each test consists of selected-response questions and one or more constructed-response assignments.</td>
</tr>
</tbody>
</table>

You may wish to review the test design and framework for your assessment field. The test design outlines the number of tests included in the assessment, as well as the specific content areas covered by, and types of questions included on, each test in the assessment. The test framework contains the entire set of test objectives on which the assessment is based. Test designs and frameworks for all fields can be viewed or downloaded (at no charge) by selecting "Test Designs and Frameworks" on the GACE Web site.

Additional information about the GACE can be obtained from the preparation guides. Each preparation guide contains practice test questions and test preparation suggestions. The first section of each GACE preparation guide, "Preparing for the Test," contains information about how test questions are designed to measure specific test objectives and important test-taking strategies for the day of the test. Preparation guides for all fields can be viewed or downloaded (at no charge) by selecting "Preparation Materials" on the GACE Web site.
### Lesson Plan Template

<table>
<thead>
<tr>
<th>Teacher Candidate __________________________</th>
<th>Lesson Topic __________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date __________________</td>
<td>Grade Level _______</td>
</tr>
</tbody>
</table>

#### Stage 1 – Desired Results

- **National Standards:**

- **Georgia Performance Standards:**

- **Essential Question:**

#### Stage 2 – Assessment Evidence

<table>
<thead>
<tr>
<th>Performance Tasks:</th>
<th>Other Evidence</th>
</tr>
</thead>
</table>

#### Stage 3 – Learning Plan

- **Materials and Resources (Attach all templates.):**

- **Technology (If no technology is used in this lesson, provide a justification for choosing not to use technology.):**
<table>
<thead>
<tr>
<th>Activating Thinking Strategies : (KWL, Questions, PBL, Word Splash, Concept Attainment Activities, Anticipatory Guide…):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Strategies (whole group, small group, active engagement of ALL students):</td>
</tr>
<tr>
<td>Evidence of Differentiated Instruction (Content, Process, and Product: MI, Learning Styles, Flexible Grouping, Stations, etc.):</td>
</tr>
</tbody>
</table>
### Modifications for Special Needs Students: (IEPs, etc.)

### Summarizing (List higher order thinking questions to determine what students have learned; Students answer essential question):

### Stage 4 - Reflections

#### Pre-Teaching Reflection: (Assessed on the Lesson Plan Evaluation Rubric)

The teacher candidate reflects upon the context of the lesson in terms of the students’ prior knowledge and other topics they have been studying. The teacher candidate reflects upon modifications and adaptations planned for the lesson and articulates rationales for planning decisions, e.g., why technology is or is not included in the lesson, etc.

Using specific descriptors described by James Beane below as a guide, the pre-teaching reflection must include a discussion of how this lesson relates to the department’s conceptual framework. While not all descriptors are applicable to every lesson, this portion of the pre-teaching reflection is intended to encourage you to think about the proposed instruction through a guided process based on our conceptual framework.

James Beane (2005) provides nine characteristics that a critical constructivist would find useful when assessing a teacher candidate’s instruction: germane, crucial and vital, calls for creativity, application of knowledge, coherent, democratic, sociopolitical consciousness, agency and problem posing. Thus, we seek evidence to show that our candidates are presenting material in a way that is relevant to students (germane), that what is being taught is very important (crucial and vital), students must be creative in thinking of possible solutions (calls for creativity), activities ask students to reflect on how the lesson can be used in their daily lives (requires application of knowledge), the lesson is presented in an easy-to-follow format, and it flows from one stage to another smoothly (coherent), the topic of the lesson is a social problem that needs our attention (social problem focus), the lesson provides students an opportunity to learn and apply knowledge of democratic processes (democratic), students have an opportunity to see the relationship between social and political perspectives (sociopolitical consciousness), the instruction provides pathways for power to affect change (agency) and that the lesson encourages looking at a topic from a multiple perspective viewpoint (problem posing).

#### Post-Teaching Reflection: (Assessed on the TPOI Rubric)

The teacher candidate…

- Provides thoughtful assessment of the lesson’s effectiveness and the extent to which the lesson achieved its goals by citing examples from the lesson.
- Identifies strengths and weaknesses of the lesson; provides specific suggestions for improving areas of weakness.
- Provides appropriate explanation of why a lesson would or would not be changed for future instruction.
- Reflects upon interactions with parents, students, and others to improve practice.
# Lesson Plan Evaluation Instrument

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>1 Unsatisfactory</th>
<th>2 Below Expectations</th>
<th>3 Meets Expectations</th>
<th>4 Above Expectations</th>
<th>SCORE</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 Curriculum and Standards</td>
<td>The lesson provides no connection to national, local curriculum and/or state content standards</td>
<td>The lesson provides some/limited connection to national or local curriculum and/or state content standards.</td>
<td>The lesson provides clear connections to national and local curriculum and/or state content standards, but not all major phases of the lesson plan.</td>
<td>The lesson provides significant and clear connections to national and local/state curriculum in all major phases of the lesson plan.</td>
<td></td>
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</tr>
<tr>
<td>2.0 Essential Question</td>
<td>Unclear or not stated</td>
<td>State but unclear</td>
<td>Stated and relatively clear</td>
<td>Stated and clear in terms of essential understandings and/or questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.0 Assessments</td>
<td>Opportunities for student assessment are not provided</td>
<td>Assessment opportunities are loosely defined and make limited connections to the standards and essential question. Only paper and pencil.</td>
<td>Assessment opportunities are identified and require students to apply knowledge or demonstrate understanding of standards. Provide limited evidence that students have achieved the lesson objective. Primarily paper and pencil.</td>
<td>Assessment opportunities are clearly identified and require students to critique, assess, and/or draw conclusions as they relate to the standards. Provide clear evidence that students have achieved the lesson objective and distinguish variance of performance. A variety of assessment strategies are used</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.0 A Materials and Resources</td>
<td>Materials necessary for both student and teacher are not listed</td>
<td>A sketchy list of student and teacher materials is provided. Worksheets, etc., are described but not included.</td>
<td>Materials necessary for both the student and the teacher to complete the lesson are listed. All materials are appropriate for the learner. Worksheets and reproducible materials are provided.</td>
<td>Varied and diverse resources are identified and appropriate for the learner. It is clear what materials are referenced in the lesson (e.g. rather than saying, “the handout” it is referred to by name.) All templates are included.</td>
<td></td>
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</tr>
<tr>
<td>ELEMENT</td>
<td>1 Unsatisfactory</td>
<td>2 Below Expectations</td>
<td>3 Meets Expectations</td>
<td>4 Above Expectations</td>
<td>SCORE</td>
<td>COMMENTS</td>
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<tr>
<td>4.0 B. Technology</td>
<td>The lesson does not include planning for technology and no justification is provided.</td>
<td>The lesson does not include planning for technology and a poor justification is provided.</td>
<td>The lesson includes plans for some use of technology or a justification is provided for not considering technology in this lesson.</td>
<td>The lesson includes plans for developmentally appropriate learning opportunities that apply technology enhanced instructional strategies to support the diverse needs of learners or a persuasive justification for not considering technology in this lesson is provided.</td>
<td></td>
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</tr>
<tr>
<td>5.0 Activating Thinking Strategies</td>
<td>The lesson is void of any introductory activities.</td>
<td>The lesson introduction is somewhat disconnected from the rest of the lesson and distracts students from the learning.</td>
<td>Opening activities set the stage for the lesson and are connected to the essential question but lack in motivational or “bridging” value.</td>
<td>Opening activities are relevant to the essential question and provide a creative and motivating background in which to begin the lesson. There is an opportunity for active student participation and a bridge between new and old learning.</td>
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<tr>
<td>6.0 Differentiated Instruction</td>
<td>The lesson is void of differentiated instruction. All whole group.</td>
<td>The lesson is taught mostly whole group with some interaction between students.</td>
<td>A variety of flexible groupings are used. Content, process, or product is differentiated in the activities.</td>
<td>A variety of flexible groupings are used. Consideration is given to the different styles of learning through the use of multiple teaching strategies and assessments. Content, process or product is differentiated in the activities.</td>
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</tr>
<tr>
<td>7.0 Teaching Strategies</td>
<td>Activities are disconnected and not focused on the essential question and assessment.</td>
<td>Activities are connected to the essential question and assessment but disconnected from one another.</td>
<td>All activities are aligned with the essential question and assessment, build upon each other, are appropriately paced.</td>
<td>All activities are aligned with the essential question and assessment, build upon each other, are appropriately paced.</td>
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<td></td>
</tr>
<tr>
<td>ELEMENT</td>
<td>1 Unsatisfactory</td>
<td>2 Below Expectations</td>
<td>3 Meets Expectations</td>
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<tr>
<td>8.0 Modifications for Special Needs Students</td>
<td>No modifications are documented. Teaching-learning strategies and resources are not varied and diverse.</td>
<td>When appropriate, a few modifications are documented but are limited in scope; levels are not appropriate for all special needs students.</td>
<td>When appropriate, modifications are documented; levels are appropriate for special needs students.</td>
<td>When appropriate, modifications are documented, varied, and diverse; levels are appropriate for special needs students.</td>
<td></td>
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</tr>
<tr>
<td>9.0 Critical Thinking and Summarizing</td>
<td>No evidence of consideration of Bloom’s taxonomy.</td>
<td>Limited evidence of consideration of Bloom’s taxonomy.</td>
<td>Some evidence of consideration of Bloom’s taxonomy, however, most questions are low on the taxonomy.</td>
<td>Considerable evidence of consideration of Bloom’s taxonomy. Higher level questions opportunities throughout lesson. Possible higher order questions are noted in the summarizing activity.</td>
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</tr>
<tr>
<td>10. Attention to Diversity</td>
<td>No attention to diversity is documented.</td>
<td>Little attention to diversity is documented.</td>
<td>Some attention to diversity is documented through the use of varied and diverse resources or through differentiated teaching strategies.</td>
<td>Considerable attention to diversity is documented through the use of varied and diverse resources and through differentiated teaching strategies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.0 Pre-Teaching Reflection</td>
<td>No reflection is documented.</td>
<td>The teacher candidate provides a brief outline reiterating what is already stated in the plan. Little or no</td>
<td>The teacher candidate reflects upon the context of the lesson in terms of the students’ prior knowledge and</td>
<td>The teacher candidate reflects upon the context of the lesson in terms of the students’ prior knowledge and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELEMENT</td>
<td>1 Unsatisfactory</td>
<td>2 Below Expectations</td>
<td>3 Meets Expectations</td>
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<tr>
<td>12.0 Post Teaching Reflection</td>
<td>No reflection is documented.</td>
<td>Connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction, but misunderstandings or conceptual gaps are present.</td>
<td>Teacher Candidate reflects upon the effects of choices and actions on others. Makes some connections between learning goals, instruction, and assessment results in the discussion of student learning.</td>
<td>Teacher Candidate reflects accurately upon the effects of choices and actions on others. Logically connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction.</td>
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</tbody>
</table>
# LaGrange College
## Department of Education
### Professional Dispositions Evaluation

Student: __________ Course: ___________ Evaluator: ___________ Date: ___________ #Absences: ___ # Tardies: ___

Is a conference needed? ___ Yes  ___No If yes, who should be involved: ______________________

**Instructions:** For each competency, check the box that describes the teacher candidate’s level of performance relative to their standing in the B.A. or M.A.T. programs. Please refer to the **Rubric for the Evaluation of Dispositions** for specific elements for each level of performance.

<table>
<thead>
<tr>
<th>Item #</th>
<th>DISPOSITION</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exemplary</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Displays enthusiasm for the discipline(s) he or she teaches and understands the importance of developing relevant connections to everyday life (1.1 Content, 1.2 Curriculum)</td>
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<tr>
<td>2.</td>
<td>Believes all students can learn, sets high standards for all students and persists in helping students achieve success (1.3 Learner)</td>
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<tr>
<td>3.</td>
<td>Prepares thoroughly and consistently (2.1 Planning)</td>
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<tr>
<td>4.</td>
<td>Meets deadlines and adheres to attendance policy (2.1 Planning, 3.3 Action)</td>
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<tr>
<td>5.</td>
<td>Uses appropriate and effective verbal and non-verbal communication (2.2 Instruction, 3.2 Connections)</td>
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<tr>
<td>6.</td>
<td>Reflects sound judgment, moral reasoning, and appropriate self-control (3.1 Reflection, 3.3. Action)</td>
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<tr>
<td>7.</td>
<td>Engages in reflection and self assessment and demonstrates a commitment to life-long learning (3.1 Reflection, 3.3 Action)</td>
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<tr>
<td>8.</td>
<td>Interacts appropriately and positively with others (3.2 Connections)</td>
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<tr>
<td>9.</td>
<td>Exhibits a strict code of honesty and maintains confidentiality of records, correspondence, and conversations (3.2 Connections)</td>
<td></td>
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<tr>
<td>10.</td>
<td>Demonstrates acceptable professional appearance. (3.2 Connections)</td>
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</tr>
<tr>
<td>11.</td>
<td>Accepts and uses constructive criticism (feedback) (3.1 Reflection, 3.3 Action)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>12.</td>
<td>Displays the ability to work with diverse individuals (3.3 Action)</td>
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</tr>
</tbody>
</table>

Comments (Required for any dispositions rated “below expectations”):

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________  ______________________________________

Instructor’s Signature  Date

____________________________________  ______________________________________

Student’s Signature  Date

(Signature acknowledges review of form, not necessarily concurrence.)
### Professional Dispositions Evaluation Rubric

<table>
<thead>
<tr>
<th>Disposition</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.0</strong> Displays enthusiasm for the discipline, volunteers, and understands the importance of developing connections to everyday life. (1.1 Content, 1.2 Curriculum)</td>
<td>Lacks enthusiasm and/or confidence in teaching and does not take initiative. Rarely develops connections to everyday life or volunteers. Does not present learning in meaningful contexts.</td>
<td>Exhibits enthusiasm and confidence in teaching and takes initiative. Develops connections to everyday life, presents learning in meaningful contexts, and volunteers.</td>
<td>Is enthusiastic, confident, and takes initiative beyond what is expected. Always develops connections to everyday life and presents learning in meaningful contexts.</td>
</tr>
<tr>
<td><strong>2.0</strong> Believes all students can learn, sets high standards for all students, and persists in helping students achieve success. (1.3 Learner)</td>
<td>Communicates an inability or unwillingness to work with some students, other teacher candidates, or teachers.</td>
<td>Consistently works harmoniously and effectively with diverse individuals and set high expectations for all students.</td>
<td>Always sets and communicates high expectations for all students and works effectively with diverse populations. Always persists in helping students achieve success.</td>
</tr>
<tr>
<td><strong>3.0</strong> Prepares thoroughly and consistently. (2.1 Planning)</td>
<td>Seldom displays a thorough preparation of academic materials.</td>
<td>Consistently displays a thorough preparation of academic materials.</td>
<td>Always displays a thorough preparation of academic materials and goes beyond required criteria.</td>
</tr>
<tr>
<td><strong>4.0</strong> Meets deadlines and adheres to attendance policy. (2.1 Planning, 3.3 Action)</td>
<td>Does not consistently abide by deadlines for assignments, including lessons, projects and presentations. Does not adhere to attendance policy.</td>
<td>Consistently abides by deadlines for assignments, including lessons, projects and presentations, and usually adheres to attendance policy.</td>
<td>Always abides by deadlines for assignments including lessons, projects and presentations and adheres to attendance policy.</td>
</tr>
<tr>
<td><strong>5.0</strong> Uses appropriate and effective verbal and non-verbal communication. (2.2 Instruction, 3.2 Connections)</td>
<td>Does not consistently use appropriate and effective verbal and non-verbal communication.</td>
<td>Usually uses appropriate and effective verbal and non-verbal communication.</td>
<td>Always models and uses appropriate and effective verbal and non-verbal communication.</td>
</tr>
<tr>
<td><strong>6.0</strong> Reflects sound judgment, moral reasoning, and appropriate self-control. (3.1 Reflection, 3.3 Action)</td>
<td>At times visibly demonstrates a lack of emotional control; may become upset, use put-downs or display anger.</td>
<td>Models appropriate emotional and behavioral responses.</td>
<td>Models appropriate emotional and behavioral responses in difficult situations.</td>
</tr>
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<td>---</td>
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</tr>
</tbody>
</table>
| **8.0** Interacts appropriately and positively with others.  
(3.2 Connections) | Interactions with peers, colleagues, students or authority figures are at times negative, demeaning, sarcastic, combative, or inappropriate. | Interactions with peers, colleagues, students or authority figures are appropriate and positive. | Interactions with peers, colleagues, students or authority figures are appropriate, positive, and respectful of differing opinions. |
| **9.0** Exhibits a strict code of honesty and maintains confidentiality of records, correspondence and conversations.  
(3.2 Connections) | Has knowingly plagiarized, cheated on a test, copied another's work or allowed someone to copy. Does not maintain confidentiality of records; participates in gossip about P-12 students, faculty, or school personnel; does not respect confidentiality of professional correspondence or conversations. | Consistently demonstrates behaviors that exemplify honesty and integrity. Documents thoroughly. Maintains confidentiality of P-12 student records and of professional correspondence and conversations; refrains from gossiping. | Always demonstrates behaviors that exemplify honesty and integrity. Documents thoroughly. Maintains confidentiality of P-12 student records and of professional correspondence and conversations, and does not tolerate gossiping or abuses of confidentiality by others. |
| **10.0** Demonstrates acceptable professional appearance.  
(3.2 Connections) | Appearance, attire and/or hygiene are often inappropriate. | Appearance, attire, and hygiene are appropriate. | Is a role model of professionalism through personal appearance, attire, and hygiene. |
| **11.0** Accepts and uses constructive criticism (feedback)  
(3.1 Reflection, 3.3 Action) | Is not receptive to constructive comments and shows no sign of implementing change. | Is receptive to constructive comments and implements changes. | Is receptive to constructive comments, implements changes, and seeks feedback from others. |
| **12.0** Displays the ability to work with diverse individuals.  
(3.3 Action) | Communicates an inability or unwillingness to work with some students, parents or other school or university personnel. | Works harmoniously and effectively with diverse individuals. | Displays the ability to work with diverse individuals and may seek opportunities to include or show appreciation for those excluded. Demonstrates concern for students by engaging in service activities benefiting the profession and the community (i.e. mentoring, tutoring, etc.). |
Teaching Performance Observation Instrument (TPOI) Assessment Cycle

**Pre-Observation**

Provide your college supervisor and cooperating teacher the completed Lesson Plan template, including your Pre-Teaching Reflection, and instructional materials at least two days prior to the scheduled observation. Both your college supervisor and your cooperating teacher must approve your lesson plan before you teach the lesson.

**Classroom Observation and Analysis of Teaching Performance Using the TPOI (Teaching Performance Observation Instrument)**

**Post-Observation Reflection**

Provide your college supervisor and cooperating teacher your completed reflection within twenty-four hours of the observation.

**Post-Observation Conference and Summary**
LaGrange College  
Department of Education  
Teaching Performance Observation Instrument

Student: ______________________ Course __________________ Evaluator: ___________________________________ Date: ________________

Observation # ____ School/ Grade Level _______________________________________________________

Instructions: For each competency, circle the number that best describes the level of the teacher candidate’s performance. The following descriptors apply:

1 – Below Expectations  3 – Meets Expectations  5 – Exemplary  NI – Not Indicated

I. Enthusiastic Engagement in Learning

<table>
<thead>
<tr>
<th>Competency</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NI</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 CONTENT</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>a. All content was accurately demonstrated</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NI</td>
</tr>
<tr>
<td>b. Demonstrates depth of knowledge</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NI</td>
</tr>
</tbody>
</table>

| 1.2 CURRICULUM |   |   |   |   |   |    |
| a. Supplements lessons with external resources | 1 | 2 | 3 | 4 | 5 | NI |
| b. Materials are appropriate, connected and clear | 1 | 2 | 3 | 4 | 5 | NI |
| c. Relates lesson to other subject areas | 1 | 2 | 3 | 4 | 5 | NI |
| d. Links lesson to prior knowledge | 1 | 2 | 3 | 4 | 5 | NI |
| e. Relates lesson to students’ everyday lives and experience | 1 | 2 | 3 | 4 | 5 | NI |

| 1.3 LEARNER |   |   |   |   |   |    |
| a. Teaches at an appropriate instructional level | 1 | 2 | 3 | 4 | 5 | NI |
| b. Treats all students with dignity and respect | 1 | 2 | 3 | 4 | 5 | NI |
| c. Differentiates learning | 1 | 2 | 3 | 4 | 5 | NI |
| d. Attends to students’ individual needs | 1 | 2 | 3 | 4 | 5 | NI |
| e. Establishes a culture for respect/ high expectations | 1 | 2 | 3 | 4 | 5 | NI |
| f. Manages student behavior | 1 | 2 | 3 | 4 | 5 | NI |
| g. Calls on everyone fairly and equitably. | 1 | 2 | 3 | 4 | 5 | NI |
## II. Exemplary Professional Teaching Practices

### 2.1 PLANNING

<table>
<thead>
<tr>
<th></th>
<th>1</th>
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<th>4</th>
<th>5</th>
<th>NI</th>
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</thead>
<tbody>
<tr>
<td>a. Prepares lessons based on national and state standards</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NI</td>
</tr>
<tr>
<td>b. Prepares materials and classroom in advance</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NI</td>
</tr>
<tr>
<td>c. Plans for active student participation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NI</td>
</tr>
<tr>
<td>d. Plans for early finishers and late finishers as needed</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NI</td>
</tr>
<tr>
<td>e. Plans and designs effective learning environments and experiences supported by technology.</td>
<td>1</td>
<td>2</td>
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<td>5</td>
<td>NI</td>
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### 2.2 INSTRUCTION

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NI</th>
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</thead>
<tbody>
<tr>
<td>a. Models positive communication skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NI</td>
</tr>
<tr>
<td>b. Gives clear directions</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>NI</td>
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<tr>
<td>c. Provides initial focus for the lesson</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>NI</td>
</tr>
<tr>
<td>d. Provides time for practice</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NI</td>
</tr>
<tr>
<td>e. Concludes the lesson effectively</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NI</td>
</tr>
<tr>
<td>f. Time within the lesson was allocated appropriately</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NI</td>
</tr>
<tr>
<td>g. Asks questions to encourage divergent and convergent thinking</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NI</td>
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<tr>
<td>h. Allows sufficient wait time</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NI</td>
</tr>
<tr>
<td>i. Handles non-instructional tasks efficiently</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NI</td>
</tr>
<tr>
<td>j. Implements lessons that include methods and strategies for applying technology to maximize student learning.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NI</td>
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</table>

### 2.3 ASSESSMENT

<table>
<thead>
<tr>
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<th>5</th>
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</thead>
<tbody>
<tr>
<td>a. Monitors student work and progress during lesson</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NI</td>
</tr>
<tr>
<td>b. Provides feedback to students</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NI</td>
</tr>
<tr>
<td>c. Uses authentic as well as traditional assessments</td>
<td>1</td>
<td>2</td>
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<td>NI</td>
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<tr>
<td><strong>d. Methods of assessment are appropriate for the lesson</strong></td>
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<td>2</td>
<td>3</td>
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<td>5</td>
<td>NI</td>
</tr>
<tr>
<td><strong>e. Appropriate adaptations are made for subgroups and individuals</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>NI</td>
</tr>
<tr>
<td><strong>f. Involves students in self-assessment of lesson</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
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### III. Caring /Supportive Classroom and Community

#### 3.1 REFLECTION

<p>| | | | | | |</p>
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</thead>
<tbody>
<tr>
<td><strong>a. Reflects upon lesson through conference and essay</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><strong>b. Reflects upon experiences through weekly emails to supervisor</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
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</tbody>
</table>

#### 3.2 CONNECTIONS

<p>| | | | | | |</p>
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</thead>
<tbody>
<tr>
<td><strong>a. Has rapport with students</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><strong>b. Has rapport with cooperating teacher</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><strong>c. Fosters relationships with school colleagues, principal, parents, and community</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>5</td>
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<tr>
<td><strong>d. Follows school, district, and college policies</strong></td>
<td>1</td>
<td>2</td>
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#### 3.3 ACTION

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<tbody>
<tr>
<td><strong>Attends professional meetings to enhance teaching (seminars, workshops, staff meetings, etc.)</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>5</td>
</tr>
<tr>
<td><strong>a. Seeks feedback from others and revises teaching practices</strong></td>
<td>1</td>
<td>2</td>
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<td>5</td>
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<tr>
<td><strong>b. Notifies cooperating teacher and college supervisor of absences, tardies, etc. in advance</strong></td>
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**Instructor’s Signature**  
**Date**  
(Signature acknowledges review of form, not necessarily concurrence.)  
**Student’s Signature**  
**Date**
<table>
<thead>
<tr>
<th>Component</th>
<th>1-2 Below Expectations</th>
<th>3 Meets Expectations</th>
<th>4-5 Exemplary</th>
<th>Possible Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Domain 1: Enthusiastic Engagement in Learning:</strong></td>
<td></td>
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</tr>
</tbody>
</table>
| **1.1 Content** | Teacher Candidate makes significant content knowledge in area of expertise, basic appreciation of subject and sometimes models an inquisitive mind. | Teacher Candidate demonstrates basic content knowledge in area of expertise, basic appreciation of subject and sometimes models an inquisitive mind. | Teacher Candidate demonstrates depth of content knowledge, appreciation of the subject, and models an inquisitive mind. | - Avoids reading from the textbook extensively  
- Offers explanations to clarify the concepts and address the misconceptions  
- Prompts students to recognize and correct errors  
- Demonstrates depth of knowledge |
| Teacher Candidate understands the central concepts, tools of inquiry, and structures of discipline(s) needed to create learning experiences that make these aspects of subject matter meaningful to students. | Teacher Candidate makes partial understanding of prerequisite knowledge, sometimes links skills or concepts to prior knowledge, supplements lessons with external sources, or integrates various fields of knowledge. Teacher Candidate plans are aligned with national, state, and professional standards. | Teacher Candidate’s plans and practices indicate some understanding of prerequisite knowledge for student learning of the content. Teacher candidate seldom links skills or concepts to prior knowledge. Teacher Candidate does not align plans with national, state, and professional standards. | Teacher Candidate’s plans and practices reflect understanding of prerequisite relationships among topics and concepts. Teacher candidate links skills or concepts to prior knowledge, supplements lessons with external sources, including technology, and integrates various fields of knowledge. Teacher Candidate plans are aligned with national, state, and professional standards. | - Supplements lesson with appropriate external resources  
- Materials are appropriate, connected, and clear. Technology is used appropriately or is not needed for this lesson.  
- Modifies materials for diverse learners.  
- Relates lesson to other content areas.  
- Links lesson to prior knowledge  
- Uses authentic examples and activities that relate to students’ everyday lives or current events |
| **1.2 Curriculum** | Teacher Candidate makes little or no attempt to acquire knowledge of students’ backgrounds, approaches to learning, skills, and interests, and attempts to use this information in planning. Learning is not differentiated. | Teacher Candidate demonstrates partial knowledge of students’ backgrounds, approaches to learning, skills, and interests, and attempts to use this information in planning for the class as a whole. | Teacher Candidate’s plans and practices demonstrate thorough understanding of students’ backgrounds, approaches to learning, skills, and interests. Learning is differentiated and a culture of respect, rapport and high expectations is established. | - Treats all students with dignity and respect; gives equitable attention to all students; calls on all students without discrimination  
- Teaches at an appropriate instructional level  
- Differentiates learning through content, process or product with consideration to multiple intelligences, learning styles, developmentally appropriate activities, etc.  
- Attends to the needs of individual students, e.g., modifies the environment when needed, plans for movement, etc.  
- Holds challenging expectations for ALL students  
- Manages student behavior in appropriate ways. Routines and procedures are established and understood. Uses efficient and appropriate methods for gaining the attention of students. Avoids sarcasm. Demonstrates withitness; observant and aware of all students’ behavior. |
## Component

<table>
<thead>
<tr>
<th>Domain 2: Exemplary Professional Teaching</th>
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<tr>
<th>1-2 Below Expectations</th>
<th>3 Meets Expectations</th>
<th>4-5 Exemplary</th>
<th>Possible Evidence</th>
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<tbody>
<tr>
<td><strong>2.1 Planning</strong></td>
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</table>
| Teacher Candidate does not align lessons with the national and state standards. Goals are not valuable and do not reflect important learning. Goals are not suitable for the class. Teacher Candidate does not prepare materials or classroom environment in advance and does not plan for collaborative group work and individual work. Teacher candidate does not plan and design effective learning environments and experiences supported by technology and does not include a justification for not using technology in the lesson. | Teacher Candidate prepares lessons that are aligned with the national and state standards. Goals are moderately valuable and most are suitable for most students in the class, including those with special needs. Teacher Candidate usually prepares materials and classroom environment in advance for effective transition time and lessons, and usually plans for collaborative group work and individual work. Teacher candidate attempts to plan and design an effective learning environment and experiences supported by technology or provides a justification as to why technology is not considered in the lesson. | Teacher Candidate prepares lessons that are aligned with the national and state standards. Goals represent valuable learning, reflect several different types of learning opportunities, and are suitable for most students in the class, including those with special needs. Teacher Candidate always prepares materials and classroom environment in advance for effective transition time and lessons and plans for collaborative group work and individual work. Teacher Candidate plans and designs an effective learning environment and experiences supported by technology and plans strategies to manage student learning or provides a persuasive justification as to why technology is not considered in the lesson. | • Prepares lesson based on state and national standards.  
• Prepares classroom and materials in advance.  
• Materials are readily available to the teacher and the students.  
• Plans for students who finish early or late as needed.  
• Groups and seating arrangement are heterogeneous  
• Prepares modified assignments and materials in advance.  
• Applies current research on teaching and learning with technology when planning learning environments and experiences.  
• Designs developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support diverse needs of learners.  
• Plans for the management of technology resources.  
• Plans strategies to manage student learning in a technology enhanced environment. |

| 2.2 Instruction |                      |              |                  |
| Teacher Candidate uses effective verbal, nonverbal, and media communication techniques to encourage students’ development of critical thinking, problem-solving, and performance skills. Teacher Candidate understands and implements effective and appropriate classroom management techniques which promote a democratic classroom community. | Teacher Candidate’s spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, used incorrectly, leaving students confused. Teacher Candidate’s questions are of poor quality and are ineffective in accomplishing instructional objectives. Only a few students participate in discussion. Classroom routines and procedures are displayed to manage student learning or includes a justification for not using technology in the lesson. | Teacher Candidate always models positive communication skills through listening, speaking, reading and writing. Teacher Candidate may use a combination of high and low level quality questions. Teacher Candidate attempts to engage many students in a true discussion. Classroom routines and procedures have been established but may function with inconsistent efficiency. Teacher Candidate attempts to implement lessons that include methods and strategies for applying technology to maximize student learning or includes a justification for not using technology in the lesson. | Teacher Candidate always models positive communication skills through listening, speaking, reading and writing. Most of Teacher Candidate’s use of questioning and discussion techniques reflect high quality and successfully engage all students in the discussion. Teacher Candidate always provides adequate time for response. Routines and procedures are displayed to ensure a learner-friendly environment. Teacher | • Models positive communication skills: Pronounces the beginnings and endings for all words; uses correct verb tense; uses adjectives and adverbs correctly (good/well, quick/quickly); has effective voice quality and speaks without verbalized pauses.  
• Gives clear directions that all students can understand.  
• Organizes instruction effectively. Provides initial focus for lesson. Provides practice for students (independent, guided, cooperative group work, projects, research).  
• Concludes the lesson effectively by having students summarize the lesson in some form (journal writing, discussion, activity).  
• Uses time appropriately so that the lesson |
<table>
<thead>
<tr>
<th>Component</th>
<th>1-2 Below Expectations</th>
<th>3 Meets Expectations</th>
<th>4-5 Exemplary</th>
<th>Possible Evidence</th>
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<tbody>
<tr>
<td><strong>2.3 Assessment</strong>&lt;br&gt;Teacher Candidate understands and uses a variety of formal and informal assessment strategies to assess instructional goals and uses assessment results to plan for instruction. Teacher Candidate involves students in self-assessment and encourages students to set goals for learning.</td>
<td>Teacher Candidate usually monitors student work during the course of a lesson. Assessment lacks congruence with instructional goals. Teacher Candidate has no plan to use assessment results in planning future instruction.</td>
<td>Teacher Candidate monitors student work and progress during the course of a lesson. Teacher Candidate sometimes uses multiple windows of assessment to assess most instructional goals and involves students in self-assessment. Teacher Candidate uses assessment results to plan for the class as a whole.</td>
<td>Teacher Candidate monitors student work and progress during the course of a lesson. Teacher Candidate uses a variety of assessment strategies to assess all instructional goals, provides continuous feedback, involves students in self-assessment, and documents student work and uses it to plan for individuals and groups of students.</td>
<td>Monitors lesson. Teacher moves about the room checking on student progress. Makes adjustments for individuals, small groups, or whole group as needed. Teacher Candidate monitors student work during the course of a lesson. Teacher Candidate involves students in self-assessment and encourages students to set goals for learning. Assessment lacks congruence with instructional goals. Teacher Candidate has no plan to use assessment results in planning future instruction. Teacher Candidate usually monitors student work during the course of a lesson. Assessment lacks congruence with instructional goals. Teacher Candidate has no plan to use assessment results in planning future instruction. Teacher Candidate monitors student work and progress during the course of a lesson. Teacher Candidate sometimes uses multiple windows of assessment to assess most instructional goals and involves students in self-assessment. Teacher Candidate uses assessment results to plan for the class as a whole.</td>
</tr>
<tr>
<td><strong>3.1 Reflection</strong>&lt;br&gt;Teacher Candidate reflects upon the effects of choices and actions on others (students, parents, and other professionals) to improve own practice.</td>
<td>Teacher Candidate’s reflections are generally accurate and Teacher Candidate makes global suggestions how to improve own practice.</td>
<td>Teacher Candidate reflects accurately upon the effects of choices and actions on others. Teacher Candidate seeks feedback from students and others. Teacher Candidate sites general suggestions and several specific suggestions about how to improve own practice.</td>
<td>Teacher Candidate reflects accurately upon the effects of choices and actions on others. Teacher Candidate seeks feedback from students and others. Teacher Candidate sites general suggestions and several specific suggestions about how to improve own practice.</td>
<td>Teacher Candidate reflects accurately upon the effects of choices and actions on others. Teacher Candidate seeks feedback from students and others. Teacher Candidate sites general suggestions and several specific suggestions about how to improve own practice.</td>
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</tbody>
</table>

### Domain: Caring and Supportive Classroom Community

- **Procedures are either nonexistent or inefficient**, resulting in loss of much instructional time. Teacher Candidate does not implement lessons that include methods and strategies for applying technology and does not provide a justification for not using technology in the lesson.
- Candidate implements lessons that include methods and strategies for applying technology to maximize student learning or includes a persuasive justification for not using technology in the lesson.
- Candidate monitors lesson. Teacher moves about the room checking on student progress. Makes adjustments for individuals, small groups, or whole group as needed. Teacher Candidate monitors student work and progress during the course of a lesson. Teacher Candidate uses a variety of assessment strategies to assess all instructional goals, provides continuous feedback, involves students in self-assessment, and documents student work and uses it to plan for individuals and groups of students. Teacher Candidate reflects accurately upon the effects of choices and actions on others. Teacher Candidate seeks feedback from students and others. Teacher Candidate sites general suggestions and several specific suggestions about how to improve own practice. Teacher Candidate provides thoughtful assessment of the lesson’s effectiveness and the extent to which the lesson achieved its goals by citing examples from the lesson. Teacher Candidate identifies strengths and weaknesses of the lesson; provides specific suggestions for improving areas of weakness. Teacher Candidate provides appropriate explanation of why a lesson would or would not be changed for future instruction. Teacher Candidate reflects upon interactions with parents, students, and others to improve practice.
<table>
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<tr>
<th>Component</th>
<th>1-2 Below Expectations</th>
<th>3 Meets Expectations</th>
<th>4-5 Exemplary</th>
<th>Possible Evidence</th>
</tr>
</thead>
</table>
| 3.2 Connections| Teacher Candidate usually does not participate in the school’s activities for parent communication and does not make links with counselors, other teachers or community agencies on behalf of the students. Teacher Candidate does not always follow established codes of professional conduct. | Teacher Candidate participates in the schools’ activities for parent communication but offers little additional information. Teacher Candidate always follows established codes of professional conduct. | Teacher Candidate frequently makes links with families, counselors, other teachers and community agencies on behalf of students; works with colleagues in curriculum planning activities and participates in school sponsored activities. Teacher Candidate always follows established codes of professional conduct. | - Professional Logs note interaction between school colleagues, principals, parents, etc.  
- Reflections indicate that the teacher candidate is fostering relationships with those in and outside of the school community.  
- Teacher candidate exhibits positive rapport with students.  
- School faculty emails indicate positive connections between the TC and others.  
- Follows professional code of conduct.  
- Follows school and district policies. |
| 3.3 Action     | Teacher Candidate engages in no professional development activities to enhance knowledge or skill. Teacher Candidate resists or does not respond to feedback from college supervisor and/or cooperating teacher. | Teacher Candidate participates in professional development activities to a limited extent. Teacher Candidate accepts feedback from college supervisor and/or cooperating teacher and attempts to improve in the suggested areas. | Teacher Candidate seeks out opportunities for professional development and attends professional meetings to enhance practice. Teacher Candidate seeks feedback from others and makes genuine and successful efforts to follow suggestions for improvement. | - Professional Logs note attendance at professional meetings, seminars, etc.  
- Reflects upon professional practice.  
- Accepts and uses constructive criticism as evidenced in reflections, lesson plans and instruction. |
LaGrange College Department of Education
Professional Teaching and Learning Evidence Portfolio Handbook for Teacher Candidates
Teacher Candidate Work Sample

Documentation of Student Learning:
Teacher Candidate Work Sample

Performance Prompts and Scoring Rubrics

Teaching and Learning Processes

Standards and Indicators

Note: The materials in this document were developed by representatives of the Renaissance Partnership Institutions, were adapted for use at LaGrange College using Georgia Performance Standards (GPS) and Understanding by Design (Wiggins and McTighe, 2005) and may not be used or reproduced without citing The Renaissance Partnership for Improving Teacher Quality Project http://fp.uni.edu/itq.

The Renaissance Partnership for Improving Teacher Quality is a Title II federally funded project with offices at Western Kentucky University. Director: Roger Pankratz roger.pankratz@wku.edu
**Introduction to the Teacher Work Sample**

**The Vision**

Successful teacher candidates support learning by designing a Teacher Work Sample (TWS) that is consistent with Georgia Performance Standards (GPS) for learners in grades pre-k - 12. The work sample employs a range of strategies and builds on students’ strengths, needs, and prior experiences. The planning, assessment, and teaching and learning tasks are based on *Understanding by Design (UbD)* (Wiggins & McTighe, 2005). Using the UbD process, the teacher candidate 1) identifies desired student results, 2) determines acceptable evidence of the results, and 3) plans learning experiences and instruction.

Through this performance assessment teacher candidates provide credible evidence of their ability to facilitate learning by meeting the following standards:

- The teacher candidate uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.
- The teacher candidate sets significant, challenging, varied, and appropriate learning goals consistent with the Georgia Performance Standards (GPS).
- The teacher candidate uses multiple assessment modes and approaches aligned with GPS learning goals to assess student learning before, during, and after instruction.
- The teacher candidate designs instruction for specific GPS learning goals, enduring understandings and essential questions given the student characteristics and needs, and learning contexts.
- The teacher candidate uses regular and systematic evaluations of student learning to make instructional decisions.
- The teacher candidate uses assessment data to profile student learning and communicate information about student progress and achievement.
- The teacher candidate reflects on his or her instruction and student learning in order to improve teaching practice.

**Your Assignment**

You are required to design and teach a comprehensive two to four week unit of instruction. Your unit goals, enduring understandings, and essential questions should be based on the Georgia Performance Standards as appropriate to the grade level or content area in which you have been placed. You will also create an assessment plan designed to measure student performance before (pre-assessment), during (formative assessment), and after (post-assessment) your instruction. After you teach the unit, you will analyze and reflect upon your instructional design, the educational context in which you have taught, and the learning gains demonstrated by your students.

The Teacher Work Sample (TWS) is completed during your solo-teaching (minimum two weeks).
Format

- Your work sample must be word-processed and double spaced in 12-point font. The sample should be approximately 20 pages of narrative not counting required charts, graphs and attachments.
- **Cover Page**: Include the following: a) your name, b) date submitted, c) grade level taught, d) unit title, e) course number and title.
- **Table of Contents**: Provide a Table of Contents that lists the sections and attachments in your Teacher Work Sample (TWS) document with page numbers.
- **Graphs, charts and attachments**: Charts, graphs, and assessment instruments are required as part of your TWS document. You may also want to include other attachments, such as student work.
- **Suggested page lengths for individual sections of the TWS**:
  - **Contextual Factors**: 1-2 pages
  - **Learning Goals, Understandings, and Essential Questions**: 1-2
  - **Assessment Plan**: 1-2 pages + pre- and post-assessment instruments, scoring rubrics, and assessment plan table
  - **Demonstration of Instructional Knowledge**: 3 pages + visual organizer
  - **Instructional Decision Making**: 3-4 pages
  - **Analysis of Learning Results**: 4 pages + charts and P-5 student work examples
  - **Reflection and Self-Evaluation**: 2 pages
- **References and Credits** (not included in total page length). If you referred to another person’s ideas or material in your narrative, you should cite these in a separate section at the end of your narrative under *References and Credits*. You may use any standard form for references; however, the American Psychological Association (APA) style is a recommended format (explained in the manual entitled “Publication Manual of the American Psychological Association”).
- **Anonymity**: In order to insure the anonymity of students in your class, do not include any student names or identification in any part of your TWS.

The following tasks must be included in your TWS. Each of the tasks will be evaluated using scoring rubrics.

**Note**: The supervisor responsible for scoring the Teacher Work Sample reserves the right to deduct up to 10% from the final score for incorrect use of grammar and/or mechanics.
I. Contextual Factors

TWS Standard: The teacher uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.

GSTEP Standards: 2 Knowledge of Students and Their Teaching (2.2, 2.4, 2.5)  
3 Learning Environments (3.5)  
5 Planning and Instruction (5.1, 5.2)  

PSC Standards: 1.4 Professional Pedagogical Knowledge and Skills, 1.6 Dispositions  
1.7 Student Learning, 4.1 Diversity, 7.3 Special Needs

TASK
Discuss relevant factors and how they may affect the teaching-learning process. Include any supports and challenges that affect instruction and student learning.

- **Community, district and school factors.** Address geographic location, community and school population, socio-economic profile and race/ethnicity. You might also address such things as stability of community, political climate, community support for education, and other environmental factors.

- **Classroom factors.** Address physical features, availability of technology equipment and resources and the extent of parental involvement. You might also discuss other relevant factors such as classroom rules and routines, grouping patterns, scheduling and classroom arrangement.

- **Student characteristics.** Address student characteristics you must consider as you design instruction and assess learning. Include factors such as age, gender, race/ethnicity, special needs, achievement/developmental levels, culture, language, interests, learning styles/modalities or students’ skill levels. In your narrative, make sure you address student’s skills and prior learning that may influence the development of your learning goals, instruction and assessment.

- **Instructional implications.** Address how contextual characteristics of the community, classroom and students have implications for instructional planning and assessment. Include specific instructional implications for at least two characteristics and any other factors that will influence how you plan and implement your unit.
# Contextual Factors

## Rubric for Teacher Work Sample

**TWS Standard:** *The teacher uses information about the learning/teaching context and student individual differences to set learning goals, plan instruction and assess learning.*

<table>
<thead>
<tr>
<th>Rating . Indicator .</th>
<th>1 Indicator Not Met</th>
<th>2 Indicator Partially Met</th>
<th>3 Indicator Met</th>
<th>Score/ Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge of Community, School and Classroom Factors</strong></td>
<td>Teacher displays minimal, irrelevant, or biased knowledge of the characteristics of the community, school, and classroom.</td>
<td>Teacher displays some knowledge of the characteristics of the community, school, and classroom that may affect learning.</td>
<td>Teacher displays a comprehensive understanding of the characteristics of the community, school, and classroom that may affect learning.</td>
<td></td>
</tr>
<tr>
<td><strong>Knowledge of Characteristics of Students</strong></td>
<td>Teacher displays minimal, stereotypical, or irrelevant knowledge of student differences (e.g., development, interests, culture, abilities/disabilities).</td>
<td>Teacher displays general knowledge of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.</td>
<td>Teacher displays general &amp; specific understanding of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.</td>
<td></td>
</tr>
<tr>
<td><strong>Knowledge of Students’ Varied Approaches to Learning</strong></td>
<td>Teacher displays minimal, stereotypical, or irrelevant knowledge about the different ways students learn (e.g., learning styles, learning modalities).</td>
<td>Teacher displays general knowledge about the different ways students learn (e.g., learning styles, learning modalities).</td>
<td>Teacher displays general &amp; specific understanding of the different ways students learn (e.g., learning styles, learning modalities) that may affect learning.</td>
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</tr>
<tr>
<td><strong>Knowledge of Students’ Skills And Prior Learning</strong></td>
<td>Teacher displays little or irrelevant knowledge of students’ skills and prior learning.</td>
<td>Teacher displays general knowledge of students’ skills and prior learning that may affect learning.</td>
<td>Teacher displays general &amp; specific understanding of students’ skills and prior learning that may affect learning.</td>
<td></td>
</tr>
<tr>
<td><strong>Implications for Instructional Planning and Assessment</strong></td>
<td>Teacher does not provide implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics OR provides inappropriate implications.</td>
<td>Teacher provides general implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.</td>
<td>Teacher provides specific implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.</td>
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</tbody>
</table>

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II. Learning Goals

TSW Standard: The teacher sets significant, challenging, varied, and appropriate learning goals.

GSTEP Standards: 1. Content and Curriculum (1.6)
2. Knowledge of Students and Learning (2.6)
5. Planning and Instruction (5.2)

PSC Standards: 1.1 Content Knowledge, 1.4 Prof. Pedagogical Knowledge and Skills, 4.1 Diversity, 7.5 State Curriculum Implementation.

TASK
Provide and justify the learning goals, enduring understandings, and essential questions for the unit.
List the learning goals, understandings, and essential questions consistent with GPS or other national/ state appropriate standards that will guide the planning, delivery, and assessment of your unit. These goals, understandings and essential questions should define what you expect students to know and be able to do at the end of the unit. Number or code each learning goal so you can reference it later.
- Provide justification for your choice of learning goals, understandings, and essential question. Discuss why your learning goals are appropriate in terms of development; prerequisite knowledge skills; and other student needs.

Learning Goals Rubric

<table>
<thead>
<tr>
<th>Rating . Indicator .</th>
<th>1 Indicator Not Met</th>
<th>2 Indicator Partially Met</th>
<th>3 Indicator Met</th>
<th>Score / Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significance, Challenge and Variety</td>
<td>Goals reflect only one type or level of learning.</td>
<td>Goals reflect several types or levels of learning but lack significance or challenge.</td>
<td>Goals reflect several types or levels of learning and are significant and challenging.</td>
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</tr>
<tr>
<td>Clarity</td>
<td>Goals are not stated clearly and are activities rather than learning outcomes.</td>
<td>Some of the goals are clearly stated as learning outcomes.</td>
<td>Most of the goals are clearly stated as learning outcomes.</td>
<td></td>
</tr>
<tr>
<td>Appropriateness For Students</td>
<td>Goals are not appropriate for the development; prerequisite knowledge, skills, experiences; or other student needs.</td>
<td>Some goals are appropriate for the development; prerequisite knowledge, skills, experiences; and other student needs</td>
<td>Most goals are appropriate for the development; prerequisite knowledge, skills, experiences; and other student needs.</td>
<td></td>
</tr>
<tr>
<td>Alignment with National, State or Local Standards</td>
<td>Goals are not aligned with national, state or local standards.</td>
<td>Some goals are aligned with national, state or local standards.</td>
<td>Most of the goals are explicitly aligned with national, state or local standards.</td>
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</table>
III. Assessment Plan

TWS Standard: The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.

GSTEP Standard: 4 Assessment (4.1, 4.3, 4.5)

PSC Standard: 1.7 Student Learning

**TASK**

Design an assessment plan to monitor student progress toward learning goal(s). Use multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction. These assessments should authentically measure student learning and may include performance-based tasks, paper-and-pencil tasks, or personal communication. Describe why your assessments are appropriate for measuring learning in the context of your student teaching placement and the goals, understandings, and essential questions for your unit.

- **Provide an overview of the assessment plan.** Use the following table to list each learning goal, assessments used to judge student performance relative to learning goals, and adaptations of the assessments for the individual needs of students. The primary purpose of the table is to depict the alignment between learning goals and standards and assessments. The table also provides opportunities to show where adaptations are going to be implemented to meet the individual needs of students or certain contextual factors. This table should be included in your TWS.

<table>
<thead>
<tr>
<th>Learning Goals</th>
<th>Assessments</th>
<th>Assessment Tasks</th>
<th>Adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specify learning goals, understandings, and essential questions.</td>
<td>Specify type</td>
<td>Describe and Specify format (Performance-Based, Paper-pencil, Personal Communication, etc.)</td>
<td>Specify method and purpose for each adaptation.</td>
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<tr>
<td>(Pre-Assessment</td>
<td>Formative Assessment</td>
<td>Post-Assessment</td>
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</tbody>
</table>

- **Describe the pre- and post-assessments that are aligned with your learning goals, enduring understandings and essential questions.** Clearly explain how you will evaluate or score pre- and post-assessments, including criteria you will use to determine if the students’ performance meets the learning goals. Include copies of assessments, prompts, and/or student directions and criteria for judging student performance (e.g., scoring rubrics, observation checklist, rating scales, item weights, test blueprint, answer key).

- **Discuss your plan for formative assessment that will help you determine student progress during the unit.** Describe the assessments you plan to use to check on student progress and comment on the importance of collecting that particular evidence. Although formative assessment may change as you are teaching the unit, your task here is to predict at what points in your teaching it will be important to assess students’ progress toward learning goals.

- **Analysis of Student Performance.** After administering the pre-assessment, analyze student performance relative to the learning goals (GPS), understandings, essential questions, and
context. Use the following chart to document pre and post assessment data. Disaggregate data using the GPS standards.

<table>
<thead>
<tr>
<th>Student Number</th>
<th>Race/Ethnicity</th>
<th>Free or Reduced Lunch?</th>
<th>Gender</th>
<th>Pre-Test Score</th>
<th>Post-Test Score</th>
<th>Gain/ Loss</th>
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</tbody>
</table>

Depict the results of the pre-assessment analysis in a graph or chart, indicating students’ progress toward each learning goal. Discuss how this pre-assessment analysis will guide your instruction.
Assessment Plan Rubric

TWS Standard: *The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.*

<table>
<thead>
<tr>
<th>Rating . Indicator .</th>
<th>1 Indicator Not Met</th>
<th>2 Indicator Partially Met</th>
<th>3 Indicator Met</th>
<th>Score / Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Alignment with Learning Goals and Instruction</strong></td>
<td>Content and methods of assessment lack congruence with learning goals or lack cognitive complexity.</td>
<td>Some of the learning goals are assessed through the assessment plan, but many are not congruent with learning goals in content and cognitive complexity.</td>
<td>Each of the learning goals is assessed through the assessment plan; assessments are congruent with the learning goals in content and cognitive complexity.</td>
<td></td>
</tr>
<tr>
<td><strong>Clarity of Criteria and Standards for Performance</strong></td>
<td>The assessments contain no clear criteria for measuring student performance relative to the learning goals.</td>
<td>Assessment criteria have been developed, but they are not clear or are not explicitly linked to the learning goals.</td>
<td>Assessment criteria are clear and are explicitly linked to the learning goals.</td>
<td></td>
</tr>
<tr>
<td><strong>Multiple Modes and Approaches</strong></td>
<td>The assessment plan includes only one assessment mode and does not assess students before, during, and after instruction.</td>
<td>The assessment plan includes multiple modes but all are either pencil/paper based (i.e. they are not performance assessments) and/or do not require the integration of knowledge, skills and reasoning ability.</td>
<td>The assessment plan includes multiple assessment modes (including performance assessments, lab reports, research projects, etc.) and assesses student performance throughout the instructional sequence.</td>
<td></td>
</tr>
<tr>
<td><strong>Technical Soundness</strong></td>
<td>Assessments are not valid; scoring procedures are absent or inaccurate; items or prompts are poorly written; directions and procedures are confusing to students.</td>
<td>Assessments appear to have some validity. Some scoring procedures are explained; some items or prompts are clearly written; some directions and procedures are clear to students.</td>
<td>Assessments appear to be valid; scoring procedures are explained; most items or prompts are clearly written; directions and procedures are clear to students.</td>
<td></td>
</tr>
<tr>
<td><strong>Adaptations Based on the Individual Needs of Students</strong></td>
<td>Teacher does not adapt assessments to meet the individual needs of students or these assessments are inappropriate.</td>
<td>Teacher makes adaptations to assessments that are appropriate to meet the individual needs of some students.</td>
<td>Teacher makes adaptations to assessments that are appropriate to meet the individual needs of most students.</td>
<td></td>
</tr>
</tbody>
</table>
IV. Demonstration of Instructional Knowledge

**TWS Standard:** The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.

**GSTEP Standards:**
1. Content and Curriculum (1.1)
4. Assessment (4.2)
5. Planning and Instruction (5.2, 5.3, 5.6)

**PSC Standards**
1.1 Content Knowledge, 1.3 Pedagogical Content Knowledge, 1.4 Prof. and Pedagogical Knowledge and Skills, 1.7 Student Learning
4.1 Diversity
7.2 Reading, 7.4 Technology
8 Content Standards

**TASK**

Describe how you will design your unit of teaching and learning around unit goals, understandings, essential questions, students’ characteristics and needs and the specific learning context.

**Academic Calendar of Learning Unit**

- Use the following block table format to provide an academic calendar of your entire learning unit. Include the topic or activity you are planning for each day. Also indicate the goal, understandings, and essential questions (coded from your Learning Goals section) that you are addressing each day. Make sure that every goal is addressed by at least one activity and that every activity relates to at least one goal, understanding and essential question.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

- Using the LaGrange College Lesson Plan Template, choose four lesson plans that reflect a variety of instructional strategies/techniques and explain why you are planning those specific activities. In your explanation for each activity include
  - how the content relates to the goal, understanding or essential question,
  - how the activity stems from the pre-assessment and instructional context,
  - describe how you will use technology in your planning and/or instruction. If you do not plan to use any form of technology, provide a clear rationale for its omission.
# Demonstration of Instructional Knowledge Rubric

**TWS Standard:** The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.

<table>
<thead>
<tr>
<th>Rating . Indicator.</th>
<th>1 Indicator Not Met</th>
<th>2 Indicator Partially Met</th>
<th>3 Indicator Met</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Alignment with Learning Goals</strong></td>
<td>Few lessons are explicitly linked to learning goals. Few learning activities, assignments and resources are aligned with learning goals. Not all learning goals are covered in the design.</td>
<td>Most lessons are explicitly linked to learning goals. Most learning activities, assignments and resources are aligned with learning goals. Most learning goals are covered in the design.</td>
<td>All lessons are explicitly linked to learning goals. All learning activities, assignments and resources are aligned with learning goals. All learning goals are covered in the design.</td>
<td></td>
</tr>
<tr>
<td><strong>Accurate Representation of Content</strong></td>
<td>Teacher’s use of content appears to contain numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.</td>
<td>Teacher’s use of content appears to be mostly accurate. Shows some awareness of the big ideas or structure of the discipline.</td>
<td>Teacher’s use of content appears to be accurate. Focus of the content is congruent with the big ideas or structure of the discipline.</td>
<td></td>
</tr>
<tr>
<td><strong>Lesson and Unit Structure</strong></td>
<td>The lessons within the unit are not logically organized (e.g., sequenced).</td>
<td>The lessons within the unit have some logical organization and appear to be somewhat useful in moving students toward achieving the learning goals.</td>
<td>All lessons within the unit are logically organized and appear to be useful in moving students toward achieving the learning goals.</td>
<td></td>
</tr>
<tr>
<td><strong>Use of a Variety of Instruction, Activities, Assignments and Resources</strong></td>
<td>Little variety of instruction, activities, assignments, and resources. Heavy reliance on textbook or single resource (e.g., work sheets).</td>
<td>Some variety in instruction, activities, assignments, or resources but with limited contribution to learning.</td>
<td>Significant variety across instruction, activities, assignments, and/or resources. This variety makes a clear contribution to learning.</td>
<td></td>
</tr>
<tr>
<td><strong>Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources</strong></td>
<td>Instruction has not been designed with reference to contextual factors and pre-assessment data. Activities and assignments do not appear productive and appropriate for each student.</td>
<td>Some instruction has been designed with reference to contextual factors and pre-assessment data. Some activities and assignments appear productive and appropriate for each student.</td>
<td>Most instruction has been designed with reference to contextual factors and pre-assessment data. Most activities and assignments appear productive and appropriate for each student.</td>
<td></td>
</tr>
<tr>
<td><strong>Use of Technology</strong></td>
<td>Technology is inappropriately used OR teacher does not use technology, and no (or inappropriate) rationale is provided.</td>
<td>Teacher uses technology but it does not make a significant contribution to teaching and learning OR teacher provides limited rationale for not using technology.</td>
<td>Teacher integrates appropriate technology that makes a significant contribution to teaching and learning OR provides a strong rationale for not using technology.</td>
<td></td>
</tr>
</tbody>
</table>
V. Instructional Decision Making

TWS Standard: The teacher uses on-going analysis of student learning to make instructional decisions.

GSTEP Standards: 5 Planning and Instruction (5.2)
PSC Standards: 1.4 Professional Pedagogical Knowledge and Skills
1.7 Student Learning

TASK
Think of a time during your unit when a student’s learning or response caused you to modify your original design for instruction. (The resulting modification may affect other students as well.) Cite specific evidence to support your answers to the following:

- Describe the student’s learning or response that caused you to rethink your plans. The student’s learning or response may come from a planned formative assessment or another source (not the pre-assessment).
- Describe what you did next and explain why you thought this would improve student progress toward the learning goal.
- Now, think of one more time during your unit when another student’s learning or response caused you to modify a different portion of your original design for instruction. (The resulting modification may affect other students as well.) Cite specific evidence to support your answers to the following:
- Describe the student’s learning or response that caused you to rethink your plans. The student’s learning or response may come from a planned formative assessment or another source (not the pre-assessment).
- Describe what you did next and explain why you thought this would improve student progress toward the learning goal.
**Instructional Decision-Making Rubric**

**TWS Standard:** *The teacher uses on-going analysis of student learning to make instructional decisions.*

<table>
<thead>
<tr>
<th>Rating . Indicator .</th>
<th>1 Indicator Not Met</th>
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<th>3 Indicator Met</th>
<th>Score/ Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sound Professional Practice</strong></td>
<td>Many instructional decisions are inappropriate and not pedagogically sound.</td>
<td>Instructional decisions are mostly appropriate, but some decisions are not pedagogically sound.</td>
<td>Most instructional decisions are pedagogically sound (i.e., they are likely to lead to student learning).</td>
<td></td>
</tr>
<tr>
<td><strong>Modifications Based on Analysis of Student Learning</strong></td>
<td>Teacher treats class as “one plan fits all” with no modifications.</td>
<td>Some modifications of the instructional plan are made to address individual student needs, but these are not based on the analysis of student learning, best practice, or contextual factors.</td>
<td>Appropriate modifications of the instructional plan are made to address individual student needs. These modifications are informed by the analysis of student learning/performance, best practice, or contextual factors. Include explanation of why the modifications would improve student progress.</td>
<td></td>
</tr>
<tr>
<td><strong>Congruence Between Modifications and Learning Goals</strong></td>
<td>Modifications in instruction lack congruence with learning goals.</td>
<td>Modifications in instruction are somewhat congruent with learning goals.</td>
<td>Modifications in instruction are congruent with learning goals.</td>
<td></td>
</tr>
</tbody>
</table>
VI. Analysis of Student Learning

TWS Standard: The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.

GSTEP Standards: 4 Assessment 4.1 - 4.8

PSC Standards: 1.7 Student Learning
1.6 Dispositions

TASK

In this section you will analyze post-assessment data to report the performance of the whole class, subgroups, and two individual students. Complete the table from section three.

<table>
<thead>
<tr>
<th>Student Number</th>
<th>Race/Ethnicity</th>
<th>Free or Reduced Lunch?</th>
<th>Gender</th>
<th>Pre-Test Score</th>
<th>Post-Test Score</th>
<th>Gain/ Loss</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Use aggregated data to draw conclusions about the extent to which the whole class attained all learning goals. Provide a graphic representation (in addition to the table above) to compare pre- and post assessments for each learning goal. Explain what the graph illustrates and why you think students performed this way. Include responses to the following in your narrative:

1. Did the students learn what was intended? Were all learning goals met by all students? Explain.
2. Describe any trends related to subgroups that are evident in the data collected. Explain why it is important to understand the learning of subgroups in relation to learning goals.
3. Select two students that demonstrated different levels of performance on two learning goals. Explain why it is important to understand the learning of these particular students. Use pre-, formative and post- assessment data with examples of the students’ work to draw conclusions about the extent to which these students attained the two learning goals.
Analysis of Student Learning
Rubric

TWS Standard: The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.

<table>
<thead>
<tr>
<th>Rating . Indicator .</th>
<th>1 Indicator Not Met</th>
<th>2 Indicator Partially Met</th>
<th>3 Indicator Met</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarity and Accuracy of Presentation</td>
<td>Presentation is not clear and accurate; it does not accurately reflect the data.</td>
<td>Presentation is understandable and contains few errors.</td>
<td>Presentation is easy to understand and contains no errors of representation.</td>
<td></td>
</tr>
<tr>
<td>Alignment with Learning Goals</td>
<td>Analysis of student learning is not aligned with learning goals.</td>
<td>Analysis of student learning is partially aligned with learning goals and/or fails to provide a comprehensive profile of student learning relative to the goals for the whole class, subgroups, and two individuals.</td>
<td>Analysis is fully aligned with learning goals and provides a comprehensive profile of student learning for the whole class, subgroups, and two individuals.</td>
<td></td>
</tr>
<tr>
<td>Interpretation of Data</td>
<td>Interpretation is inaccurate, and conclusions are missing or unsupported by data.</td>
<td>Interpretation is technically accurate, but conclusions are missing or not fully supported by data.</td>
<td>Interpretation is meaningful, and appropriate conclusions are drawn from the data.</td>
<td></td>
</tr>
<tr>
<td>Evidence of Impact on Student Learning</td>
<td>Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.</td>
<td>Analysis of student learning includes incomplete evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.</td>
<td>Analysis of student learning includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning goal.</td>
<td></td>
</tr>
</tbody>
</table>
VII. Reflection and Self-Evaluation

TWS Standard: The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

GSTEP Standards: 6. Professionalism (6.4, 6.5)
PSC Standards: 1.4 Professional Pedagogical Knowledge and Skills
1.6 Dispositions

TASK
Reflect on your performance as a teacher and link your performance to student learning goals and understandings. Evaluate your performance and identify future actions for improved practice and professional growth.

- Select the learning goal where your students were most successful. Provide two or more possible reasons for this success. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors under your control.

- Select the learning goal where your students were least successful. Provide two or more possible reasons for this lack of success. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors under your control. Discuss what you could do differently or better in the future to improve your students’ performance.

- **Reflection on possibilities for professional development.** Describe at least two professional learning goals that emerged from your insights and experiences with the TWS. Identify two specific steps you will take to improve your performance in the critical area(s) you identified.
Reflection and Self-Evaluation

Rubric

TWS Standard: The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

<table>
<thead>
<tr>
<th>Rating . Indicator .</th>
<th>1 Indicator Not Met</th>
<th>2 Indicator Partially Met</th>
<th>3 Indicator Met</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interpretation of Student Learning</strong></td>
<td>No evidence or reasons provided to support conclusions drawn in “Analysis of Student Learning” section.</td>
<td>Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in “Analysis of Student Learning” section.</td>
<td>Uses evidence to support conclusions drawn in “Analysis of Student Learning” section. Explores multiple hypotheses for why some students did not meet earning goals.</td>
<td></td>
</tr>
<tr>
<td><strong>Insights on Effective Instruction and Assessment</strong></td>
<td>Provides no rationale for why some activities or assessments were more successful than others.</td>
<td>Identifies successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof (no use of theory or research).</td>
<td>Identifies successful and unsuccessful activities and assessments and provides plausible reasons (based on theory or research) for their success or lack thereof.</td>
<td></td>
</tr>
<tr>
<td><strong>Alignment Among Goals, Instruction and Assessment</strong></td>
<td>Does not connect learning goals, instruction, and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant or inaccurate.</td>
<td>Connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction, but misunderstandings or conceptual gaps are present.</td>
<td>Logically connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction.</td>
<td></td>
</tr>
<tr>
<td><strong>Implications for Future Teaching</strong></td>
<td>Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment.</td>
<td>Provides ideas for redesigning learning goals, instruction, and assessment but offers no rationale for why these changes would improve student learning.</td>
<td>Provides ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve student learning.</td>
<td></td>
</tr>
<tr>
<td><strong>Implications for Professional Development</strong></td>
<td>Provides no professional learning goals or goals that are not related to the insights and experiences described in this section.</td>
<td>Presents professional learning goals that are not strongly related to the insights and experiences described in this section and/or provides a vague plan for meeting the goals.</td>
<td>Presents a small number of professional learning goals that clearly emerge from the insights and experiences described in this section. Describes specific steps to meet these goals.</td>
<td></td>
</tr>
</tbody>
</table>
Responsibilities

Teacher Candidate

- In collaboration with school faculty, the teacher candidate will design a timeline for completion of the Teacher Work Sample.
- The teacher candidate will complete the Teacher Work Sample as specified in the Teacher Work Sample Handbook at a time predetermined by the field supervisor.
- If any teacher candidate falls below the composite score of 80% or attains a “1” in any indicator, the intern will have two weeks to resubmit that section of the TWS for the purpose of re-evaluation.

School Faculty

- School faculty will assist the teacher candidate in designing a timeline for completion of the Teacher Work Sample.
- School faculty will guide the teacher candidate toward completion of the Teacher Work Sample.
- School faculty will assist in evaluating the Teacher Work Sample.

College Faculty

- College faculty will guide the teacher candidate toward the completion of the Teacher Work Sample.
- College faculty will evaluate the Teacher Work Sample.
# Teaching Processes Assessed by Teacher Candidate Work Sample

<table>
<thead>
<tr>
<th>Teaching Processes, TWS Standards, and Indicators</th>
</tr>
</thead>
</table>
| **Contextual Factors**<br>
*The teacher uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.*<br>
- Knowledge of community, school, and classroom factors<br>- Knowledge of characteristics of students<br>- Knowledge of students’ varied approaches to learning<br>- Knowledge of students’ skills and prior learning<br>Implications for instructional planning and assessment |
| **Learning Goals**<br>
*The teacher sets significant, challenging, varied and appropriate learning goals.*<br>
- Significance, Challenge and Variety<br>- Clarity<br>- Appropriateness for students<br>- Alignment with national, state or local standards |
| **Assessment Plan**<br>
*The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.*<br>
- Alignment with learning goals and instruction<br>- Clarity of criteria for performance<br>- Multiple modes and approaches<br>- Technical soundness<br>- Adaptations based on the individual needs of students |
| **Design for Instruction**<br>
*The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.*<br>
- Alignment with learning goals<br>- Accurate representation of content<br>- Lesson and unit structure<br>- Use of a variety of instruction, activities, assignments and resources<br>- Use of contextual information and data to select appropriate and relevant activities, assignments and resources.<br>- Use of technology |
| **Instructional Decision-Making**<br>
*The teacher uses ongoing analysis of student learning to make instructional decisions.*<br>
- Sound professional practice<br>- Adjustments based on analysis of student learning<br>- Congruence between modifications and learning goals |
| **Analysis of Student Learning**<br>
*The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.*<br>
- Clarity and accuracy of presentation<br>- Alignment with learning goals<br>- Interpretation of data<br>- Evidence of impact on student learning |
| **Reflection and Self-Evaluation**<br>
*The teacher reflects on his or her instruction and student learning in order to improve teaching practice.*<br>
- Interpretation of student learning<br>- Insights on effective instruction and assessment<br>- Alignment among goals, instruction and assessment<br>- Implications for future teaching<br>- Implications for professional development |
Georgia Systemic Teacher Education Program Standards (GSTEP)

Content and Curriculum
Teachers demonstrate a strong knowledge of content area(s) appropriate for their certification levels. Accomplished teachers:

(CC1) Demonstrate knowledge of content, major concepts, assumptions, debates, processes of inquiry and ways of knowing that are central to the subject they teach.
(CC2) Understand and use subject-specific content and pedagogical content knowledge (how to teach their subjects) that is appropriate for diverse learners they teach.
(CC3) Stay current in their subject areas as engaged learners and/or performers in their fields.
(CC4) Relate content area(s) to other subject areas and see connections to everyday life.
(CC5) Carefully select and use a wide variety of resources, including available technology, to deepen their own knowledge in the content areas.
(CC6) Interpret and construct school curriculum that reflects state and national content standards.

Knowledge of Students and Their Learning
Teachers support the intellectual, social, physical, and personal development of all students. Accomplished teachers:

(KSL 1) Believe all children can learn at high levels and hold high expectations for all.
(KSL 2) Understand how learning occurs in general and in the content areas (e.g., how diverse learners construct knowledge, acquire skills, and develop habits of mind.)
(KSL 3) Are sensitive, alert, and responsive to all aspects of a child’s well-being.
(KSL 4) Understand how factors in environments inside and outside of school may influence students’ lives and learning.
(KSL 5) Are informed about and adapt their work based on students’ stages of development, multiple intelligences, learning styles and areas of exceptionality.
(KSL 6) Establish respectful and productive relationships with families and seek to develop cooperative partnerships in support of student learning and well being.
Learning Environments

*Teachers create learning environments that encourage positive social interactions, active engagement in learning, and self-motivation.*

*Accomplished teachers:*

(LE 1) Create a learning community in which students assume responsibility, participate in decision making, and work both collaboratively and independently.

(LE 2) Organize, allocate, and manage time, space, activities, technology and other resources to provide active and equitable engagement of diverse students in productive tasks.

(LE 3) Understand and implement effective classroom management.

(LE 4) Recognize the value and use knowledge about human motivation and behavior to develop strategies for organizing and supporting student learning.

(LE 5) Are sensitive to and use knowledge of students’ unique cultures, experiences, and communities to sustain a culturally responsive classroom.

(LE 6) Access school, district, and community resources in order to foster students’ learning and well-being.

(LE 7) Use effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Assessment

*Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of learners.* *Accomplished teachers:*

(A 1) Understand measurement theory and the characteristics, uses, and issues of different types of assessment.

(A 2) Use pre-assessment data to select or design clear, significant varied and appropriate student learning goals.

(A 3) Choose, develop, and use classroom-based assessment methods appropriate for instructional decisions.
(A 4) Involve learners in self-assessment, helping them become aware of their strengths and needs and encouraging them to set personal goals for learning.
(A 5) Develop and use valid, equitable grading procedures based on student learning.
(A 6) Use assessment data to communicate student progress knowledgeably and responsibly to students, parents and other school personnel
(A 7) Use resources, including available technology, to keep accurate and up-to-date records of student work, behavior, and accomplishments.
(A 8) Are committed to using assessment to identify student strengths and needs and promote student growth.

Planning and Instruction

Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment. Accomplished teachers:

(PI 1) Articulate clear and defensible rationales for their choices of curriculum materials and instructional strategies.
(PI 2) Plan and carry out instruction based upon knowledge of content standards, curriculum, students, learning environments, and assessment.
(PI 3) Understand and use a variety of instructional strategies appropriately to maintain student engagement and support the learning of all students.
(PI 4) Monitor and adjust strategies in response to learner feedback.
(PI 5) Vary their roles in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and needs of students.
(PI 6) Use appropriate resources, materials, and technology to enhance instruction for diverse learners.
(PI 7) Value and engage in planning as a collegial activity.

Professionalism

Teachers recognize, participate in, and contribute to teaching as a profession. Accomplished teachers:
(P 1) Continually examine and extend their knowledge of the history, ethics, politics, knowledge of the history, ethics, politics, organizations, and practices of education.
(P 2) Understand and implement laws related to rights and responsibilities of students, educators, and families.
(P 3) Follow established codes of professional conduct, including school and district policies.
(P 4) Systematically reflect on teaching and learning to improve their own practice.
(P 5) Seek opportunities to learn based upon reflection, input from others, and career goals.
(P 6) Advocate for curriculum, instruction, learning environments, and opportunities that support the diverse needs of and high expectations for all students.
(P 7) Assume leadership and support roles as part of a school team.
As part of my professional teacher education preparation I understand that I will participate in certain laboratory experiences in school systems beyond the college campus and it is suggested that I have adequate tort liability insurance, or waive such coverage in writing.

THEREFORE:

1. I, ________________________________, (Print Full Name)
   verify that I have tort liability insurance as follows:

   (Name of Company) (Amount)
   (Period of Coverage)
   (Signature) (Date)

2. I, ________________________________, (Print Full Name)
   being fully aware of the recommendation of LaGrange College and the Georgia Department of Education concerning tort liability insurance during professional laboratory experiences, wish to waive the coverage. In doing so, I assume full responsibility for my own tort protection during laboratory experiences and relieve all parties of any responsibility.

   (Signature) (Date)

3. I, ________________________________, (Print Full Name)
   have joined $PAGF

   which provides coverage of $1,000,000 Liability Insurance.

   (Signature) (Date)
The Code of Ethics for Educators

Effective August 15, 2005

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

Definitions
“Certificate” refers to any teaching, service, or leadership certificate, license, or permit issued by authority of the Professional Standards Commission.

“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.

“Student” is any individual enrolled in the state’s public or private schools from preschool through grade 12 or any individual between and including the ages of 3 and 17.

“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.

“Revocation” is the invalidation of any certificate held by the educator.

“Denial” is the refusal to grant initial certification to an applicant for a certificate.

“Suspension” is the temporary invalidation of any certificate for a period of time specified by the Professional Standards Commission.

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

“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.

“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.

Standards

Standard 1: Criminal Acts - An educator should 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. As used herein, conviction includes a finding or 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 therwise withheld or not entered on the charge or the charge was otherwise disposed of in a similar manner in any jurisdiction.

Standard 2: Abuse of Students - An educator should 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 or soliciting any unlawful sexual act;
4. engaging in harassing behavior on the basis of race, gender, sex, national origin, religion or disability;
5. soliciting, encouraging, or consummating an inappropriate written, verbal, or physical relationship with a student; and
6. furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student or allowing a student to consume alcohol, or illegal/unauthorized drugs.

Standard 3: Alcohol or Drugs - An educator should refrain from the use of alcohol or illegal or unauthorized drugs during the course of professional practice. Unethical conduct includes but is not limited to:
1. being on school premises or at a school-related activity involving students while under the influence of, possessing, using, or consuming illegal or unauthorized drugs; and
2. being on school premises or at a school-related activity involving students while documented as being under the influence of, possessing, or consuming alcoholic beverages. 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.).
Standard 4: Misrepresentation or Falsification - An educator should exemplify honesty and integrity in the course of professional practice.

Unethical conduct includes but is not limited to:
1. falsifying, misrepresenting, omitting or erroneously reporting professional qualifications, criminal history, college or staff development credit and/or degrees, academic award, and employment history when applying for employment and/or certification or when recommending an individual for employment, promotion, or certification;
2. falsifying, misrepresenting, omitting or erroneously reporting information submitted to federal, state, and other governmental agencies;
3. falsifying, misrepresenting, omitting or erroneously reporting information regarding the evaluation of students and/or personnel;
4. falsifying, misrepresenting, omitting or erroneously reporting reasons for absences or leaves; and
5. falsifying, misrepresenting, omitting or erroneously reporting information submitted in the course of an official inquiry/investigation.

Standard 5: Public Funds and Property - An educator entrusted with public funds and property should 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 for reimbursement of expenses or for pay;
4. co-mingling public or school-related funds with personal funds or checking accounts; and
5. using school property without the approval of the local board of education/governing board.

Standard 6: Improper Remunerative Conduct - An educator should maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation. Unethical conduct includes but is not limited to:
1. soliciting students or parents of students to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local board of education/governing board;
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 superintendent; 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 the superintendent. These types of activities must be in compliance with all rules and regulations of the Georgia High School Association.

Standard 7: Confidential Information - An educator should comply with state and federal laws and local school board/governing board policies relating to the confidentiality of student and personnel records, standardized test material and other information covered by confidentiality agreements. Unethical conduct includes but is not limited to:
1. sharing of confidential information concerning student academic and disciplinary records, personal confidences, 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.;
4. violation of other confidentiality agreements required by state or local policy.

Standard 8: Abandonment of Contract - An educator should fulfill all of the terms and obligations detailed in the contract with the local board of education or education agency for the duration of the contract. Unethical conduct includes but is not limited to:
1. abandoning the contract for professional services without prior release from the contract by the employer, and
2. willfully refusing to perform the services required by a contract.

Standard 9: Failure to Make a Required Report - An educator should 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.
3. failure to make a required report of any violation of state or federal law as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. These reports include but are not limited to: murder, voluntary manslaughter, aggravated assault, aggravated battery, kidnapping, any sexual offense, any sexual exploitation of a minor, any offense involving a controlled substance and any abuse of a child if an educator has reasonable cause to believe that a child has been abused.

Standard 10: Professional Conduct - An educator should demonstrate conduct that follows generally recognized professional standards. Unethical conduct is any conduct that impairs the certificate holder’s ability to function professionally in his or her employment position or a pattern of behavior or conduct that is detrimental to the health, welfare, discipline, or morals of students.

Reporting
Educators are required to report a breach of one or more of the Standards in the Code of Ethics for Educators as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. Educators should be aware of local policies and procedures and/or the chain of command for reporting unethical conduct. Complaints filed with the Professional Standards Commission must be in writing and must be signed by the complainant (parent, educator, personnel director, superintendent, etc.). 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.
Disciplinary Action

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

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

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.

Authority O.C.G.A. § 20-2-200; 20-2-981 through 20-2-984.5
Confidential Professional Development Plan

Teacher Candidate: ____________________________________________________________

School Placement/Grade Level: _________________________________________________

Cooperating Teacher_____________________ College Supervisor_______________________

Specific Objectives for Improvement:

Activities and Time Line:

Criteria for Measurement of Progress:

Record of Participation in Recommended Activities:

Record of Performance on Specified Criteria:

Signatures

Evaluator: ________________________________ Date: ________________________________

Teacher Candidate: __________________________ Date: ____________________________

(Teacher Candidate’s signature acknowledges receipt of form, not necessarily concurrence. Written comments may be provided below and/or attached to the evaluator’s copy. Initial and date here if comments are attached: ____________)

Teacher Candidate’s comments:
Field Experience Reflections
LaGrange College
Department of Education

Reflections are most useful when completed while the memory is still “fresh”. Therefore, they should be completed as soon after the experience as possible. In addition to any specific reflective questions assigned to you by supervising faculty, college faculty, or the Director of Field Placement, your reflections should include the following:

A. Heading
   Name, date of field experience reported, time spent

B. Sequence of events
   Make a brief list describing what happened. This “record” allows later review of events that may seem “insignificant” at the time.

C. Elaboration of one or two significant episodes
   An episode is significant if it reflects your successes or failures. It may bother you, excite you, or cause you to rethink your initial ideas (goals, plans, or perspective). If you can learn from it, the episode is most likely “significant”.

   Describe the episode(s) in detail, to include what people said, what they did, and how they responded. Be specific, and use word-for-word quotations, as best you can recall. Using notes you jotted immediately after an encounter will be helpful here.

   Discuss the learner (what they said and did), cooperating teacher (when appropriate), subject matter (content of the lesson), and context (surroundings).

   Remember, this section is only descriptive. Stick to the details. Focus on motivations (“trying to please”), a trait (“lazy”), capabilities (“a good reader”), or emotional states (“angry”).

D. Analysis of episode(s)
   Focusing on the episode described above, interpret what feelings and thoughts may have caused the episode to occur, why they were significant, what questions they raise, and what you think you learned from them. Draw conclusions. What have you realized/learned from this episode?

   Think about your own past experiences. Remember what you have learned in your coursework. Can that knowledge be applied to learn from this episode?

   What will happen with your newfound realization? How will this alter your plans? What will you do the same? What will you do differently?

Candidate - Shared Vision
LaGrange College
Department of Education

Candidate’s Name _____________________________________________________

Cooperating Teacher’s Name __________________________________________

The candidate should complete this vision statement during the first week of field experience in the classroom/school. Make sure to note things which are important for your successful performance and development as a classroom teacher. You should consider these factors in addition to others:

* communication
* clear expectations and responsibilities
* access to teacher’s lesson plans
* access to teaching materials
* written observations / notes
* opportunity for collaborative planning
* suggestions and advice
* designated time to talk

After the cooperating teacher completes his/her vision, the candidate and cooperating teacher will share/discuss their visions for this semester. A shared vision for the semester should result from this early communicative process.

The candidate will retain a copy of this vision statement in their field experience notebook and will provide a copy to supervising faculty.

<table>
<thead>
<tr>
<th>Things I Need From the Cooperating Teacher</th>
<th>Things I Think the Cooperating Teacher Needs From Me</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This form has been adapted from Emory University’s Division of Educational Studies Field Experiences Handbook, 2006-2007.
Teacher Candidate Time Log  
LaGrange College  
Department of Education

Ask your Cooperating Teacher to **initial** the log at the end of each week. During the final week of the field experience, ask your Cooperating Teacher to **sign** the completed log as verification of your total hours and teaching hours. Submit the completed time log to the Director of Field Placement according to course schedule.

Candidate Teacher’s Name _______________________________________________________

Cooperating Teacher’s Name _____________________________________________________

Assigned School ___________________________  
Grade Level/Subject ___________________

<table>
<thead>
<tr>
<th>Week of</th>
<th>Hours in School/Classroom</th>
<th>Teaching Hours</th>
<th>Teacher’s Initials</th>
</tr>
</thead>
<tbody>
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Total Hours: ______________________  __________________

Cooperating Teacher’s Signature: ______________________________________________
# Professional Activities and Contacts Log

LaGrange College  
Department of Education

## Professional Meetings Log

<table>
<thead>
<tr>
<th>Date</th>
<th>Event (e.g., Committee Meetings, Open House, PTA meetings, Faculty Meetings, Student Support Team Meetings)</th>
<th>Hours</th>
<th>Cooperating Teacher’s Initials</th>
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## Professional Extracurricular Activities Log

<table>
<thead>
<tr>
<th>Date</th>
<th>Event (e.g., Community Service Events, School Dances, Fund Raisers, Carnivals, Athletic Events, Club Meetings)</th>
<th>Hours</th>
<th>Cooperating Teacher’s Initials</th>
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115
### Additional Activities:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Hours</th>
<th>Cooperating Teacher’s Initials</th>
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</table>
Demographic of Classroom Diversity
LaGrange College Department of Education

Teacher Candidate:___________________________________________________

School: ________________________________District_______________________

Cooperating Teacher: _________________________________________________

University Supervisor: _________________________________________________

Date form was completed: _____________________________________________

Classroom Profile

1. How many students are you responsible for (teaching load)?
   _____ Male _____ Female _____ Total

2. With respect to the following categories, how many of your students are:
   the following:
   _____ African American _____ American Indian _____ Other
   _____ White _____ Multi-Racial
   _____ Hispanic _____ Asian

3. Approximately how many students are in each of the following language categories?
   _____ English Language Proficient
   _____ Limited English Language Proficient

4. Approximately, how many of your students have the following exceptionalities?
   _____ Blind or visually impaired _____ Learning Disabled
   _____ Deaf or hearing impaired _____ Physically Disabled
   _____ Emotionally or behaviorally disabled _____ Other (please explain)
   _____ Gifted

5. Please supply the percentage of students enrolled in the following compensatory
   programs:

<table>
<thead>
<tr>
<th>Program</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receiving Title 1 Instruction</td>
<td></td>
</tr>
<tr>
<td>Enrolled in English to Speaker of other Languages (ESOL)</td>
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<tr>
<td>Enrolled in Gifted Program</td>
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<tr>
<td>Receiving Special Educational Intervention Program</td>
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<tr>
<td>Participating in Remedial Education Program</td>
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<tr>
<td>Reading resource, Speech,...</td>
<td></td>
</tr>
<tr>
<td>Qualified for Special Education</td>
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</tbody>
</table>

6. Include any additional information you would like to share regarding this class.
School Profile
LaGrange College
Department of Education

What is the mission statement of your school?

1. This school is (check all that apply)
   ___Pre-K – 5  
   ___K-5  
   ___Middle School  
   ___High School  
   ___Title 1  
   ___Charter School  
   ___Magnet School – Type ____________________________  
   ___Other (Please describe) ____________________________

3. How many students are in the school? ___Male ___Female ___Total

4. What percentage of students in your school is eligible to receive free/reduced lunches? ______

5. How many teachers are in the school? _____

6. How many teachers are at your grade level or department? _____

7. What is the number of support staff?
   ___Media Specialist  ___Reading Coach  ___Math Coach
   ___Administrators  ___Counselor(s)  ___School Nurse(s)
   ___Other (Please explain.)______________________________

8. With respect to the following categories, what is the school percentage for each of the following:
   ___African American  ___American Indian  ___Other
   ___White  ___Multi-Racial
   ___Hispanic  ___Asian
LaGrange College
Department of Education
Technology Resource Survey
To be completed on Tk20

Teacher Candidate__________________________

Cooperating Teacher__________________________

Computer Competency Met?______________

School_______________________________________________

School Technology:


   If yes, how many computers available in each lab? _____
   If yes, are these computers available to all teachers and all classes? ____yes____ no
   If yes, what types of software are available:
      Word processing program: __________________________
      Spreadsheet: _____________________________________
      Presentation Program _______________________________
      Other: ____________________________________________

2. Computers available in media center: ____yes ____no

   If yes, how many computers? ______
   If yes, are these computers available to all teachers and all classes? ____yes____ no
   If yes, what types of software are available:
      Word processing program: __________________________
      Spreadsheet: _____________________________________
      Presentation Program _______________________________
      Other: ____________________________________________

3. Computer Carts: ____ yes ____ no  
   If yes, number of carts: _____  
   If yes, how many computers are on a single cart? ___  
   Can teacher candidates check out carts: ___  
   Where are carts kept?  
   ____________________________________________________________  
   ____________________________________________________________

4. Software:  
   Can teacher candidates check out software? ____ yes ____ no  
   List all software that is available for teacher candidates:

5. Projection devices: ____ yes ____ no  
   If yes, how many? _____  
   (scanner, desktop projector, television with scan card, LCD projection panel, etc.)  
   Where are projection devices kept? ____________________________________  
   Can teacher candidates check out projection devices? ____ yes ____ no

6. Digital Cameras: ____ yes ____ no  
   Can teacher candidates check out digital cameras? ____ yes ____ no

Name of individuals who can assist you in locating and using technology in your school:

Name and Position:  
___________________________________________________________  
InTech Certified: _______ yes ___________no

Name and Position:  
___________________________________________________________  
InTech Certified: _______ yes ___________no

Name and Position:  
___________________________________________________________  
InTech Certified: _______ yes ___________no

Name and Position:  
___________________________________________________________  
InTech Certified: _______ yes ___________no
Classroom Technology:

1. Number of computers for teacher use: ____
   
   Connected to internet: ___ yes ____ no

2. Number of computers for student use: ____
   
   Connected to internet: ___yes ____ no

3. Types of software available on teacher workstation(s):
   
   Word processing program: ____________________________
   
   Spreadsheet: _____________________________
   
   Presentation Program _____________________________
   
   Other: _____________________________

4. Types of software available on student workstation(s):
   
   Word processing program: ____________________________
   
   Spreadsheet: ____________________________
   
   Presentation Program ____________________________
   
   Other: ____________________________

5. Projection Device: ____ yes ____ no
   
   If yes, what type of device? ____________________________

6. Digital Cameras: ____ yes ____ no

7. Write a brief narrative describing how technology is used in the classroom in which you are placed.

   __________________________________________________
   
   __________________________________________________
   
   __________________________________________________
   
   __________________________________________________
   
   __________________________________________________
   
   __________________________________________________
   
   __________________________________________________
8. How will you use technology to support your vision of learning?

___________________________________________________________________________
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9. Is there software designed to enhance lessons specific to content areas? _____ yes or no

If yes, please list the software available to each content area:

Language Arts:
___________________________________________________________________________
___________________________________________________________________________

Math:
___________________________________________________________________________
___________________________________________________________________________

Science:
___________________________________________________________________________
___________________________________________________________________________

Social Studies:
___________________________________________________________________________
___________________________________________________________________________
Candidate’s Reflective Assessment of Instructional Practice Sheet

Teacher Candidate: _______________________________ School: ____________________
Grade Level: ___________ Subject: _________________ Date: ________________

Concept or Topic: ________________________________________________________

Instructional Goals and Objectives____________________________________________
________________________________________________________________________

Instructions to Teacher Candidate: Attach directions or assignment that engages students in
learning about the concept or topic noted above. Provide several samples of student work on this
assignment. The samples should reflect the full range of student ability in your class and include
feedback you provided to the students on their papers.
Write a brief commentary about the assignment, answering the following questions:

1. What is the context of the assignment in terms of students’ prior knowledge and other
topics they have been studying?

2. What do the samples of student work tell you about the students’ level of understanding?

3. How successful was the lesson? Did the students learn what you intended for them to
learn? To what extent were your goals and objectives appropriate for your students?

4. How effective were your instructional strategies? What changes would you make in your
instructional approaches if you taught this lesson again? Why?

5. What do you plan to do next with these students?

Adapted from: Enhancing Professional Practice: A Framework to Teaching (1996) by Charlotte Danielson
Cooperating Teacher - Shared Vision  
LaGrange College  
Department of Education

Candidate’s Name _____________________________________________________

Cooperating Teacher’s Name __________________________________________

The cooperating teacher should complete this vision statement during the candidate’s first week of field experience in the classroom/school. Make sure to note things which are important for the candidate’s successful performance and development as a classroom teacher. You should consider these factors in addition to others:

- open communication
- preparation for classroom teaching
- timeliness
- feedback regarding candidate’s needs
- feedback regarding candidate’s perceived strengths and weaknesses

After the candidate completes his/her vision, the candidate and cooperating teacher will share/discuss their visions for this semester. A shared vision for the semester should result from this early communicative process.

The candidate will retain a copy of this vision statement in their field experience notebook and will provide a copy to supervising faculty.

<table>
<thead>
<tr>
<th>Things I Need From the Candidate Teacher</th>
<th>Things I Think the Candidate Teacher Needs From Me</th>
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</thead>
</table>

This form has been adapted from Emory University’s Division of Educational Studies Field Experiences Handbook, 2006-2007.
Department of Education  
LaGrange College  
Cooperating Teacher Biographical Information  
To be completed on Tk20  
		 Date ______________

Name ________________________________________________________________

Name of School and Location ______________________________________________
_______________________________________________________________________

Check Type of Georgia Certification held or for which you can qualify:
○ 7 Year Professional (Doctorate)
○ 6 Year Professional (Specialist)
○ 5 Year Professional (Masters)
○ 4 Year Professional (Bachelors)

Field(s):
○ Early Childhood (P-5)
○ Elementary (P-8)
○ Middle Grades (4-8)
	List areas of concentration: ____________________________________________

○ Secondary Education (Grades 6-12) List approved teaching fields: ______________
__________________________________________________________________________

○ Administration/Supervision, Counseling, Media
○ Special Education (Specify Area[s] ____________________________

Other ______________________________________________________________________________

Ethnicity:
_____ American Indian   _____ Black Non-Hispanic   _____ Mixed  
_____ Asian          _____ White Non-Hispanic   _____ Pacific Islander  
_____ Alaskan Native _____ Hispanic          _____ Other

Teaching Experience:

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<tr>
<th>School</th>
<th>County</th>
<th>Began</th>
<th>Ended</th>
<th>Number of School Years</th>
<th>Nature of Work (Specify what grades and subjects)</th>
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Teacher Support Specialist Endorsement (TSS) _____ yes _____ no