Field Experiences and Clinical Practice Handbook

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Department of Education
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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 pre-service B.A. Program in Early Childhood Education; pre-service M.A.T. programs in Middle Grades Education and five content areas of Secondary Education (mathematics, English, history, and biology); 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 the framework. After attending a conference on conceptual frameworks, these faculty members looked at the conceptual frameworks developed by other colleges, and the faculty 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 Education Department’s 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, the faculty’s, commitment to diversity, technology, professional and state standards, and candidate performance in terms of desired professional knowledge, skills, and dispositions. The faculty retained the original three core tenets, but also elaborated on each of these tenets 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 2008, 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 to recommend and suggest 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 that 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 the Initial (pre-service) and Advanced (in-service) 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 the candidates’ 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 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 candidates’ professional skills, and a third focused on candidates’ 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 at LaGrange College at both Initial (pre-service) and Advanced (in-service) 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 the teachers 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, these teachers 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, candidates 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 the candidates’ 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 the
Department’s Ed.S. candidates, preparing candidates to become effective teacher leaders with specific coursework through a disciplined research approach is the desired outcome.

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 the abilities, interests, and needs of candidates, 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 M.A.T. 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 M.A.T., 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 farther and offers candidates the pedagogical knowledge and theoretical constructs specific to educational practice. Content knowledge of our Middle Grades M.A.T. 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 M.A.T. 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 everyday life to make subject matter meaningful.
- Candidates carefully select and use a wide variety of resources, including available technology, to deepen the candidate’s 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, curricula are 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 the candidates 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 these experiences 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). To develop these linkages as candidates learn how to plan, deliver, and assess instruction, we focus candidates on interrelationships between society and its institutions, on the 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 & 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 these students.

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 & 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 (Kincheloe, 2005; McEwan, 1996).

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 this preparation 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 candidates or students 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 these teachers 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.”

**Undergirding 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 own 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, the candidates’ 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, these candidates 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.

Alignment of the Conceptual Framework Tenets and Related Competencies with State and National Standards, Courses in Programs, and Key Assessments in Initial Programs

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 M.A.T. 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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**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 teacher 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>1.0 Enthusiastic Engagement in Learning</th>
<th>2.0 Exemplary Professional Teaching Practices</th>
<th>3.0 Caring and Supportive Classrooms and Learning Communities</th>
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The B.A. Program in Early Childhood Education

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### Table CF-2
Alignment of Courses in Programs with the Conceptual Framework Tenets and Their Related Competencies (Continued)

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#### The B.A. Program in Secondary History Education

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### Table CF-2
Alignment of Courses in Programs with the Conceptual Framework Tenets and Their Related Competencies (Continued)

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# Table CF-2
## Alignment of Courses in Programs with the Conceptual Framework Tenets and Their Related Competencies (Continued)

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</tr>
<tr>
<td></td>
<td>1.3: Learners</td>
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### M.A.T. Programs in Middle Grades and Secondary Education

<table>
<thead>
<tr>
<th>Course</th>
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<td>EDUC 5020a, 21a, 22a, 23a: Methods, Teaching, and Learning</td>
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<td>D</td>
<td>D</td>
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<td>EDUC 5020b, 21b, 22b, 23b: Methods, Teaching, and Learning</td>
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<td>I</td>
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<td>EDUC 5070: Internship I</td>
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<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
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<tr>
<td>EDUC 5070: Internship II</td>
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<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
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<td>EDUC 6030: Problems in Reading</td>
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<tr>
<td>EDUC 6040: Foundations of Curriculum and Instruction</td>
<td>I</td>
<td>I</td>
<td>I</td>
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<td>I</td>
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### Reading Concentration:

<table>
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<tr>
<th>Course</th>
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<th>3.1</th>
<th>3.2</th>
<th>3.3</th>
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<tbody>
<tr>
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<td>D</td>
<td>D</td>
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<td>D</td>
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<td>D</td>
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<tr>
<td>EDUC 5070: Assessing and Improving Literacy</td>
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<td>D</td>
<td>D</td>
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<td>D</td>
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<tr>
<td>EDUC 5080: Essentials of Adolescent Literature</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
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<tr>
<td>EDUC 5090: Foundations of Reading Theories</td>
<td>I</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>I</td>
<td>D</td>
<td>D</td>
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Table CF-2
Alignment of Courses in Programs with the Conceptual Framework Tenets and Their Related Competencies (Continued)

<table>
<thead>
<tr>
<th>Key Assessments in Initial Programs</th>
<th>Aligned with Conceptual Framework Tenets and Their Clusters of Related Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.0 Enthusiastic Engagement in Learning</td>
</tr>
<tr>
<td></td>
<td>Knowledge of: 1.1: Content 1.2: Curriculum 1.3: Learners</td>
</tr>
<tr>
<td>1.1</td>
<td>1.2</td>
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**M.Ed. Program in Curriculum and Instruction**

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 6015: Educational Assessment and Decision Making in the Content Areas</td>
<td>I I I</td>
<td>D D D</td>
</tr>
<tr>
<td>EDUC 6035: Social Foundations</td>
<td>I I I</td>
<td>D D D</td>
</tr>
<tr>
<td>EDUC 6066: Issues in Curriculum and Instruction</td>
<td>I I</td>
<td>D D D</td>
</tr>
<tr>
<td>EDUC 6050: Historical Perspectives in Education</td>
<td>I I</td>
<td>D D D</td>
</tr>
<tr>
<td>EDUC 6080: Education of Culturally Diverse Students in the Content Areas</td>
<td>I I</td>
<td>D D D</td>
</tr>
<tr>
<td>EDUC 6065: Reading in the Content Areas</td>
<td>I I</td>
<td>D D D</td>
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**Research Sequence:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Alignment</th>
</tr>
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<tbody>
<tr>
<td>EDUC 6090: Research and Thesis Preparation</td>
<td>I I I</td>
<td>I I I I I I I I</td>
</tr>
<tr>
<td>EDUC 6100: Theories of Constructivist Learning</td>
<td>D D</td>
<td>D D D</td>
</tr>
<tr>
<td>EDUC 6200: Internship in the Content Areas</td>
<td>P P P</td>
<td>P P P P P P</td>
</tr>
<tr>
<td>EDUC 6300: Graduate Thesis Seminar</td>
<td>P P P</td>
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**Ed.S. Program in Curriculum and Instruction**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Alignment</th>
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<tbody>
<tr>
<td>EDUC 7035: Leadership in Curriculum and Instruction</td>
<td>I I I I</td>
<td>I I I I</td>
</tr>
<tr>
<td>EDUC 7050: Comparative Education I</td>
<td>I I I I</td>
<td>I I I I</td>
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<tr>
<td>EDUC 7060: Comparative Education II</td>
<td>P P P P</td>
<td>P P P</td>
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<tr>
<td>EDUC 7080: Theories and Models of Leadership</td>
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<td>D D D D</td>
</tr>
<tr>
<td>EDUC 7015: Management and Analysis of Educational Data</td>
<td>D D D D</td>
<td>D D D D</td>
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<tr>
<td>EDUC 7070: Internship in Leadership in Curriculum and Instruction</td>
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**Research Sequence:**

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<tr>
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<tbody>
<tr>
<td>EDUC 7090: Research Methods</td>
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<tr>
<td>EDUC 7100: Research Topics and Methodology</td>
<td>D D</td>
<td>D D D D</td>
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<tr>
<td>EDUC 7200: Directed Research Seminar</td>
<td>P P P P</td>
<td>P P P</td>
</tr>
<tr>
<td>EDUC 7300: Specialist Project Seminar</td>
<td>P P P P</td>
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24
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>1.0 Enthusiastic Engagement in Learning</th>
<th>2.0 Exemplary Professional Teaching Practices</th>
<th>3.0 Caring and Supportive Classrooms and Learning Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Knowledge of:</td>
<td>Skills of:</td>
<td>Dispositions of:</td>
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<tr>
<td></td>
<td>1.1: Content</td>
<td>2.1: Planning</td>
<td>3.1: Reflection</td>
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<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>
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<tr>
<td></td>
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<td>1.2</td>
<td>1.3</td>
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<tr>
<td>Two Standardized State Examinations</td>
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<td>X</td>
<td>X</td>
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<tr>
<td>• GACE Basic Skills Test</td>
<td>X</td>
<td>X</td>
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<tr>
<td>• GACE Content Test</td>
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<td>Standards –Based Embedded Candidate Assessment (SBECA)</td>
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<tr>
<td>The Lesson Plan Evaluation Instrument (LPEI)</td>
<td>X</td>
<td>X</td>
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<tr>
<td>The Professional Dispositions Evaluation (PDE)</td>
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<td>X</td>
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<tr>
<td>The Teaching Performance Observation Instrument (TPOI)</td>
<td>X</td>
<td>X</td>
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<tr>
<td>The Teacher Work Sample (TWS)</td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td>The First-Year Survey (FYS) of Graduates and Their Principals</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td></td>
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</table>

X indicates that the assessment is aligned with the concept.
Table CF-4
Alignment of Key Assessments in Advanced Programs
with the Conceptual Framework Tenets and Their Related Competencies

<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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<tbody>
<tr>
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<td>1.0 Enthusiastic Engagement in Learning</td>
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<td>Knowledge of:</td>
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<td>1.1: Content</td>
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<tr>
<td></td>
<td>1.2: Curriculum</td>
</tr>
<tr>
<td></td>
<td>1.3: Learners</td>
</tr>
<tr>
<td>Research Proposal (RP)</td>
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<td>Research Defense (RD)</td>
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<td>Cognate Course Grades (CCG)</td>
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<td>Pedagogical Content Course Grades (PCCG)</td>
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<tr>
<td>Exit Survey (ES)</td>
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<tr>
<td>First Year Survey (FYS)</td>
<td>X X X X X 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 field trip, or a campus organization social), especially when such situations could be regarded as an adverserefection 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
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 Clinical Practice**

ECE: Students should complete numbers 1-6 on the Application for Student Teaching via their Tk20 account. 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. A candidate must have passed all courses with C or better before being permitted to enroll in clinical practice (yearlong student teaching).

Applications for clinical practice are due midterm in the semester prior to clinical practice. Clinical practice encompasses a full academic year where candidates are engaged in full-time teaching activities under the supervision of a classroom teacher. The Director of Field Placement evaluates applications for clinical practice and makes determination of approval based on academic readiness and satisfactory progress with program and college requirements. Decisions may be appealed to the Chair of the Department.

MAT: A candidate must have passed all first summer and fall semester courses with C or better before being permitted to enroll in Internship II.

**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 unexcused 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 7:30 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 7:30 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(s) 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.

ECE Candidates who do not pass content examinations or fall below a 2.5 GPA will be placed on academic probation by the Department of Education. Candidates must satisfy all deficiencies by the beginning of the next semester or be withdrawn from the Department of Education.

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 and EdTPA.

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.

**GACE**

(Undergraduates) If a junior has not passed the GACE Program Admissions 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 unless they meet the GACE Program Admission Assessment Flexibility Policy.
GACE Program Admission Assessment Flexibility Policy

Well-qualified students who pass two out of three of the GACE Program Admission Assessments and are otherwise admissible to teacher education may be afforded an opportunity to exempt passing all three tests.

Eligibility:

For a prospective student who is not exempt from the GACE Program Admission requirement, passing two of the three tests can qualify the student for admission under the following minimum guidelines.

1. The student must attempt at least twice the assessment component for which a waiver is sought.

2. The student has an admission GPA of at least 3.0.

3. Selection by Faculty to complete a Support Plan

Selection Process:

To qualify for selection for a Support Plan, students must be recommended to the Chair of the Department by at least two fulltime Education Department Faculty (the Faculty). Faculty recommendations must be submitted in writing to the Chair of the Education Department (the Chair). With all deliberate speed, the Chair will present the recommendations to the Faculty for approval. Approval for the Support Plan recommendation is affirmed with a two-thirds yes vote of the Faculty as recorded in a Department Meeting scheduled by the Chair. Faculty not present at the scheduled meeting may cast a vote in abstention by writing the Chair no later than twenty-four hours after the conclusion of the meeting.

Support Plan and Team

Students selected for the Support Plan will be supported by team (the Support Team) comprised of the Field Director and the student’s academic advisor (the Advisor). The Support Team will submit an individualized Support Plan to the Chair for approval. Once approved by the Chair, the student must complete the Support Plan as prescribed by the Support Team before the start of clinical practice (Transition Point 3).
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.

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.

Cooperating Teachers are required to have a minimum of three years of teaching experience as well as hold a professional certification in the content area of certification sought by the candidate. The school/district must confirm that the individuals selected as cooperating teachers are best qualified and received an annual summative performance rating of proficient or satisfactory for the most recent year of experience.

**Professional Development Plan**
The Georgia Intern Keys Effectiveness System (IKES) has 10 performance standards and rubrics which are taken from the Teacher Candidate Assessment on Performance Standards (TAPS). This evaluation provides the evaluator with performance indicators at the proficient level as well as examples of evidence at each performance level. Scores range from Ineffective to 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 Georgia Intern Keys Effectiveness System to document their observations and provide feedback. If a candidate scores “Ineffective” 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 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 long standing 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.
LaGrange College MAT – Internship II Placement Request

This completed form must be submitted to the Director of Field Placement according to the schedule below. Please note that this is only a request and does not guarantee placement outside Troup County.

For those completing Internship II during fall semester: Submit form prior to April 15.
For those completing Internship II during spring semester: Submit form prior to October 15.

Name ________________________________________________________________________

Semester of Internship II _________________________________________________________

Requested School/System (System Name, City, State) __________________________________
______________________________________________________________________________
_______________________________________   ________________________
MAT Teacher Candidate Signature      Date

By signing this request form, I understand and agree to the following:

1. This is only a request form and placement in a system other than the Troup County School System is not guaranteed.
2. I am responsible for paying mileage (.51/mile between school site and LaGrange College) for compensation toward the supervisor for mileage incurred during the required five observations and other visits deemed necessary for successful completion of the course.
3. The Director of Field Placement will identify a supervisor and request his/her agreement in the out-of-county placement.
4. This request will only be confirmed after successful completion of Internship I.
5. If the request is granted, I accept that being placed in a school system outside Troup County will not interfere with classes, seminars, or meetings scheduled on the LaGrange College campus.

By failing to agree/adhere to the above statements, the request will be immediately revoked and placement for Internship II will be confirmed within Troup County.
### GACE Test Selection

<table>
<thead>
<tr>
<th>Assessment Name</th>
<th>Tests</th>
<th>Test Code</th>
<th>Duration</th>
<th>Question Types</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Admission</td>
<td>Test I – Reading</td>
<td>200</td>
<td>2 hours</td>
<td>SR</td>
</tr>
<tr>
<td></td>
<td>Test II – Mathematics</td>
<td>201</td>
<td>2 hours</td>
<td>SR</td>
</tr>
<tr>
<td></td>
<td>Test III – Writing</td>
<td>202</td>
<td>2 hours</td>
<td>SR, CR</td>
</tr>
<tr>
<td></td>
<td>Combined Test I, II, and III</td>
<td>700</td>
<td>5 hours</td>
<td>SR, CR</td>
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</table>

<table>
<thead>
<tr>
<th>Assessment Name</th>
<th>Tests</th>
<th>Test Code</th>
<th>Duration</th>
<th>Question Types</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Education</td>
<td>Test I</td>
<td>001</td>
<td>2.5 hours</td>
<td>SR, CR</td>
</tr>
<tr>
<td></td>
<td>Test II</td>
<td>002</td>
<td>2.5 hours</td>
<td>SR</td>
</tr>
<tr>
<td></td>
<td>Combined Test I and II</td>
<td>501</td>
<td>5 hours</td>
<td>SR, CR</td>
</tr>
</tbody>
</table>

*Note: The Early Childhood Education assessment cannot be used to add this field to a clear renewable teaching certificate. It is intended only for those who have completed a state-approved educator preparation program in this field. Contact the GaPSC for further information.*

<table>
<thead>
<tr>
<th>Assessment Name</th>
<th>Tests</th>
<th>Test Code</th>
<th>Duration</th>
<th>Question Types</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle Grades Language Arts</td>
<td>Middle Grades Language Arts</td>
<td>011</td>
<td>2.5 hours</td>
<td>SR, CR</td>
</tr>
<tr>
<td>Middle Grades Mathematics</td>
<td>Middle Grades Mathematics</td>
<td>013</td>
<td>2.5 hours</td>
<td>SR</td>
</tr>
<tr>
<td>Middle Grades Reading</td>
<td>Middle Grades Reading</td>
<td>012</td>
<td>2.5 hours</td>
<td>SR</td>
</tr>
<tr>
<td>Middle Grades Science</td>
<td>Middle Grades Science</td>
<td>014</td>
<td>2.5 hours</td>
<td>SR</td>
</tr>
<tr>
<td>Middle Grades SocialScience</td>
<td>Middle Grades Social Science</td>
<td>015</td>
<td>2.5 hours</td>
<td>SR</td>
</tr>
<tr>
<td>Assessment Name</td>
<td>Tests</td>
<td>Test Code</td>
<td>Duration</td>
<td>Question Types</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------------------</td>
<td>-----------</td>
<td>----------</td>
<td>----------------</td>
</tr>
<tr>
<td>Biology</td>
<td>Test I</td>
<td>026</td>
<td>2.5 hours</td>
<td>SR</td>
</tr>
<tr>
<td></td>
<td>Test II</td>
<td>027</td>
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<td>SR</td>
</tr>
<tr>
<td></td>
<td>Combined Test I and II</td>
<td>526</td>
<td>5 hours</td>
<td>SR</td>
</tr>
<tr>
<td>English</td>
<td>Test I</td>
<td>020</td>
<td>2.5 hours</td>
<td>SR, CR</td>
</tr>
<tr>
<td></td>
<td>Test II</td>
<td>021</td>
<td>2.5 hours</td>
<td>SR, CR</td>
</tr>
<tr>
<td></td>
<td>Combined Test I and II</td>
<td>520</td>
<td>5 hours</td>
<td>SR, CR</td>
</tr>
<tr>
<td>History</td>
<td>Test I</td>
<td>034</td>
<td>2.5 hours</td>
<td>SR</td>
</tr>
<tr>
<td></td>
<td>Test II</td>
<td>035</td>
<td>2.5 hours</td>
<td>SR</td>
</tr>
<tr>
<td></td>
<td>Combined Test I and II</td>
<td>534</td>
<td>5 hours</td>
<td>SR</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Test I</td>
<td>022</td>
<td>2.5 hours</td>
<td>SR</td>
</tr>
<tr>
<td></td>
<td>Test II</td>
<td>023</td>
<td>2.5 hours</td>
<td>SR</td>
</tr>
<tr>
<td></td>
<td>Combined Test I and II</td>
<td>522</td>
<td>5 hours</td>
<td>SR</td>
</tr>
</tbody>
</table>
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

edTPA - Educational Teacher Performance Assessment; a portfolio assessment for teacher candidates completed during student teaching or Internship II

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 (SBCEA)–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)

Georgia Intern Keys Effectiveness System (IKES) – tool used by supervising faculty when observing candidates teaching lesson in schools
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. Attendance to parent-teacher organizations, faculty meetings, and similar functions.
11. Familiarization with information on cumulative records.
12. Familiarization with various standardized and end-of-course tests used by the school system.
14. Visits to other classrooms to observe developmental differences in children, differences in curricular activities and different teaching styles.
15. Assistance with cafeteria duty, morning and afternoon activities and all such activities that teachers are commonly called upon to perform.
16. Familiarization with the referral systems to counselors, psychologists, social workers, child neglect/abuse specialists, mental health specialists, and other support personnel.
17. 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.)
18. Accession of professional and instructional materials in the school (films, manuals, supplementary texts, videotapes, books, pamphlets, software, etc.)
19. Familiarization with pertinent parts of the school policy manual as well as state and local school policies and procedures.
20. Utilization of all available materials for yearly planning such as the Georgia Performance Standards, school system pacing guides, and school guides.
21. 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, LaGrangeCollege, 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 Georgia Intern Keys Effectiveness System (IKES) one to four times (depending on the teacher candidate’s progress in the department) on Tk20.
• Complete the Professional Disposition Evaluation at midterm and at the end of the field experience on TK20.
• 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.
<table>
<thead>
<tr>
<th>Semester or Term</th>
<th>Course</th>
<th>Field Experience or Clinical Practice Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite</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>
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<tr>
<td><strong>Spring</strong></td>
<td><strong>Sophomore Year</strong></td>
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<tr>
<td>Prerequisite</td>
<td>EDUC 4459 Special Needs and Exceptional Children</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.</td>
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<tr>
<td>Prerequisite</td>
<td>EDUC 3342 Child Development Practicum</td>
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<tr>
<td><strong>Fall</strong></td>
<td><strong>Junior Year</strong></td>
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<tr>
<td>Prerequisite</td>
<td>EDUC 3354 Fundamentals of Reading Instruction I</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.</td>
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<tr>
<td>Prerequisite</td>
<td>EDUC 4360 Curriculum and Accountability in Elementary Grades</td>
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<tr>
<td>Prerequisite</td>
<td>MATH 3310 Mathematics for Early Childhood Education</td>
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<td>Prerequisite</td>
<td>EDUC 3356 Integrating Specialty Areas into Classroom Instruction</td>
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<tr>
<td>Prerequisite</td>
<td>EDUC 4461 Diversity in Elementary Classroom I</td>
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<tr>
<td>Prerequisite</td>
<td>EDUC 3319 Math Methods in Early Childhood Education</td>
<td>A minimum of 75 hours in an assigned classroom at either third, fourth, or fifth grade level, gradually progressing from working with individual students to working with small groups to working with the entire class.</td>
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<tr>
<td>Prerequisite</td>
<td>EDUC 3355 Fundamentals of Reading Instruction II</td>
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<td>Prerequisite</td>
<td>EDUC 4449 Classroom Technology</td>
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<td>Prerequisite</td>
<td>EDUC 4457 Social Studies Methods</td>
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<tr>
<td>Prerequisite</td>
<td>EDUC 4462 Diversity in Elementary Classroom II</td>
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<td><strong>Fall</strong></td>
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</tr>
<tr>
<td>Prerequisite</td>
<td>EDUC 4490a Clinical Practice I</td>
<td>Clinical Practice (I) Placement in a full-time student teaching experience.</td>
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<tr>
<td>Prerequisite</td>
<td>EDUC 3317 Science Methods</td>
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<tr>
<td>Prerequisite</td>
<td>EDUC 4356 Fundamentals of Reading Instruction III</td>
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<td>Prerequisite</td>
<td>EDUC 4463 Diversity in Elementary Classroom III</td>
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<td><strong>Spring</strong></td>
<td><strong>Senior Year</strong></td>
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<tr>
<td>Prerequisite</td>
<td>EDUC 4490b Clinical Practice II</td>
<td>Clinical Practice (II) Placement in a full-time student teaching experience. Complete the edTPA portfolio during solo-teaching (minimum two weeks).</td>
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<td>Prerequisite</td>
<td>EDUC 4410 Approaches and Issues in Education Assessment</td>
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<tr>
<td>Prerequisite</td>
<td>EDUC 4480 Senior Seminar</td>
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</table>
Notes: 1. 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.

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

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 who do not pass content examinations or fall below a 2.5 GPA will be placed on academic probation by the Department of Education. Candidates must satisfy all deficiencies by the beginning of the next semester or be withdrawn from the Department of Education.
### Sophomore B.A. ECE Programs Field Placement Assessment Schedule

<table>
<thead>
<tr>
<th>Spring ECE Sophomore (EDUC 2000)</th>
<th>Candidate Artifacts</th>
<th>Cooperating Teacher **</th>
<th>Teaching/Supervising Faculty</th>
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<td>Self-PDE (final)</td>
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<td>Lesson Plan 1* &amp; Self-LPEI 1</td>
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<td>School Profile</td>
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<td>Prof Activities &amp; Contacts Log</td>
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<td>Time Log</td>
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* Use “file” from forms list as placeholder.

** All Cooperating Teacher assessments can be viewed by the Teaching Faculty, but not by the candidates.

- Yes to ALLOW ADDITIONAL ARTIFACTS
- Yes to ENFORCE COMPLETION OF BINDERS
- No to ALLOW STUDENTS SUBMISSIONS AFTER ASSESSMENT
<table>
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<th>Candidate Artifacts</th>
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<th>Teaching/Supervising Faculty</th>
</tr>
</thead>
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| **Fall ECE Junior (EDUC 3000)** | Self-PDE(midterm)  
Self-PDE (final)  
Self-IKES 1  
Self-IKES 2  
Lesson Plan 1* & Self-LPEI 1  
Lesson Plan 2* & Self-LPEI 2  
School Profile  
Demographics of Classroom  
Diversity  
Technology Resource Survey  
Prof Activities & Contacts Log  
Time Log  
Application for Student Teaching ECE | Biographical  
IKES 1  
PDE (midterm and final)                                                                                                                                | IKES 2  
LPEI Evaluation  
PDE (midterm and final)                                                                                                           |
| **Spring ECE Junior (EDUC 3000)** | Self-PDE(midterm)  
Self-PDE (final)  
Self-IKES 1  
Self-IKES 2  
Self-IKES 3  
Lesson Plan 1* & Self-LPEI 1  
Lesson Plan 2* & Self-LPEI 2  
Lesson Plan 3* & Self-LPEI 3  
School Profile  
Demographics of Classroom  
Diversity  
Technology Resource Survey  
Prof Activities & Contacts Log  
Time Log  
Application for Student Teaching ECE | Biographical  
IKES 1  
PDE (midterm)  
IKES 2  
PDE (final)                                                                                                                                   | IKES 1  
PDE (final)  
Recommendation for Student Teaching                                                                                                                  |
| **Fall Secondary Junior (EDUC 3950a)** | Self-PDE(midterm)  
Self-PDE (final)  
Self-IKES 1  
Self-IKES 2  
Lesson Plan 1* & Self-LPEI 1  
Lesson Plan 2* & Self-LPEI 2  
School Profile  
Demographics of Classroom  
Diversity  
Technology Resource Survey  
Prof Activities & Contacts Log  
Time Log  
Application for Student Teaching ECE | Biographical  
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PDE (midterm)                                                                                                                                  | PDE (midterm)  
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LPEI 1  
IKES 2  
LPEI 2  
PDE (final)                                                                                                                                |
| **Spring Secondary Junior (EDUC 3950b)** | Self-PDE(midterm)  
Self-PDE (final)  
Self-IKES 1  
Self-IKES 2  
Lesson Plan 1* & Self-LPEI 1  
Lesson Plan 2* & Self-LPEI 2  
School Profile  
Demographics of Classroom  
Diversity | Biographical  
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PDE (midterm)                                                                                                                                  | PDE (midterm)  
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LPEI 1  
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PDE (final)  
Recommendation for Student Teaching                                                                                                                  |
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<th>Technology Resource Survey</th>
<th>Prof Activities &amp; Contacts Log</th>
<th>Time Log</th>
<th>Application for Student Teaching SEC</th>
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** All Cooperating Teacher assessments can be viewed by the Teaching Faculty, but not by the candidates.

- Yes to **ALLOW ADDITIONAL ARTIFACTS**
- Yes to **ENFORCE COMPLETION OF BINDERS**
- No to **ALLOW STUDENTS SUBMISSIONS AFTER ASSESSMENT**
### Senior B.A. ECE Programs Field Placement Assessment Schedule

<table>
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<tr>
<th>Fall ECE Senior (EDUC 4490a)</th>
<th>Candidate Artifacts</th>
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<td>Prof Activities &amp; Contacts</td>
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<td>Time Log</td>
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<table>
<thead>
<tr>
<th>Spring ECE Senior (EDUC 4490b)</th>
<th>Candidate Artifacts</th>
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<th>Teaching/Supervising Faculty</th>
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<td>Self-PDE (final)</td>
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<td>*** edTPA Portfolio</td>
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</tbody>
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* Use “file” from forms list as placeholder.
** All Clinical Faculty assessments can be viewed by the Teaching Faculty, but not by the candidates.
*** edTPA has replaced the Teacher Work Sample

- Yes to ALLOW ADDITIONAL ARTIFACTS
- Yes to ENFORCE COMPLETION OF BINDERS
- No to ALLOW STUDENTS SUBMISSIONS AFTER ASSESSMENT
## Senior B.A. SECONDARY Programs Field Placement Assessment Schedule

<table>
<thead>
<tr>
<th>Fall Secondary Senior Seminar (EDUC 4485)</th>
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<th>Teaching/Supervising Faculty</th>
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<td>Prof Activities &amp; Contacts Log</td>
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<thead>
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<th>Spring Secondary Senior Seminar (EDUC 4491)</th>
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<th>Teaching/Supervising Faculty</th>
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<td>LPEI 3</td>
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<td>School Profile</td>
<td>Recommendation for</td>
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<td></td>
<td>Demographics of Classroom Diversity</td>
<td>Student Teaching</td>
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<td>Technology Resource Survey</td>
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<td>Prof Activities &amp; Contacts Log</td>
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<td>Time Log</td>
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<td></td>
<td>*** edTPA Portfolio</td>
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</table>

* Use “file” from forms list as placeholder.
** All Cooperating Teacher assessments can be viewed by the Teaching Faculty, but not by the candidates.
*** edTPA has replaced the Teacher Work Sample

- Yes to ALLOW ADDITIONAL ARTIFACTS
- Yes to ENFORCE COMPLETION OF BINDERS
- No to ALLOW STUDENTS SUBMISSIONS AFTER ASSESSMENT
<table>
<thead>
<tr>
<th>Semester or Term</th>
<th>Course</th>
<th>Field Experience or Clinical Practice Requirements</th>
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</thead>
</table>
| **Summer I**    | EDUC 5000 Summer Field Experience  
EDUC 6040 Foundations of Curriculum and Instruction  
EDUC 6010 Assessment and Accountability OR  
EDUC 5070 Assessing and Improving Literacy | 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 edTPA portfolio during solo-teaching. |
| **Summer II** | EDUC 6030 Problems in Reading  
EDUC 5080 Essentials of Adolescent Literature | |

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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
# MAT Programs Field Placement Assessment Schedule

<table>
<thead>
<tr>
<th></th>
<th>Candidate Artifacts</th>
<th>Cooperating Teacher **</th>
<th>Teaching/Supervising Faculty</th>
</tr>
</thead>
</table>
| **Fall MAT Internship I (EDUC 5700A)** | Self-IKES 1  
Self-IKES 2  
Self-IKES 3  
Lesson Plan 1 * & Self-LPEI 1  
Lesson Plan 2 * & Self-LPEI 2  
Lesson Plan 3 * & Self-LPEI 3  
Self-PDE (midterm)  
Self-PDE (final)  
School Profile  
Demographics of Classroom Diversity  
Technology Resource Survey  
Prof. Activities & Contacts Log  
Time Log  
Application for MAT Internship II | Biographical (MAT)  
IKES 1  
PDE (midterm)  
IKES 2  
PDE (final) | LPEI 1  
IKES 1  
LPEI 2  
IKES 2  
MAT PDE (midterm)  
LPEI 3  
IKES 3  
MAT PDE (final)  
Recommendation for Internship II |
|                      | Self-IKES 1  
Self-IKES 2  
Self-IKES 3  
Self-IKES 4  
Self-IKES 5  
Lesson Plan 1 * & Self-LPEI 1  
Lesson Plan 2 * & Self-LPEI 2  
Lesson Plan 3 * & Self-LPEI 3  
Lesson Plan 4 * & Self-LPEI 4  
Lesson Plan 5 * & Self-LPEI 5  
Self-PDE (midterm)  
Self-PDE (final)  
MAT Self Growth Instrument  
School Profile  
Demographics of Classroom Diversity  
Technology Resource Survey  
Prof. Activities & Contacts Log  
Time Log  
*** edTPA Portfolio | Biographical (MAT)  
IKES 1  
PDE (midterm)  
IKES 2  
PDE (final) | LPEI 1  
IKES 1  
LPEI 2  
IKES 2  
MAT PDE (midterm)  
LPEI 3  
IKES 3  
MAT PDE (final)  
MAT Growth Instrument  
*** edTPA Portfolio |

* Use “file” from forms list as placeholder.  
** All Cooperating Teacher assessments can be viewed by the Teaching Faculty, but not by the candidates.  
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- Yes to **ALLOW ADDITIONAL ARTIFACTS**  
- Yes to **ENFORCE COMPLETION OF BINDERS**
➢ No to ALLOW STUDENTS SUBMISSIONS AFTER ASSESSMENT
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Page 79  TPOI / Assessment Cycle Flow Chart and Teaching Performance Observation Instrument (TPOI) and Rubric

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Page 87  Code of Ethics for Georgia educators
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Teacher Candidate Forms
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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,
Jana Austin
Director of Field Placement
LaGrange College Department of Education
jbaustin@lagrange.edu
706-880-8984

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. Pre-school 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 Name    First Name    Middle/Maiden Name    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.

________________________________________________________________________

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

Please complete and return to:

Jana Austin  
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____________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

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LaGrange College Education Department
Lesson Plan Template

Learning Segment Planning

<table>
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<th>Central Focus:</th>
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<tbody>
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<td>Standard(s):</td>
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<td>Learning Goals and EQs</td>
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Language Function

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<th>Syntax (Supports for Language Development):</th>
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Prior Academic Knowledge and Concepts:

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<th>Whole Class:</th>
<th>Groups of Learners (IEP/504/Gifted/EIP/ESOL/ect):</th>
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Prior Personal, Cultural, and/or Community Knowledge and Assets:

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<tr>
<th>Whole Class:</th>
<th>Groups of Learners (IEP/504/Gifted/EIP/ESOL/ect):</th>
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</thead>
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Common Errors/ Misunderstandings:

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<th>Whole Class:</th>
<th>Groups of Learners (IEP/504/Gifted/EIP/ESOL/ect):</th>
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Assessment (Formative and Summative)

Evaluative Criteria

Materials Needed:

Day 1

<table>
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<th>Learning Goals and EQs</th>
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<tbody>
<tr>
<td>Launch/Activator:</td>
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<tr>
<td>Instruction (mini lesson):</td>
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Practice:

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<td>ESOL:</td>
<td>Discourse:</td>
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<td>EIP:</td>
<td>Other methods of differentiation</td>
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Other methods of differentiation

| Closure/Summarizer: |
| Assessment/Evidence of Student Learning (Include evidence of differentiation or modifications/accommodations) |

Research Base for Lesson Planning:

Day 2

Learning Goals and EQs
Launch/Activator:
Instruction (mini lesson):
Practice:

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<tr>
<td>Gifted:</td>
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</tr>
<tr>
<td>EIP:</td>
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Other methods of differentiation

| Closure/Summarizer: |
| Assessment/Evidence of Student Learning (Include evidence of differentiation or modifications/accommodations) |

Research Base for Lesson Planning:
### Day 3

<table>
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<td>Instruction (mini lesson):</td>
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<td>Practice:</td>
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<td>Gifted:</td>
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<td>EIP:</td>
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#### Practice:

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<th>Syntax:</th>
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#### Other methods of differentiation

---

#### Closure/Summarizer:

<table>
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#### Research Base for Lesson Planning:

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### Day 4

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#### Practice:

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<th>Syntax:</th>
<th>Discourse:</th>
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</table>

#### Other methods of differentiation

---

#### Closure/Summarizer:

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<th>Include evidence of differentiation or modifications/accommodations</th>
</tr>
</thead>
</table>

---
### Day 5

**Learning Goals and EQs**

**Launch/Activator:**

**Instruction (mini lesson):**

**Practice:**

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<th>Student Use of Academic Language</th>
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<td>Gifted:</td>
<td>Discourse:</td>
</tr>
<tr>
<td>EIP:</td>
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</tr>
</tbody>
</table>

**Other methods of differentiation**

**Closure/Summarizer:**

**Assessment/Evidence of Student Learning**

(Include evidence of differentiation or modifications/accommodations)

**Research Base for Lesson Planning:**
# Lesson Plan Evaluation Instrument (Self-LPEI)

## Self Evaluation of Lesson Plan (LPEI)

<table>
<thead>
<tr>
<th>Name*</th>
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</thead>
<tbody>
<tr>
<td>Date*</td>
</tr>
<tr>
<td>Grade Level &amp; Subject*</td>
</tr>
<tr>
<td>Lesson Plan Title*</td>
</tr>
</tbody>
</table>

### Standard(s)/Objective(s)

What standard(s) are being taught in this lesson? What are the objective(s) of this lesson?*

For your lesson's essential question(s), explain how each of these questions can be used to guide your instruction.*

### Central Focus

What is the central focus of this lesson? What is the purpose of the content you will teach? Why are you teaching this content?*

Answer based on the subject of your lesson:

**Reading/ELA:** Describe how the standards and learning objectives within your lesson address an essential literacy strategy, requisite skill that support the use of the strategy, or a reading/writing connection.

**Math:** Describe how the standards and learning objectives within your lesson address conceptual understanding, procedural fluency, or mathematical understanding/problem solving skills.

**Science/SS:** Describe how the standards and learning objectives within your lesson promote students' ability to use facts, concepts, data, or evidence to understand a science or social studies phenomenon.

### Academic Language and Supports

What language function is used and developed in this lesson?*

What academic language will you teach or develop?*

What supports (syntax) will you provide students with during the lesson in order for
them to successfully use academic language (discourse) to explain their understanding?*

What opportunities will you provide for students to practice content language/vocabulary and develop fluency?*

### Assessment / Evaluation

How did you design or adapt assessments to allow students with specific needs to demonstrate their learning? (IEP/504, gifted, struggling readers, ESOL, underperforming students, etc.)*

How will you observe and/or provide feedback?*

What evidence will you collect to demonstrate students’ understanding and/or mastery of lesson objectives?*

### Materials

What resources can be used to engage students? How did you design or adapt materials to meet the needs of students with specific learning needs?*

### Activating Thinking

How will you introduce the lesson? How will you hook students into the lesson? How did you consider prior academic knowledge, personal knowledge, and interests?*

### Teaching Strategies

What instructional strategies did you choose to use during this lesson?*

Based on your understanding of your students’ prior academic knowledge and personal/cultural/community assets, EXPLAIN why YOU chose the instructional strategies used during this lesson. Support your decisions with research and/or theories.*

Describe how your instructional strategies and planned supports are appropriate for the whole class, individuals, and groups of students with specific learning needs.*

How will you address students’ common misconceptions, misunderstandings, and/or preconceptions?*
<table>
<thead>
<tr>
<th>Summarizing Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>How will you provide closure to the lesson?*</td>
</tr>
</tbody>
</table>


## Supervising Faculty Senior (ECE) Lesson Plan Evaluation Instrument (LPEI)

*Use this instrument to evaluate the candidate’s lesson plan and provide feedback.*

### LESSON PLAN EVALUATION INSTRUMENT (LPEI)

**PLANNING FOR THE WHOLE CHILD**

<table>
<thead>
<tr>
<th>1. How do the candidate’s plans support the active and multimodal nature of young children’s development of language and literacy?</th>
<th>Emerging Performance</th>
<th>Emerging Performance</th>
<th>Proficient Performance</th>
<th>Advanced Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate’s plans are developmentally inappropriate; OR focus solely on one modality for learning; OR There are significant content inaccuracies that will lead to children’s misunderstandings; OR Standards, objectives, learning tasks, and materials are not aligned with each other.</td>
<td>Plans for instruction support language and literacy development using only one modality with little connection to the active nature of children’s learning.</td>
<td>Plans for instruction build on each other to support language and literacy development through at least one modality with connections to the active nature of children’s learning.</td>
<td>Plans for instruction build on each other to support language and literacy development through multiple modalities with clear connections to the active nature of children’s learning. Candidate provides clear examples of the interdisciplinary context in which the learning takes place.</td>
<td></td>
</tr>
</tbody>
</table>
### Planning to Support Varied Learning Needs

<table>
<thead>
<tr>
<th></th>
<th>Emerging Performance</th>
<th>Emerging Performance</th>
<th>Proficient Performance</th>
<th>Advanced Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. How does the candidate use knowledge of the children to support children's varied learning needs?</td>
<td>There is little or no evidence of planned supports; OR Candidate does NOT attend to requirements in IEPs and 504 plans.</td>
<td>The learning experiences are loosely tied to learning objectives and are presented in the same way to all students, with little consideration of differences in the student's learning approaches or needs.</td>
<td>The learning experiences include supports that are tied to the learning objectives and provide some opportunities for children with different learning approaches or needs to learn and/or demonstrate their learning. AND Candidate attends to requirements in IEPs and 504 plans.</td>
<td>The learning experiences include supports that are tied to learning objectives and promote the developmental needs of specific individuals or groups with similar needs. Supports include specific strategies to identify and respond to developmental approximations or misunderstandings. Candidate attends to requirements in IEPs and 504 plans.</td>
</tr>
</tbody>
</table>

### Using Knowledge of Students to Inform Teaching and Learning

<table>
<thead>
<tr>
<th></th>
<th>Emerging Performance</th>
<th>Emerging Performance</th>
<th>Proficient Performance</th>
<th>Advanced Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. How does the candidate use knowledge of the children to justify instructional plans?</td>
<td>Candidate’s justification of learning tasks either is missing; Candidate justifies learning tasks with limited attention to student’s</td>
<td>Candidate justifies why learning tasks (or their adaptations) are</td>
<td>Candidate justifies why learning tasks (or their adaptations) are</td>
<td></td>
</tr>
</tbody>
</table>
OR represents a deficit view of students and their backgrounds. prior learning; OR personal/cultural/community assets. developmentally appropriate using • examples of children’s prior learning; OR examples of personal/cultural/ community assets Candidate makes superficial connections to research and/or developmental theory.

devvelopmentally appropriate using • examples of children’s prior learning AND examples of personal/cultural/ community assets Candidate makes connections to research and/or developmental theory. Candidate’s justification is supported by principles from research and/or developmental theory.

Evidence

<table>
<thead>
<tr>
<th>Emerging Performance</th>
<th>Emerging Performance</th>
<th>Proficient Performance</th>
<th>Advanced Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4. How does the candidate identify and support children's vocabulary development?</strong></td>
<td>Vocabulary identified by the candidate is developmentally inappropriate; OR is not consistent with the central focus; OR learning experience; OR Language supports are missing or</td>
<td>Candidate identifies vocabulary vaguely related to the learning experience or central focus. Plans include general support for vocabulary development.</td>
<td>Candidate identifies vocabulary related to the learning experience and central focus. Plans include general support for vocabulary development.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Candidate identifies vocabulary related to the learning experience and central focus. Plans include targeted support for some children’s use of vocabulary. Instructional supports are</td>
<td></td>
</tr>
</tbody>
</table>
are not aligned with the learning
task.

designed to meet the needs of children with different levels of language development.

<table>
<thead>
<tr>
<th>Evidence</th>
</tr>
</thead>
</table>

### Planning Assessments to Monitor and Support Student Learning

<table>
<thead>
<tr>
<th>5. How are the informal and formal assessments selected or designed to monitor children's active and multimodal development of language and literacy?</th>
<th>Emerging Performance</th>
<th>Emerging Performance</th>
<th>Proficient Performance</th>
<th>Advanced Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>The assessments only provide evidence of one mode of learning. Assessment adaptations required by IEP or 504 plans are NOT made. Assessments are NOT aligned with the central focus and standards/objectives for the learning segment.</td>
<td>The assessments provide limited evidence to monitor children’s active learning during the learning segment. Assessment adaptations required by IEP or 504 plans are made.</td>
<td>The assessments provide evidence to monitor children’s active learning through at least one mode of learning during the learning segment. Assessment adaptations required by IEP or 504 plans are made.</td>
<td>The assessments provide evidence to monitor children’s active learning through multiple modalities of learning throughout the learning segment. Assessment adaptations required by IEP or 504 plans are made. The assessments are strategically designed to allow individuals or groups with specific needs to...</td>
<td></td>
</tr>
<tr>
<td>Evidence</td>
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</tbody>
</table>

demonstrate their learning.
### Supervising Faculty ELA Lesson Plan Evaluation Instrument (LPEI)

*Use this instrument to evaluate the candidate's lesson plan and provide feedback.*

**LESSON PLAN EVALUATION INSTRUMENT (LPEI)**

#### Planning for ELA Understanding

<table>
<thead>
<tr>
<th></th>
<th>Emerging Performance</th>
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<th>Proficient Performance</th>
<th>Advanced Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How do the candidate’s plans build young adolescents’ abilities to comprehend, construct meaning from, interpret, AND/OR respond to complex text?</td>
<td>Candidate’s plans focus solely on literal comprehension of text with little or no connections to constructions of meaning from, interpretation of, OR responses to a complex text. OR There are significant content inaccuracies that will lead to student misunderstandings. OR Standards, objectives, and learning tasks and materials are not aligned with each other.</td>
<td>Candidate’s plans for instruction support young adolescents’ learning of facts and procedures with vague connections between textual references AND • constructions of meaning from, • interpretation of, OR • responses to a complex text.</td>
<td>Candidate’s plans for instruction build on each other to support learning of meanings of complex text with clear connections between textual references AND • constructions of meaning from, • interpretation of, OR • responses to a complex text.</td>
<td>Candidate’s plans for instruction build on each other to support learning of meanings of complex text with clear and consistent connections between textual references AND • constructions of meaning from, • interpretation of, OR • responses to a complex text. Plans support English-Language Arts learning and imply interdisciplinary connections. Level 4 plus: Candidate explains how s/he will use learning tasks and materials to lead students to make clear and consistent connections within English-language arts as well as explicit and relevant interdisciplinary connections.</td>
</tr>
</tbody>
</table>
### Planning to Support Varied Learning Needs

<table>
<thead>
<tr>
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<th>Advanced Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. How does the candidate use knowledge of his/her students to support young adolescents varied learning needs?</td>
<td>There is little or no evidence of planned supports; OR Candidate does NOT attend to requirements in IEPs and 504 plans.</td>
<td>The learning experiences are loosely tied to learning objectives and are presented in the same way to all students, with little consideration of differences in the student's learning approaches or needs.</td>
<td>Planned supports are tied to learning objectives and the central focus with attention to the characteristics of the class as a whole AND Candidate attends to requirements in IEPs and 504 plans.</td>
<td>Planned supports are tied to learning objectives and the central focus. Supports address the needs of specific individuals or groups with similar needs. Supports include specific strategies to identify and respond to preconceptions, common errors, and misunderstandings for the majority of students. Candidate attends to requirements in IEPs and 504 plans.</td>
</tr>
</tbody>
</table>

Evidence
## Using Knowledge of Students to Inform Teaching and Learning

<table>
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<tr>
<th>3. How does the candidate use knowledge of his/her students to justify instructional plans?</th>
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<th>Emerging Performance</th>
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</thead>
<tbody>
<tr>
<td>Candidate’s justification of learning tasks either is missing; OR represents a deficit view of students and their backgrounds.</td>
<td>Candidate justifies learning tasks with limited attention to student’s prior learning; OR personal/cultural/community assets.</td>
<td>Candidate justifies why learning tasks (or their adaptations) are developmentally appropriate using examples of students prior learning; OR • examples of personal/cultural/ community assets Candidate makes superficial connections to research and/or developmental theory.</td>
<td>Candidate justifies why learning tasks (or their adaptations) are developmentally appropriate using examples of students prior learning AND • examples of personal/cultural/ community assets Candidate makes connections to research and/or developmental theory. Candidate’s justification is supported by principles from research and/or developmental theory.</td>
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</table>

### Evidence

## Identifying and Supporting Language Development

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<th>Emerging Performance</th>
<th>Emerging Performance</th>
<th>Proficient Performance</th>
<th>Advanced Performance</th>
</tr>
</thead>
</table>

87
4. How does the candidate identify and support language demands associated with a key ELA learning task?

| Language demands identified by the candidate are not consistent with the selected language function or task. OR Language supports are missing or are not aligned with the language demand(s) for the learning task. | Candidate identifies vocabulary and/or symbols as the major language demand associated with the language function. Attention to additional language demands is superficial. Language supports primarily address definitions of vocabulary and/or symbols. | General language supports address use of vocabulary and/or symbols AND one or more additional language demands (function, syntax, discourse). | Targeted language supports address use of vocabulary and/or symbols, language function, AND one or more additional language demands (syntax, discourse). Language supports are designed to meet the needs of students with different levels of language learning. |

Evidence

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<table>
<thead>
<tr>
<th>Planning Assessments to Monitor and Support Student Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Emerging Performance</strong></td>
</tr>
<tr>
<td>5. How are the informal and formal assessments selected or designed to monitor students' progress toward the standards/objectives?</td>
</tr>
</tbody>
</table>
plans. during the learning segment. segment. The assessments are strategically designed to allow individuals or groups with specific needs to demonstrate their learning.

<table>
<thead>
<tr>
<th>Evidence</th>
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</table>
### Planning for History/SS Understanding

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<th>Emerging Performance</th>
<th>Proficient Performance</th>
<th>Advanced Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. How do the candidate’s plans build students’ understandings</strong></td>
<td>Candidates plans focus solely on facts or a singular interpretation of historical events, a topic/theme, or social studies phenomenon with little to no connections to concepts, interpretations or analyses, and building arguments. There are significant content inaccuracies that will lead to student misunderstandings. OR Standards, objectives, and learning tasks and materials are not aligned with each other.</td>
<td>Candidates plans for instruction support student learning of facts with vague connections to concepts, interpretations or analyses, AND building arguments.</td>
<td>Candidates plans for instruction build on each other to support student learning of facts with clear connections to concepts, interpretations or analyses, AND building arguments.</td>
<td>Candidate plans for instruction build on each other to support student learning of facts with clear and consistent connections to concepts, interpretations or analyses, AND building and supporting arguments. Level 4 plus: Candidate explains how s/he will lead students to build explicit connections between interpretations or analyses AND supporting arguments as well as the central focus of the learning segment.</td>
</tr>
</tbody>
</table>

**Evidence**

### Planning to Support Varied Learning Needs

<table>
<thead>
<tr>
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<th>Emerging Performance</th>
<th>Emerging Performance</th>
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90
2. How does the candidate use knowledge of his/her students to support young adolescents varied learning needs?

<table>
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<tr>
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<tbody>
<tr>
<td>There is little or no evidence of planned supports; OR Candidate does NOT attend to requirements in IEPs and 504 plans.</td>
<td>The learning experiences are loosely tied to learning objectives and are presented in the same way to all students, with little consideration of differences in the student's learning approaches or needs.</td>
<td>Planned supports are tied to learning objectives and the central focus with attention to the characteristics of the class as a whole AND Candidate attends to requirements in IEPs and 504 plans.</td>
<td>Planned supports are tied to learning objectives and the central focus. Supports address the needs of specific individuals or groups with similar needs. Supports include specific strategies to identify and respond to preconceptions, common errors, and misunderstandings for the majority of students. Candidate attends to requirements in IEPs and 504 plans.</td>
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Evidence

Using Knowledge of Students to Inform Teaching and Learning

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<tr>
<th>3. How does the candidate use knowledge of his/her students to justify instructional plans?</th>
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<tr>
<td>Candidate's justification of learning tasks either is missing; OR represents a deficit view of students and their backgrounds.</td>
<td>Candidate justifies learning tasks with limited attention to student’s prior learning; OR personal/cultural/community assets.</td>
<td>Candidate justifies why learning tasks (or their adaptations) are developmentally appropriate using • examples of students prior learning; OR • examples of personal/cultural/ community assets.</td>
<td>Candidate justifies why learning tasks (or their adaptations) are developmentally appropriate using • examples of students prior learning AND • examples of personal/cultural/ community assets.</td>
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<tr>
<td>Evidence</td>
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</table>

### Identifying and Supporting Language Development

<table>
<thead>
<tr>
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<th>Emerging Performance</th>
<th>Proficient Performance</th>
<th>Advanced Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4. How does the candidate identify and support language demands associated with a key history/ss learning task?</strong></td>
<td>Language demands identified by the candidate are not consistent with the selected language function or task. OR Language supports are missing or are not aligned with the language demand(s) for the learning task.</td>
<td>Candidate identifies vocabulary and/or symbols as the major language demand associated with the language function. Attention to additional language demands is superficial. Language supports primarily address definitions of vocabulary and/or symbols.</td>
<td>General language supports address use of vocabulary and/or symbols AND one or more additional language demands (function, syntax, discourse).</td>
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</tbody>
</table>
### Planning Assessments to Monitor and Support Student Learning

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<th>Proficient Performance</th>
<th>Advanced Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. How are the informal and formal assessments selected or designed to monitor students’ progress toward understanding and use of facts, concepts, and interpretations or analyses to build arguments?</td>
<td>The assessments only provide evidence of students' recall of history/social studies facts. OR Candidate does not attend to ANY ASSESSMENT requirements in IEPs and 504 plans</td>
<td>The assessments provide limited evidence to monitor students’ progress toward developing history/social studies understanding and use of facts, concepts, AND interpretations or analyses during the learning segment.</td>
<td>The assessments provide evidence to monitor students’ progress toward developing history/social studies understanding and use of facts, concepts, AND interpretations or analyses during the learning segment.</td>
<td>The assessments provide multiple forms of evidence to monitor students’ progress toward developing history/social studies understanding and use of facts, concepts, AND interpretations or analyses to build and support arguments throughout the learning segment. The assessments are strategically designed to allow individuals or groups with specific needs to demonstrate their learning.</td>
</tr>
</tbody>
</table>

**Evidence**
Supervising Faculty Math Lesson Plan Evaluation Instrument (LPEI)

Use this instrument to evaluate the candidate's lesson plan and provide feedback.

LESSON PLAN EVALUATION INSTRUMENT (LPEI)

Planning for Mathematical Understanding

<table>
<thead>
<tr>
<th>Emerging Performance</th>
<th>Emerging Performance</th>
<th>Proficient Performance</th>
<th>Advanced Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. How do the candidate’s plans build young adolescents’ conceptual understanding, procedural fluency, AND mathematical reasoning and/or problem-solving skills?</strong></td>
<td>Candidate’s plans focus solely on facts and/or procedures with no connections to concepts OR mathematical reasoning and/or problem-solving skills. OR There are significant content inaccuracies that will lead to young adolescent misunderstandings. OR Standards, objectives, learning tasks, and materials are not aligned with each other.</td>
<td>Candidate’s plans for instruction support learning of facts and procedures with vague connections to concepts AND mathematical reasoning and/or problem-solving skills.</td>
<td>Candidate’s plans for instruction build on each other to support learning of facts and procedures with clear connections to concepts AND mathematical reasoning and/or problem-solving skills.</td>
</tr>
</tbody>
</table>

**Evidence**
### Planning to Support Varied Learning Needs

<table>
<thead>
<tr>
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<th>Proficient Performance</th>
<th>Advanced Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. How does the candidate use knowledge of his/her students to support young adolescents varied learning needs?</td>
<td>There is little or no evidence of planned supports; OR Candidate does NOT attend to requirements in IEPs and 504 plans.</td>
<td>The learning experiences are loosely tied to learning objectives and are presented in the same way to all students, with little consideration of differences in the student's learning approaches or needs.</td>
<td>Planned supports are tied to learning objectives and the central focus with attention to the characteristics of the class as a whole AND Candidate attends to requirements in IEPs and 504 plans.</td>
<td>Planned supports are tied to learning objectives and the central focus. Supports address the needs of specific individuals or groups with similar needs. Supports include specific strategies to identify and respond to preconceptions, common errors, and misunderstandings for the majority of students. Candidate attends to requirements in IEPs and 504 plans.</td>
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</tbody>
</table>

### Using Knowledge of Students to Inform Teaching and Learning

<table>
<thead>
<tr>
<th></th>
<th>Emerging Performance</th>
<th>Emerging Performance</th>
<th>Proficient Performance</th>
<th>Advanced Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. How does the candidate use knowledge of his/her students</td>
<td>Candidate’s justification of</td>
<td>Candidate justifies learning tasks</td>
<td>Candidate justifies why learning</td>
<td>Candidate justifies why learning tasks (or their adaptations) are</td>
</tr>
</tbody>
</table>
### Identifying and Supporting Language Development

<table>
<thead>
<tr>
<th>Identify and Support Language Demands Associated with a Key Mathematical Learning Task?</th>
<th>Emerging Performance</th>
<th>Emerging Performance</th>
<th>Proficient Performance</th>
<th>Advanced Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. How does the candidate identify and support language demands associated with a key mathematical learning task?</td>
<td>Language demands identified by the candidate are not consistent with the selected language function or task. OR Language supports are missing or are not aligned with the language demand(s) for the learning task.</td>
<td>Candidate identifies vocabulary and/or symbols as the major language demand associated with the language function. Attention to additional language demands is superficial. Language supports primarily address definitions of vocabulary and/or symbols.</td>
<td>General language supports address use of vocabulary and/or symbols AND one or more additional language demands (function, syntax, discourse).</td>
<td>Targeted language supports address use of vocabulary and/or symbols, language function, AND one or more additional language demands (syntax, discourse). Language supports are designed to meet the needs of students with different levels of...</td>
</tr>
</tbody>
</table>
### Planning Assessments to Monitor and Support Student Learning

<table>
<thead>
<tr>
<th>5. How are the informal and formal assessments selected or designed to monitor young adolescents' conceptual understanding, procedural fluency, AND mathematical reasoning and/or problem-solving skills?</th>
<th>Emerging Performance</th>
<th>Emerging Performance</th>
<th>Proficient Performance</th>
<th>Advanced Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>The assessments only provide evidence of students' procedural skills and/or factual knowledge. OR Candidate does not attend to ANY ASSESSMENT requirements in IEPs and 504 plans.</td>
<td>The assessments provide limited evidence to monitor young adolescents' conceptual understanding, procedural fluency, AND mathematical reasoning and/or problem-solving skills during the learning segment.</td>
<td>The assessments provide evidence to monitor young adolescents' conceptual understanding, procedural fluency, AND mathematical reasoning and/or problem-solving skills during the learning segment.</td>
<td>The assessments provide multiple forms of evidence to monitor young adolescents' progress toward developing conceptual understanding, procedural fluency, AND mathematical reasoning and/or problem-solving skills throughout the learning segment. The assessments are strategically designed to allow individuals or groups with specific needs to demonstrate their learning.</td>
<td></td>
</tr>
</tbody>
</table>

**Evidence**
Supervising Faculty Science Lesson Plan Evaluation Instrument (LPEI)

Use this instrument to evaluate the candidate's lesson plan and provide feedback.

LESSON PLAN EVALUATION INSTRUMENT (LPEI)

Planning for Scientific Understanding

<table>
<thead>
<tr>
<th></th>
<th>Emerging Performance</th>
<th>Emerging Performance</th>
<th>Proficient Performance</th>
<th>Advanced Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How do the candidate's plans build students abilities to use science concepts and scientific practices during inquiry to explain a real-world phenomenon?</td>
<td>Candidate’s plans for instruction focus solely on memorization and following prescribed procedures for an “inquiry” with no opportunities for students to engage in scientific practices through inquiry. OR There are significant content inaccuracies that will lead to student misunderstandings. OR Standards, objectives, and learning tasks and materials are not aligned.</td>
<td>Candidate’s plans for instruction include opportunities for students to engage in scientific practices through inquiry</td>
<td>Candidate’s plans for instruction build on each other to support students’ learning of science concepts, investigation of a phenomenon, AND generation of explanations through engagement in scientific practices through inquiry</td>
<td>Candidate’s plans for instruction build on each other to support students’ learning of science concepts, investigation of a phenomenon, AND generation and evaluation of evidence-based arguments within science</td>
</tr>
</tbody>
</table>

Evidence

Planning to Support Varied Learning Needs

<table>
<thead>
<tr>
<th></th>
<th>Emerging</th>
<th>Emerging</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
</table>

98
2. How does the candidate use knowledge of his/her students to support young adolescents varied learning needs?

<table>
<thead>
<tr>
<th>Performance</th>
<th>Performance</th>
<th>Performance</th>
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</thead>
<tbody>
<tr>
<td>There is little or no evidence of planned supports; OR Candidate does NOT attend to requirements in IEPs and 504 plans.</td>
<td>The learning experiences are loosely tied to learning objectives and are presented in the same way to all students, with little consideration of differences in the student's learning approaches or needs.</td>
<td>Planned supports are tied to learning objectives and the central focus with attention to the characteristics of the class as a whole AND Candidate attends to requirements in IEPs and 504 plans.</td>
<td>Planned supports are tied to learning objectives and the central focus. Supports address the needs of specific individuals or groups with similar needs. Supports include specific strategies to identify and respond to preconceptions, common errors, and misunderstandings for the majority of students. Candidate attends to requirements in IEPs and 504 plans.</td>
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**Evidence**

**Using Knowledge of Students to Inform Teaching and Learning**

<table>
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<tr>
<th>Performance</th>
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</thead>
<tbody>
<tr>
<td>Candidate’s justification of learning tasks either is missing; OR represents a deficit view of learning tasks with limited attention to student’s prior learning; OR</td>
<td>Candidate justifies learning tasks</td>
<td>Candidate justifies why learning tasks (or their adaptations) are developmentally appropriate using examples of students prior learning</td>
<td>Candidate justifies why learning tasks (or their adaptations) are developmentally appropriate</td>
</tr>
</tbody>
</table>
students and their backgrounds. | personal/cultural/community assets. | using examples of students prior learning; OR • examples of personal/cultural/ community assets Candidate makes superficial connections to research and/or developmental theory. | learning AND • examples of personal/cultural/ community assets Candidate makes connections to research and/or developmental theory. Candidate’s justification is supported by principles from research and/or developmental theory.

| Evidence |

| Identifying and Supporting Language Development |

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</tr>
</thead>
<tbody>
<tr>
<td>4. How does the candidate identify and support language demands associated with a key science learning task?</td>
<td>Language demands identified by the candidate are not consistent with the selected language function or task. OR Language supports are missing or are not aligned with the language demand(s) for the learning task.</td>
<td>Candidate identifies vocabulary and/or symbols as the major language demand associated with the language function. Attention to additional language demands is superficial. Language supports primarily address definitions of vocabulary and/or symbols.</td>
<td>General language supports address use of vocabulary and/or symbols AND one or more additional language demands (function, syntax, discourse).</td>
</tr>
</tbody>
</table>
### Planning Assessments to Monitor and Support Student Learning

<table>
<thead>
<tr>
<th></th>
<th>Emerging Performance</th>
<th>Emerging Performance</th>
<th>Proficient Performance</th>
<th>Advanced Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5. How are the informal and formal assessments selected or designed to monitor students' progress toward using science concepts and scientific practices during inquiry to explain a real-world phenomenon?</strong></td>
<td>The assessments only provide evidence of students' recall of history/social studies facts. OR Candidate does not attend to ANY ASSESSMENT requirements in IEPs and 504 plans.</td>
<td>The assessments provide limited evidence to monitor students' understanding of science concepts, phenomena, AND the application of scientific practices during scientific inquiry during the learning segment.</td>
<td>The assessments provide evidence to monitor students' understanding of science concepts, phenomena, AND the application of scientific practices during scientific inquiry during the learning segment. Candidate attends to IEPs or 504 plans.</td>
<td>The assessments provide multiple forms of evidence to monitor students' progress toward developing understanding of science concepts, phenomena, AND the application of scientific practices during scientific inquiry throughout the learning segment. Level 4 plus: The assessments are strategically designed to allow individuals or groups with specific needs to demonstrate their learning. Assessment adaptations required by IEP or 504 plans are made.</td>
</tr>
</tbody>
</table>

**Evidence**
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 1</th>
<th>Meets Expectations 2</th>
<th>Exemplary 3</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>
<td></td>
<td></td>
<td></td>
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</tr>
<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>
<tr>
<td>3.</td>
<td>Prepares thoroughly and consistently (2.1 Planning)</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4.</td>
<td>Meets deadlines and adheres to attendance policy (2.1 Planning, 3.3 Action)</td>
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</tr>
<tr>
<td>5.</td>
<td>Uses appropriate and effective verbal and non-verbal communication (2.2 Instruction, 3.2 Connections)</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>6.</td>
<td>Reflects sound judgment, moral reasoning, and appropriate self-control (3.1 Reflection, 3.3. Action)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<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>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Interacts appropriately and positively with others (3.2 Connections)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<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>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Demonstrates acceptable professional appearance. (3.2 Connections)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</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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<td></td>
</tr>
<tr>
<td>12.</td>
<td>Displays the ability to work with diverse individuals (3.3 Action)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments (Required for any dispositions rated “below expectations”):
### 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>1.0</td>
<td>Displays enthusiasm for the discipline, volunteers, and understands the importance of developing connections to everyday life.</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></td>
<td>(1.1 Content, 1.2 Curriculum)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.0</td>
<td>Believes all students can learn, sets high standards for all students, and persists in helping students achieve success.</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></td>
<td>(1.3 Learner)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>Prepares thoroughly and consistently.</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></td>
<td>(2.1 Planning)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.0</td>
<td>Meets deadlines and adheres 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></td>
<td>(2.1 Planning, 3.3 Action)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.0</td>
<td>Uses 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></td>
<td>(2.2 Instruction, 3.2 Connections)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.0</td>
<td>Reflects sound judgment, moral reasoning, and appropriate self-control.</td>
<td>Models appropriate emotional and behavioral responses.</td>
<td>Models appropriate emotional and behavioral responses in difficult situations.</td>
</tr>
<tr>
<td></td>
<td>(3.1 Reflection, 3.3 Action)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>8.0 Interacts appropriately and positively with others. (3.2 Connections)</td>
<td>Interactions with peers, colleagues, students or authority figures are at times negative, demeaning, sarcastic, combative, or inappropriate.</td>
<td>Interactions with peers, colleagues, students or authority figures are appropriate and positive.</td>
<td>Interactions with peers, colleagues, students or authority figures are appropriate, positive, and respectful of differing opinions.</td>
</tr>
<tr>
<td>9.0 Exhibits a strict code of honesty and maintains confidentiality of records, correspondence and conversations. (3.2 Connections)</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>10.0 Demonstrates acceptable professional appearance. (3.2 Connections)</td>
<td>Appearance, attire and/or hygiene are often inappropriate.</td>
<td>Appearance, attire, and hygiene are appropriate.</td>
<td>Is a role model of professionalism through personal appearance, attire, and hygiene.</td>
</tr>
<tr>
<td>11.0 Accepts and uses constructive criticism (feedback) (3.1 Reflection, 3.3 Action)</td>
<td>Is not receptive to constructive comments and shows no sign of implementing change.</td>
<td>Is receptive to constructive comments and implements changes.</td>
<td>Is receptive to constructive comments, implements changes, and seeks feedback from others.</td>
</tr>
<tr>
<td>12.0 Displays the ability to work with diverse individuals. (3.3 Action)</td>
<td>Communicates an inability or unwillingness to work with some students, parents or other school or university personnel.</td>
<td>Works harmoniously and effectively with diverse individuals.</td>
<td>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.).</td>
</tr>
</tbody>
</table>
The following performance standards, performance rubrics are taken from the Teacher candidate Assessment on Performance Standards (TAPS), a component of the official teacher candidate evaluation system in Georgia. Additional performance indicators at the proficient level (Level 3) have been added for some standards and are in italics and highlighted. The rubrics have NOT been modified; however, examples of evidence for teacher Candidates have been provided. Teacher Candidates are expected to perform at a minimum at the “Needs Development” (Level 1) and should aspire to perform at the “Proficient” level (Level 3) for most standards. It is expected that teacher candidates will develop during the induction years and continue to move up the continuum of performance.

Performance Standard 1: Professional Knowledge

The teacher candidate demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.

Performance Indicators at the Level 3

1.1 Addresses appropriate curriculum standards and integrates key content elements.
1.2 Facilitates students’ use of higher-level thinking skills in instruction.
1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.
1.4 Demonstrates accurate, deep, and current knowledge of subject matter.
1.5 Exhibits pedagogical skills relevant to the subject area(s) taught and best practice based on current research.
1.6 Bases instruction on goals that reflect high expectations for all students and a clear understanding of the curriculum.
1.7 Displays an understanding of the intellectual, social, emotional, and physical development of the age group.

Performance Rubrics

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

Evidence/Documentation
Performance Standard 2: Instructional Planning

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

Performance Indicators at the Level 3

- 2.1 Analyzes and uses student learning data to inform planning
- 2.2 Develops plans that are clear, logical, sequential, and integrated across the curriculum (e.g., long-term goals, lesson plans, and syllabi).
- 2.3 Plans instruction effectively for content mastery, pacing, and transitions.
- 2.4 Plans for instruction to meet the needs of all students.
- 2.5 Aligns and connects lesson objectives to state and local school district curricula and standards, and student learning needs.
- 2.6 Develops appropriate course, unit, and daily plans, and is able to adapt plans when needed.

Performance Rubrics

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

Evidence/Documentation
The following performance standards, performance rubrics are taken from the Teacher candidate Assessment on Performance Standards (TAPS), a component of the official teacher candidate evaluation system in Georgia. Additional performance indicators at the proficient level (Level 3) have been added for some standards and are in italics and highlighted. The rubrics have NOT been modified; however, examples of evidence for teacher Candidates have been provided. Teacher Candidates are expected to perform at a minimum at the “Needs Development” (Level 1) and should aspire to perform at the “Proficient” level (Level 3) for most standards. It is expected that teacher candidates will develop during the induction years and continue to move up the continuum of performance.

**Performance Standard 3: Instructional Strategies**

*The teacher candidate promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students’ acquisition of key knowledge and skills.*

**Performance Indicators at the Level 3**

3.1 Engages students in active learning and maintains interest.
3.2 Builds upon students’ existing knowledge and skills.
3.3 Reinforces learning goals consistently throughout the lesson.
3.4 Uses a variety of research-based instructional strategies and resources.
3.5 Effectively uses appropriate instructional technology to enhance student learning.
3.6 Communicates and presents material clearly, and checks for understanding.
3.7 Develops higher-order thinking through questioning and problem-solving activities.
3.8 Engages students in authentic learning by providing real-life examples and interdisciplinary connections.

**Performance Rubrics**

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

**Evidence/Documentation**

107
The following performance standards, performance rubrics are taken from the Teacher candidate Assessment on Performance Standards (TAPS), a component of the official teacher candidate evaluation system in Georgia. Additional performance indicators at the proficient level (Level 3) have been added for some standards and are in italics and highlighted. The rubrics have NOT been modified; however, examples of evidence for teacher Candidates have been provided. Teacher Candidates are expected to perform at a minimum at the “Needs Development” (Level 1) and should aspire to perform at the “Proficient” level (Level 3) for most standards. It is expected that teacher candidates will develop during the induction years and continue to move up the continuum of performance.

<table>
<thead>
<tr>
<th>performance standard: differentiating instruction</th>
<th>level 4</th>
<th>level 3</th>
<th>level 2</th>
<th>level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>the teacher candidate continually facilitates each student's opportunities to learn by engaging him/her in critical and creative thinking and challenging activities tailored to address individual learning needs and interests.</td>
<td>The teacher candidate consistently challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.</td>
<td>The teacher candidate inconsistently challenges students by providing appropriate content or by developing skills which address individual learning differences.</td>
<td>The teacher candidate does not challenge students by providing appropriate content or by developing skills which address individual learning differences.</td>
<td></td>
</tr>
</tbody>
</table>

Evidence/Documentation:
The following performance standards, performance rubrics are taken from the Teacher candidate Assessment on Performance Standards (TAPS), a component of the official teacher candidate evaluation system in Georgia. Additional performance indicators at the proficient level (Level 3) have been added for some standards and are in italics and highlighted. The rubrics have NOT been modified; however, examples of evidence for teacher Candidates have been provided. Teacher Candidates are expected to perform at a minimum at the “Needs Development” (Level 1) and should aspire to perform at the “Proficient” level (Level 3) for most standards. It is expected that teacher candidates will develop during the induction years and continue to move up the continuum of performance.

### Performance Standard 5: Assessment Strategies

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

### Performance Indicators at the Level 3

5.1 Aligns student assessment with the established curriculum and benchmarks.
5.2 Involves students in setting learning goals and monitoring their own progress.
5.3 Varies and modifies assessments to determine individual student needs and progress.
5.4 Uses formal and informal assessments for diagnostic, formative, and summative purposes.
5.5 Uses grading practices that report final mastery in relationship to content goals and objectives.
5.6 Uses assessment techniques that are appropriate for the developmental level of students.
5.7 Collaborates with others to develop common assessments, when appropriate.

### Performance Rubrics

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

### Evidence/Documentation
The following performance standards, performance rubrics are taken from the Teacher candidate Assessment on Performance Standards (TAPS), a component of the official teacher candidate evaluation system in Georgia. Additional performance indicators at the proficient level (Level 3) have been added for some standards and are in italics and highlighted. The rubrics have NOT been modified; however, examples of evidence for teacher Candidates have been provided. Teacher Candidates are expected to perform at a minimum at the “Needs Development” (Level 1) and should aspire to perform at the “Proficient” level (Level 3) for most standards. It is expected that teacher candidates will develop during the induction years and continue to move up the continuum of performance.

### Performance Standard 6: Assessment Uses

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

#### Performance Indicators at the Level 3

- 6.1 Uses diagnostic assessment data to develop learning goals for students, to differentiate instruction, and to document learning.
- 6.2 Plans a variety of formal and informal assessments aligned with instructional results to measure student mastery of learning objectives.
- 6.3 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust instruction.
- 6.4 Systematically analyzes and uses data to measure student progress, to design appropriate interventions, and to inform long- and short-term instructional decisions.
- 6.5 Shares accurate results of student progress with students, parents, and key school personnel.
- 6.6 Provides constructive and frequent feedback to students on their progress toward their learning goals.
- 6.7 Teaches students how to self-assess and to use metacognitive strategies in support of lifelong learning.

#### Performance Rubrics

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

#### Evidence/Documentation
The following performance standards, performance rubrics are taken from the Teacher candidate Assessment on Performance Standards (TAPS), a component of the official teacher candidate evaluation system in Georgia. Additional performance indicators at the proficient level (Level 3) have been added for some standards and are in italics and highlighted. The rubrics have NOT been modified; however, examples of evidence for teacher Candidates have been provided. Teacher Candidates are expected to perform at a minimum at the “Needs Development” (Level 1) and should aspire to perform at the “Proficient” level (Level 3) for most standards. It is expected that teacher candidates will develop during the induction years and continue to move up the continuum of performance.

<table>
<thead>
<tr>
<th>Performance Standard 7: Positive Learning Environment</th>
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<tbody>
<tr>
<td><strong>Performance Indicators at the Level 3</strong></td>
</tr>
<tr>
<td>7.1 Responds to disruptions in a timely, appropriate manner.</td>
</tr>
<tr>
<td>7.2 Establishes clear expectations for classroom rules, routines, and procedures and enforces them consistently and appropriately.</td>
</tr>
<tr>
<td>7.3 Models caring, fairness, respect, and enthusiasm for learning.</td>
</tr>
<tr>
<td>7.4 Promotes a climate of trust and teamwork within the classroom.</td>
</tr>
<tr>
<td>7.5 Promotes respect for and understanding of students’ diversity, including – but not limited to – race, color, religion, sex, national origin, or disability.</td>
</tr>
<tr>
<td>7.6 Actively listens and pays attention to students’ needs and responses.</td>
</tr>
<tr>
<td>7.7 Creates a warm, attractive, inviting, and supportive classroom environment.</td>
</tr>
<tr>
<td>7.8 Arranges the classroom materials and resources to facilitate group and individual activities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>☐ Level 2</td>
</tr>
<tr>
<td>☐ Level 1</td>
</tr>
<tr>
<td>The teacher candidate continually engages students in a collaborative and self-directed learning environment where students are encouraged to take risks and ownership of their own learning behavior. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</td>
</tr>
<tr>
<td>The teacher candidate consistently provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.</td>
</tr>
<tr>
<td>The teacher candidate inconsistently provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.</td>
</tr>
<tr>
<td>The teacher candidate inadequately addresses student behavior, displays a negative attitude toward students, ignores safety standards, or does not otherwise provide an orderly environment that is conducive to learning or encourages respect for all.</td>
</tr>
</tbody>
</table>

**Evidence/Documentation**
The following performance standards, performance rubrics are taken from the Teacher candidate Assessment on Performance Standards (TAPS), a component of the official teacher candidate evaluation system in Georgia. Additional performance indicators at the proficient level (Level 3) have been added for some standards and are in italics and highlighted. The rubrics have NOT been modified; however, examples of evidence for teacher Candidates have been provided. Teacher Candidates are expected to perform at a minimum at the “Needs Development” (Level 1) and should aspire to perform at the “Proficient” level (Level 3) for most standards. It is expected that teacher candidates will develop during the induction years and continue to move up the continuum of performance.

Performance Standard 8: Academically Challenging Environment

The teacher candidate creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.

Performance Indicators at the Level 3

8.1 Maximizes instructional time.
8.2 Conveys the message that mistakes should be embraced as a valuable part of learning.
8.3 Encourages productivity by providing students with appropriately challenging and relevant material and assignments.
8.4 Provides transitions that minimize loss of instructional time.
8.5 Communicates high, but reasonable, expectations for student learning.
8.6 Provides academic rigor, encourages critical and creative thinking, and pushes students to achieve goals.
8.7 Encourages students to explore new ideas and take academic risks.

Performance Rubrics

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

Evidence/Documentation
The following performance standards, performance rubrics are taken from the Teacher candidate Assessment on Performance Standards (TAPS), a component of the official teacher candidate evaluation system in Georgia. Additional performance indicators at the proficient level (Level 3) have been added for some standards and are in italics and highlighted. The rubrics have NOT been modified; however, examples of evidence for teacher Candidates have been provided. Teacher Candidates are expected to perform at a minimum at the “Needs Development” (Level 1) and should aspire to perform at the “Proficient” level (Level 3) for most standards. It is expected that teacher candidates will develop during the induction years and continue to move up the continuum of performance.

<table>
<thead>
<tr>
<th>Performance Standard 9: Professionalism</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>The teacher candidate exhibits a commitment to professional ethics and the school’s mission, participates in professional growth opportunities to support student learning, and contributes to the profession</em></td>
</tr>
</tbody>
</table>

**Performance Indicators at the Level 3**

- 9.1 Carries out duties in accordance with federal and state laws, Code of Ethics, and established state and local school board policies, regulations, and practices.
- 9.2 Maintains professional demeanor and behavior (e.g., appearance, punctuality and attendance).
- 9.3 Respects and maintains confidentiality.
- 9.4 Evaluates and identifies areas of personal strengths and weaknesses related to professional skills and their impact on student learning and sets goals for improvement.
- 9.5 Participates in ongoing professional growth activities based on identified areas for improvement (e.g., mentoring, peer coaching, course work, conferences) and incorporates learning into classroom activities.
- 9.6 Demonstrates flexibility in adapting to school change.
- 9.7 Engages in activities outside the classroom intended for school and student enhancement
- 9.8 Maintains appropriate interactions with students, parents, faculty, and staff.
- 9.9 Engages in self-reflection about the success of the lesson after teaching; seeks feedback from mentor teacher about teaching and impact on student learning.

**Performance Rubrics**

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

**Evidence/Documentation**
### Performance Standard 10: Communication

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

#### Performance Indicators at the Level 3

10.1 Uses verbal and non-verbal communication techniques to foster positive interactions and promote learning in the classroom and school environment.

10.2 Engages in ongoing communication and shares instructional goals, expectations, and student progress with families in a timely and constructive manner.

10.3 Collaborates and networks with colleagues and community to reach educational decisions that enhance and promote student learning.

10.4 Uses precise language, correct vocabulary and grammar, and appropriate forms of oral and written communication.

10.5 Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner.

10.6 Adheres to school and district policies regarding communication of student information.

10.7 Creates a climate of accessibility for parents and students by demonstrating a collaborative and approachable style.

10.8 Listens and responds with cultural awareness, empathy, and understanding to the voice and opinions of stakeholders (parents, community, students, and colleagues).

10.9 Uses modes of communication that are appropriate for a given situation.

10.10 Engages in appropriate conversations and maintains confidentiality of information related to students, parents, faculty, and staff. Such conversations include text messaging, social media, emails, etc.

#### Performance Rubrics

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

**Evidence/Documentation**
Professional Liability Insurance

LaGrange College
Department of Education

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, ____________________________________________________________, have joined S P A G E
   (Print Full Name)
   which provides coverage of $1,000,000 Liability Insurance.

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

Effective October 15, 2009

505-6-.01 THE CODE OF ETHICS FOR EDUCATORS
(1) Introduction. The Code of Ethics for Educators defines the professional behavior of educators in Georgia and serves as a guide to ethical conduct. The Professional Standards Commission has adopted standards that represent the conduct generally accepted by the education profession. The code defines unethical conduct justifying disciplinary sanction and provides guidance for protecting the health, safety and general welfare of students and educators, and assuring the citizens of Georgia a degree of accountability within the education profession.

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

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

(c) **Standard 3: Alcohol or Drugs** - An educator shall refrain from the use of alcohol or illegal or unauthorized drugs during the course of professional practice. Unethical conduct includes but is not limited to:
1. being on school premises or at a school-related activity 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 under the influence of, possessing, or consuming alcohol. A school-related activity includes, but is not limited to, any activity sponsored by the school or school system (booster clubs, parent-teacher organizations, or any activity designed to enhance the school curriculum i.e. Foreign Language trips, etc).

(d) **Standard 4: Honesty** - An educator shall exemplify honesty and integrity in the course of professional practice. Unethical conduct includes but is not limited to:
1. professional qualifications, criminal history, college or staff development credit and/or degrees, academic award, and employment history;
2. information submitted to federal, state, local school districts and other governmental agencies;
3. information regarding the evaluation of students and/or personnel;
4. reasons for absences or leaves;
5. information submitted in the course of an official inquiry/investigation; and
6. information submitted in the course of professional practice.

(e) **Standard 5: Public Funds and Property** - An educator entrusted with public funds and property shall honor that trust with a high level of honesty, accuracy, and responsibility. Unethical conduct includes but is not limited to:
1. misusing public or school-related funds;
2. failing to account for funds collected from students or parents;
3. submitting fraudulent requests or documentation for reimbursement of expenses or for pay (including fraudulent or purchased degrees, documents, or coursework);
4. co-mingling public or school-related funds with personal funds or checking accounts; and
5. using school property without the approval of the local board of education/governing board or authorized designee.

(f) **Standard 6: Remunerative Conduct** - An educator shall maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation. Unethical conduct includes but is not limited to:
1. soliciting students or parents of students to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local board of education/governing board or authorized designee;
2. accepting gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest;
3. tutoring students assigned to the educator for remuneration unless approved by the local board of education/governing board or authorized designee; and
4. coaching, instructing, promoting athletic camps, summer leagues, etc. that involves students in an educator’s school system and from whom the educator receives remuneration unless approved by the local board of education/governing board or authorized designee. These types of activities must be in compliance with all rules and regulations of the Georgia High School Association.

(g) **Standard 7: Confidential Information** - An educator shall comply with state and federal laws and state school board policies relating to the confidentiality of student and personnel records, standardized test material and other information. Unethical conduct includes but is not limited to:
1. sharing of confidential information concerning student academic and disciplinary records, health and medical information, family status and/or income, and assessment/testing results unless disclosure is required or permitted by law;
2. sharing of confidential information restricted by state or federal law;
3. violation of confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, violating local school system or state directions for the use of tests or test items, etc.; and
4. violation of other confidentiality agreements required by state or local policy.
(h) **Standard 8: Abandonment of Contract** - An educator shall fulfill all of the terms and obligations detailed in the contract with the local board of education or education agency for the duration of the contract. Unethical conduct includes but is not limited to:

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

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

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

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

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

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

(4) **Reporting**

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

(b) The Commission notifies local and state officials of all disciplinary actions. In addition, suspensions and revocations are reported to national officials, including the NASDTEC Clearinghouse.

(5) **Disciplinary Action**

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

1. unethical conduct as outlined in The Code of Ethics, 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; and
7. any other good and sufficient cause that renders an educator unfit for employment as an educator.

(b) An individual whose certificate has been revoked, denied, or suspended may not serve as a volunteer or be employed as an educator, paraprofessional, aide, substitute teacher or in any other position during the period of his or her revocation, suspension or denial for a violation of The Code of Ethics. The superintendent and the superintendent’s designee for certification shall be responsible for assuring that an individual whose certificate has been revoked, denied, or suspended is not employed or serving in any capacity in their district. Both the superintendent and the superintendent’s designee must hold GaPSC certification. 

**Authority O.C.G.A. § 20-2-200; 20-2-981 through 20-2-984.5**
LaGrange College is participating in the edTPA process at the "Exploratory" level. We will pilot the edTPA during 2013-2014. Full implementation is expected during academic year 2014-2015. More information can be found at http://edtpa.aacte.org.

Question: What is edTPA?
Answer: edTPA is a preservice assessment process designed by educators to answer the essential question: "Is a new teacher ready for the job?" edTPA includes a review of a teacher candidate's authentic teaching materials as the culmination of a teaching and learning process that documents and demonstrates each candidate's ability to effectively teach his/her subject matter to all students.

Question: Who created edTPA?
Answer: Stanford University faculty and staff at the Stanford Center for Assessment, Learning, and Equity (SCALE) developed edTPA, formerly the Teacher Performance Assessment. They received substantive advice and feedback from teachers and teacher educators and drew from experience gained from over 25 years of developing performance-based assessments of teaching (including the National Board for Professional Teaching Standards (NBPTS), the Interstate Teacher Assessment and Support Consortium (InTASC) Standards portfolio, and the Performance Assessment for California Teachers). The design and review team was comprised of more than 100 university faculty, national subject-matter organization representatives (e.g., NCTM, NCTE, NSTA, etc.), and K-12 teachers.

Question: What is edTPA designed to achieve?
Answer: edTPA is intended to be used for teacher licensure and to support state and national program accreditation. By focusing on the act of teaching, edTPA complements existing entry-level assessments that focus on basic skills or subject-matter knowledge. This is the first time teacher preparation programs will have access to a multiple-measure assessment system aligned to state and national standards to guide the development of curriculum and practice around the common goal of making sure new teachers are able to teach each student effectively and improve student achievement.

edTPA is comparable to entry-level licensing exams that demand applications of skills in other professions, such as, the medical licensing exams, the architecture exam, or the bar exam in law. As a nationally available teacher performance assessment, edTPA:

Will help candidates develop the confidence and skills they need to be successful in urban, suburban, and rural schools.
Provides a uniform and evidence-based process that can be used across states to confirm that aspiring teachers demonstrate their readiness for the classroom.
Measures candidates' ability to differentiate instruction for diverse learners, including English language learners and special education students.
Provides meaningful and consistent data that can be used to improve teacher education programs and renew program curriculum.
Creates a body of evidence of teacher performance.

Question: How is edTPA constructed and used?
Answer: Evidence of a candidate's ability to teach is drawn from a subject-specific learning segment of 3-5 lessons from a unit of instruction taught to one class of students. Materials assessed as part of the edTPA process include video clips of instruction, lesson plans, student work samples, analysis of student learning, and reflective commentaries. Based on the submitted evidence, which is reviewed by trained scorers, faculty and candidates can discuss the impact of candidates' teaching performance on student
learning and determine ways to improve teaching. Faculty can analyze evidence of candidate performance to guide decision-making about program revision. State education agencies may use edTPA scores for licensure and accreditation.

**Question:** What are the standards upon which edTPA is based?

**Answer:** edTPA is aligned with the Interstate Teacher Assessment and Support Consortium (InTASC) standards, and various professional standards, depending on the subject area, including Common Core State Standards and Specialized Professional Association (SPA) standards.

edTPA also aligns with the National Council for Accreditation of Teacher Education (NCATE) standards. This means that the goals and tasks of edTPA and the expectations in the NCATE standards are comparable. Institutions using edTPA to provide evidence of candidate performance can be assured that some aspects of the performance assessment provide the type of evidence that NCATE seeks in determining whether or not a unit's teacher candidates have the knowledge, skills, and dispositions that are outlined in its standards. Click here for a description of the "points of alignment" between edTPA and the NCATE standards authored by SCALE and NCATE.

Note that NCATE and the Teacher Education Accreditation Council (TEAC) are in the process of merging their operations to form a unified accrediting body, the Council for the Accreditation of Educator Preparation (CAEP). The alignment of edTPA and the new CAEP standards and processes will be determined after the new standards are released in late 2013.

**Question:** Does edTPA take the place of faculty observation of candidates' clinical experience?

**Answer:** No. Teacher educators in states that use edTPA will continue to observe and assess their students, and design their program and coursework as they always have. edTPA was not designed to take the place of faculty observation. Indeed, faculty observation is critical to the success of the implementation of a multiple-measures assessment system. Faculty observations, along with assessments embedded across the preparation curriculum, ensure candidates gain the skills and knowledge to demonstrate their readiness for the classroom. Well-prepared candidates with the dispositions to teach are expected to perform well on their capstone assessment, edTPA.

**Question:** What are the costs associated with edTPA?

**Answer:** The $300 fee (estimated) that will be charged to teacher candidates for edTPA is fair. That cost covers all edTPA assessment services, including a professional, qualified evaluator who has been trained to edTPA rubrics, expectations of performance, and standardized scoring procedures, and who will be monitored during scoring activities to maintain high quality.
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>
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</tbody>
</table>

This form has been adapted from EmoryUniversity’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.

<table>
<thead>
<tr>
<th>Candidate Teacher’s Name</th>
<th>Cooperating Teacher’s Name</th>
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<tbody>
<tr>
<td>_________________________</td>
<td>____________________________</td>
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<table>
<thead>
<tr>
<th>Assigned School</th>
<th>Grade Level/Subject</th>
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<tr>
<td>________________</td>
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<table>
<thead>
<tr>
<th>Week of</th>
<th>Hours in School/Classroom</th>
<th>Teaching Hours</th>
<th>Teacher’s Initials</th>
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<tbody>
<tr>
<td>_______</td>
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**Total Hours:** ____________________________

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<thead>
<tr>
<th>Cooperating Teacher’s Signature:</th>
<th>________________________________</th>
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</table>
### 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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</table>

### Professional Extracurricular Activities Log

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

<table>
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<tr>
<th>Date</th>
<th>Event</th>
<th>Hours</th>
<th>Cooperating Teacher’s Initials</th>
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Demographics 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>
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<tr>
<td>Enrolled in English to Speaker of other Languages (ESOL)</td>
<td></td>
</tr>
<tr>
<td>Enrolled in Gifted Program</td>
<td></td>
</tr>
<tr>
<td>Receiving Special Educational Intervention Program</td>
<td></td>
</tr>
<tr>
<td>Participating in Remedial Education Program</td>
<td></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      ___ Other
   ___ 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: ____________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
LaGrange College
Department of Education

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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This form has been adapted from Emory University’s Division of Educational Studies Field Experiences Handbook, 2006-2007.
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:

<table>
<thead>
<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