

Field Experience and Clinical Practice Handbook

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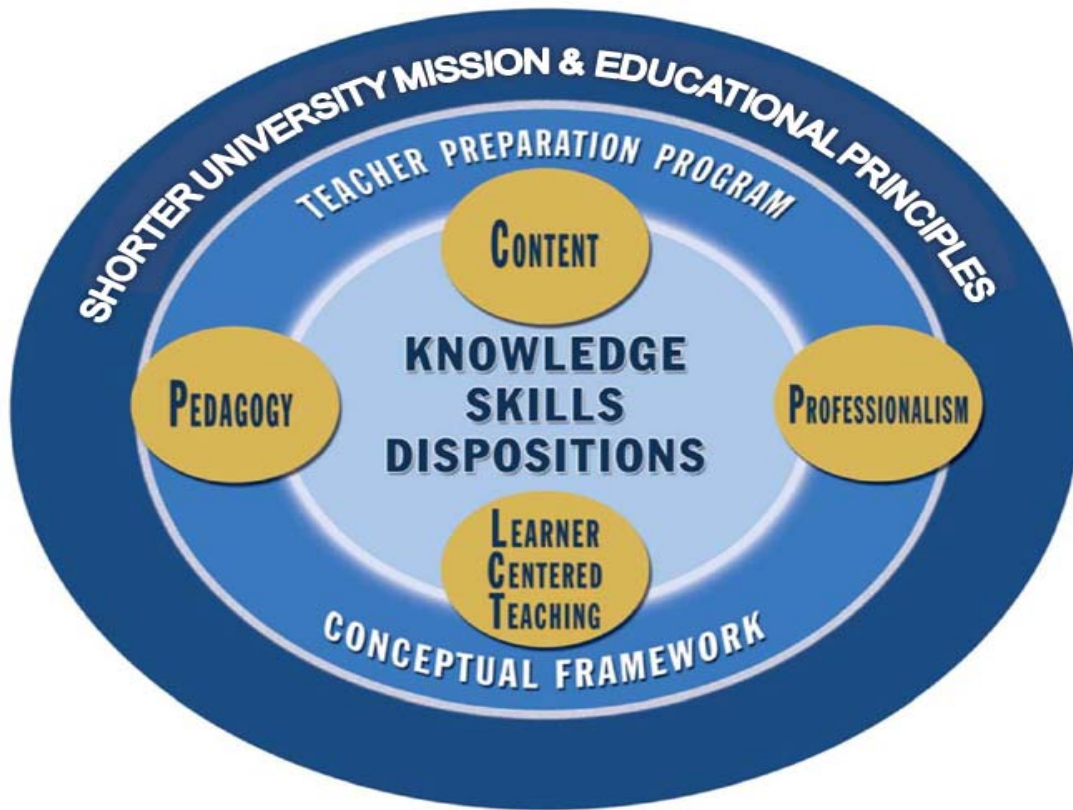
PREFACE

The Teacher Preparation Program at Shorter University offers majors that are competency-based and practicum-based studies of the art and science of teaching. The foundation of the Teacher Preparation Program is the Conceptual Framework with its specific goals and objectives for teacher candidates to achieve. Guidelines and requirements of the program are based on this Conceptual Framework and the continually updated requirements for teacher certification in the State of Georgia.

See the Teacher Preparation Handbook on the Shorter University website at www.shorter.edu.

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SHORTER UNIVERSITY
TEACHER PREPARATION PROGRAM
CONCEPTUAL FRAMEWORK

At Shorter University, all programs (including Teacher Preparation Program) originate from the University Mission and eight Educational Principles. At the center of the Conceptual Framework for Teacher Preparation Program is the purpose: to build knowledge, skills, and dispositions of students. With that in mind, the Teacher Preparation Program focuses on four basic goals for teacher candidates: (a) to demonstrate subject matter knowledge; (b) to acquire and demonstrate effective pedagogy; (c) to demonstrate professionalism; and (d) to address the psychological, social, and cultural needs of learners. “Learner-centered teaching,” a term used synonymously with “addressing learners’ needs,” characterizes both the approach of the Shorter University faculty and the program expectations for the teacher candidates. Thus the motto of the Conceptual Framework of the Shorter University Teacher Program is “**Learners First.**”

SHORTER UNIVERSITY TEACHER PREPARATION PROGRAM CONCEPTUAL FRAMEWORK

The Mission of Shorter University

The Mission of Shorter University is to provide quality higher education, enabling and encouraging student commitment to active life-long learning, personal spiritual values, responsible citizenship, and community and societal leadership in a global context.

The University seeks to accomplish this Mission through quality undergraduate, liberal arts programs, specialized professional programs, and select graduate programs. Geographically distant locations provide educational opportunities to individuals who are unable to attend classes in a traditional setting. The University affirms a commitment to the Christian faith and strives to integrate Christian values within a nurturing community in its whole process of education.

Shorter University Educational Principles

Shorter University provides a curriculum and an educational environment that:

- I Effectively immerses students in the historical, scientific, and cultural bases for contemporary civilization by combining intellectual discovery with critical thinking.
- II Engages students in a discussion of the values that bind together our society in general and the Christian community in particular.
- III Ensures that students reach the level of skill in written oral communication, mathematics, technology, and information literacy necessary to take full advantage of University course work and that they continue to exercise and enlarge these skills.
- IV Persuades students of the value of integrating knowledge and forming relationships among courses and between acquired knowledge of new ideas.
- V Promotes in students the habit of acting on their responsibilities as members of our society and of the world community.
- VI Promotes in students the habit of enriching their lives through art and religion.
- VII Promotes in students the habit of maintaining physical, spiritual, and emotional health and well-being.
- VIII Prepares students for careers or further education.

Teacher Preparation Program Mission

The Mission of the Teacher Preparation Program at Shorter University is to provide exemplary classroom and field experiences for its students so that they may become successful teachers dedicated to life-long learning, personal growth, collaborative effort, responsible citizenship, and community leadership in a global context. Upon successful completion of the program, Shorter graduates will possess content, pedagogical, and curricular knowledge, but more importantly, they will be caring professionals, concerned for the needs of others and able to effectively assist others in the learning process.

Teacher Preparation Program Vision Statement

To look to the future, one needs an understanding of the past. The Teacher Preparation Program at Shorter University has a rich heritage upon which to build. Shorter University was founded in 1873 in order to prepare young women for fulfilling lives and active careers. Understanding that this generation of young women had fewer opportunities for marriage as a result of the Civil War, the members of Rome Baptist Church attempted to prepare these young ladies for whatever the future might hold for them. The teaching profession was then, as it is now, one of the most popular career choices for women. Thus, from the beginning of its existence, Shorter has been preparing young women for the meaningful life of serving others through assisting them in the learning process. Shorter graduates have walked the halls of most school systems in Georgia for more than a hundred years. Quietly, and sometimes not so quietly, they have served their communities and led each new generation of young people to self awareness, intellectual knowledge, and cultural understanding.

Young men joined the women at Shorter in the 1950s as the University became coeducational. They were just in time to feel the impact of the Civil Rights movement. Along with other private, liberal arts universities, Shorter accepted the changes and worked to make social transitions positive and productive. Leading the way in the Rome Council on Human Relations were the Shorter faculty and administrators as well as public school teachers, many of whom were Shorter graduates. The Christian heritage of Shorter helped foster a depth of compassion for others that these people lived and that continues to be one of the distinguishing qualities of Shorter graduates.

Compassion for others has always made the Teacher Preparation Program at Shorter special. Most recently, it has been evident as faculty members rethought, reworked, and revised their explanation of what they believe the teaching profession and the learning process to be. Always at the heart of that discussion was the learner. The needs of the learner were uppermost in the minds of faculty members whose own backgrounds, racial identities, and cultural heritage model diversity. Their unity has been and will continue to be in their deep commitment to their students.

An integral part of their service to the students in the Teacher Preparation Program is the beneficial collaboration that faculty members foster with other liberal arts faculty of the university, public school faculty and administrators, and with community resource persons. Through this partnership, preservice teachers are guided by experienced professionals. This support system helps the teacher candidate become a life-long learner, child advocate, and devoted professional.

Thus, the vision for the future of the Teacher Preparation Program at Shorter University is to continue what the program has done so successfully over the years.

1. To keep the needs of others uppermost.
2. To adapt to change and help others make the desirable transitions.
3. To uphold high standards of scholarship and professionalism.
4. To model cultural diversity and global awareness.
5. To foster cooperation and collaboration in order to accomplish shared goals.

The goals of the Teacher Preparation Program are linked in spirit and in reality to the Mission of Shorter University and its Educational Principles. In order to illustrate this, parenthetical connections to the university mission and principles have been provided in the following text after each Teacher Preparation Program Goal.

**CONCEPTUAL FRAMEWORK
GOALS AND OBJECTIVES
OF THE
SHORTER UNIVERSITY
TEACHER PREPARATION PROGRAM**

GOAL I. Preservice teachers will demonstrate subject matter knowledge appropriate to their grade levels and specializations. (Educational Principle I)

Preservice teachers will

1. Demonstrate current knowledge of subject and theories of the discipline. (k)*
2. Know and utilize diverse viewpoints and perspectives of experts in their field (k,s)
3. Integrate knowledge across academic disciplines. (k)
4. Demonstrate skills required to practice the discipline effectively. (s)
5. Use appropriate, available technology for the academic subject. (s)
6. Use the following elements of the learning process to master the discipline content: motivation, understanding, contextualizing, reflection, critical thinking, social interaction, performance. (k)

GOAL II. Preservice teachers will acquire and demonstrate pedagogical knowledge appropriate to their grade levels and specializations. (Educational Principles I, IV, and VIII)

Preservice teachers will

1. Demonstrate knowledge of instructional strategies, activities, and educational theories for the disciplines taught. (k)
2. Implement curricula using their understanding of the learning process: motivation, understanding, contextualizing, reflection, critical thinking, social interaction, performance. (k, s)
3. Develop assessments that consider the developmental stage and needs of the learner. (k, s)
4. Utilize assessment data to determine learning objectives, make instructional decisions, and revise curricula. (k, s)
5. Employ a variety of technologies in their teaching. (s)

GOAL III. Preservice teachers will address the psychological, social, and cultural needs of learners. (University Mission, Educational Principles II and V)

Preservice teachers will

1. Diagnose learner needs with appropriate assessments. (k, s)
2. Promote self-confidence in learners. (d)
3. Encourage cooperation among learners. (d)
4. Demonstrate multicultural and global awareness. (k, d)
5. Use community resources. (s)
6. Involve parents or guardians. (s)
7. Maintain a physical environment conducive to learning. (s)
8. Plan and practice effective classroom management skills. (s)

GOAL IV. Preservice teachers will demonstrate professionalism. (University Mission, Educational Principles II and V)

Preservice teachers will

1. Establish respectful relationships. (d)
2. Work collaboratively. (d)
3. Display professional demeanor and appearance. (d)
4. Base decisions and performance on high moral and ethical standards. (d)
5. Develop a teaching philosophy that reflects the ethics of the profession. (k, d)
6. Evaluate their own professional growth through reflection and synthesis of data from multiple sources. (k, d)
7. Demonstrate professional growth. (s)
8. Value life-long learning. (d)

* k = knowledge; s = skills; d = dispositions
(REVISED: January 2004)

Interstate New Teacher Assessment and Support Consortium (INTASC)

http://www.ccsso.org/projects/Interstate_New_Teacher_Assessment_and_Support_Consortium/

The Interstate New Teacher Assessment and Support Consortium (INTASC) is a consortium of state education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and on-going professional development of teachers. Created in 1987, INTASC's primary constituency is state education agencies responsible for teacher licensing, program approval, and professional development. Its work is guided by one basic premise: An effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to assure that *all* students learn and perform at high levels.

Mission of INTASC

The mission of INTASC is to provide a forum for its member states to learn about and collaborate in the development of

- compatible educational policy on teaching among the states
- new accountability requirements for teacher preparation programs
- new techniques to assess the performance of teachers for licensing and evaluation
- new programs to enhance the professional development of teachers

“Core” Standards

INTASC's *Model Standards for Beginning Teacher Licensing, Assessment and Development: A Resource for State Dialogue* (1992) outline the knowledge, dispositions, and performances deemed essential for all teachers regardless of the subject or grade level being taught. Drafted by a committee of teachers, teacher educators, and state agency officials, they represent a shared view among the states and within the profession of what constitutes competent beginning teaching. These standards are currently being translated into standards for various subject matter areas and specific student populations.

INTASC Standards

INTASC-1 STANDARD: The teacher understands the central 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.

INTASC-2 STANDARD: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

INTASC-3 STANDARD: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

INTASC-4 STANDARD: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

INTASC-5 STANDARD: 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.

INTASC-6 STANDARD: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

INTASC-7 STANDARD: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

INTASC-8 STANDARD: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

INTASC-9 STANDARD: 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.

INTASC-10 STANDARD: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Teacher Preparation Program Descriptive Narrative

The preservice teacher who completes the Teacher Preparation Program at Shorter University will be prepared to enter the teaching profession with all of the skills, understanding, knowledge, attitudes, and ethics necessary to be a successful teacher. Through various program experiences, the student will be able to build an understanding of what a successful teacher does. The student will also develop a life-long desire to increase competence as an education. The preservice teacher who completes the program will be ready for more formal study at the graduate level or less formal improvement based upon reflection and self-study. Along with continuing personal development as a professional, the teacher should also be a leader in the continuous process of making schools better for all children.

The experiences in the Teacher Preparation Program at Shorter include a thorough study of the principles of development, the principles of learning and motivation, and content in the discipline(s). Also included in the program are field work experiences culminating in student teaching. Field work allows the teacher candidate to discover and acquire the craft knowledge of master teachers. The ability of the Teacher Preparation Program to provide such outstanding opportunities for preservice teachers is the result of successful, long-term collaboration with local school systems by the faculty members. Combining the wisdom of experience of these qualified and diverse faculty with their emphasis on recent research, modern theory and proficiency in the use of technology, Shorter's Teacher Preparation Program prepares the teacher for life-long learning and professional development.

Equally important is the development of professional ethics. Shorter University's commitment to liberal arts education from a Christian perspective for all students provides the basis for the development of a teacher's professional ethics. Central to professional ethics is the belief that all children can learn and that the teacher's primary responsibility is to facilitate and guide this process. All children include, of course, children of all ethnic, racial, religious, economic, and social backgrounds. Diversity within the Shorter faculty and student body and in the public schools provides students with the opportunity to develop respect and tolerance. From this basis and from knowledge of professional standards as taught in the program, preservice teachers can develop the professional commitments and dispositions that will enable them to be advocates for children.

In order to assist students in the learning process, teachers must have a philosophical understanding of that process that is based on current research and best practice. The Teacher Preparation Program at Shorter University and the Teacher Certification Committee offer the following explanation of the learning process, the components of which pervade not only the Teacher Preparation Program experiences but also those in the academic disciplines.

Philosophical Understanding of the Learning Process

1. Learning is an educational process that involves *motivation*. Inherent in every human is the desire to learn. Extrinsic motivation (via rewards, reinforcement, incentives) is often essential to help the learner begin the process, but for learning to continue, intrinsic motivation is necessary. Some types of intrinsic motivation include curiosity, the need for acceptance, and the desire for cooperation.
2. Learning is an educational process that involves *understanding*. Learning requires more than memorization. Learning requires the intellectual engagement of the learner with the material being studied. The learner organizes the new material and incorporates it into her own mental structures. The learner then constructs a new understanding of her world.
3. Learning is an educational process that involves *contextualizing*. For learning to occur, the learner must see the relevance of the new material to his existing world. The new experiences must be appropriate for his present level of development—cognitively, emotionally, socially, and physically.
4. Learning is an educational process that involves *reflection*. In order for learning to proceed, the learner must take the time to think back over previous experiences and understandings. This is part of the metacognition process that is essential not only for intellectual development but also for meaningful behavior. It is largely an internal evaluative procedure. Reflection is at the heart of the educational process.
5. Learning is an educational process that involves *critical thinking*. The learner must use existing knowledge to develop questions that lead him to new information and to integrating information. The learner must be able to produce multiple hypotheses that can be tested either mentally or in action. Problem solving is a component of the critical thinking process. Problem solving involves coming to a conclusion, even if no solution can be found. Critical thinking thus involves making rational choices based on all pertinent information and conclusions.
6. Learning is an educational process that involves *social interaction*. Learning always takes place in a social environment. Cooperation with others is essential. Cooperation can only take place if respectful relationships are established. To establish such relationships, learners must understand and appreciate cultural differences and the impact of increasing globalization on society. Much of the learning process cannot be completed without successful social interaction.
7. Learning is an educational process that involves *performance*. Learning always involves action. The action may be internal, but often it is external. Learning is more valuable and longer lasting if overt action occurs following the internal realizations. A learner's performance confirms that the other components of the learning process have occurred.

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**Revisions of this Conceptual Framework are ongoing. If you have suggestions for improvement of this guiding document of the Shorter University Teacher Preparation Program, please contact Dr. Sandra Leslie, Dean of the School of Education and Director of Teacher Education.

FIELD EXPERIENCES

Three levels of field experiences are provided. These include observation, practica, and student teaching. All field experiences are placed under the Directors of Field and Clinical Experiences. **Students are not permitted to make their own arrangements for any field experiences.** A description of each is found below.

Observation

Foundations of Education (EDU/EDUC 2900, MUS 2900), which is offered to all education students during the sophomore year, requires fifteen (15) hours of classroom observation at three levels (PK-5, 4-8, 6-12). There are five (5) hours of classroom observation for EDU 3100 Exceptional Learners. Sixteen observations are required for EDU3300 Introduction to Early Childhood Education, EDU3400 Introduction to Middle Grades Education, and EDU3450 Introduction to Secondary Education. EDU3460 Managing the Classroom requires 30 additional observation hours for secondary education students. This fulfills the Teacher Preparation Program requirements of a minimum of fifteen hours of classroom observation every year after the freshman year. Students must have purchased liability insurance (SGAE or SPAGE) and obtain a recent acceptable background check prior to observing in any school. If a student is unable to complete the observation hours within a specified time frame, the course cannot be successfully completed.

Practica

During the methods courses, students are given opportunities to work with teachers and students in a variety of settings and with students from different socioeconomic, ethno-linguistic, and cultural backgrounds. Due to the organization of classes, early childhood, middle grades, secondary, and music majors all adhere to diverse patterns of practica experiences. Descriptions of the program requirements follow.

Early Childhood: All students seeking certification in prekindergarten through grade five (ECE, PK-5) must complete three practica (prior to student teaching): PreK-kindergarten, grades 1-3, and grades 4-5. These practica also must show diversity in economic, ethnic, and cultural settings.

Middle Grades: All students seeking certification in grades four through eight must complete two practica (prior to student teaching): grades 4, 5; grades 6, 7, 8, and a grade level (4-8) of the candidate's choice. These practica and the student teaching experience must show diversity in socioeconomic, ethno-linguistic, and cultural settings.

Early Childhood and Middle Grades: Early childhood and middle grades education majors complete two blocks which include a comprehensive series of field experiences. This diversity of placements provides the student with a broad range of experience in different classroom environments.

Music Education: Practica experiences for music majors include twenty hours of observation in each of three classes. These must include an early childhood (P-5), a middle grades (4-8), and a secondary (6-12) experience.

Secondary Education: Two practica in grades six through twelve (6-12) are required for all secondary education majors prior to student teaching. A practicum is required for the methods classes (English-EDU 3680, Mathematics-EDU 3851, Science-EDU 3831, Social Science-EDU 3815, MUS3050/3060 Music Methods in the elementary

school, EDU 3460 Managing the Classroom). The practicum and student teaching experiences must show diversity in socioeconomic, ethno-linguistic, and cultural settings.

Dates for the practica are set by the Directors of Field and Clinical Experiences in cooperation with public school administrators. **Under no circumstances is a student to begin a practicum before the assigned date.** If the student cannot complete the practicum within the specific time frame, the course cannot be successfully completed.

Teacher Preparation Program

Field Experiences Placement Plan

Part I: Directions

Study this entire document, noting the grade level and diversity requirements for your particular program. Then fill in all of *Part III*. Return only *Part III* to your professor. Returning *Part III* does not guarantee a particular placement, but serious effort will be given to honoring requests within policy and logistic parameters.

Part II: Placement Guidelines for Practica and Student Teaching

Placement Level Requirements

Sequence of Field Experiences in Undergraduate ECE Program (Traditional)

Field Experience –Undergraduate Early Childhood Education					
Course	Prerequisite	Field Experience Required	Placement Requirements	Hours Required	Criteria for Placement
EDU 2900: Foundations of Education	* recent background check *Insurance with SPAGE/SGAE	Observation	5 hours in each: elementary, middle, secondary public schools	15	Urban/Rural PK-5, 6-8, 9-12 Low SES
EDU 3300: Introduction Early Childhood Education	* recent background check *Insurance with SPAGE/SGAE	Observation	Placement in an elementary school	16	Urban/Rural Low SES Grade band: PK-1, 2-3, 4-5
EDU 3100: Exceptional Learners	* recent background check *Insurance with	Observation	Placement in a special needs classroom	5	Urban/Rural Inclusion or self- contained classroom for children with special needs

	SPAGE/SGAE				High Ethnic Diversity Grade band: PL1-, 2-3, 45
*EDU 3430: Children’s Literature,	*Transition Point 1 Practice * recent background check		*Placement in grades PreK-K, 1-3, or 4-5. *Placement in variety of diverse school systems	45	Urban/Rural Cooperating teacher with Reading Endorsement or Master’s Degree in Reading or ECE
*EDU 3560: Reading/Language Arts,	*Insurance with SPAGE/SGAE				Grade Band PK-1, 2-3, 4-5 High Ethnic Diversity
*EDU 3565: Diagnostic/ Corrective Reading					
*EDU 3580: Mathematics Education,	*Transition Point 1 Practica * recent background check *Insurance with SPAGE/SGAE		*Placement in grade range not chosen previously. *Placement in school system not chosen previously	30	Urban/Rural Cooperating Teacher with Math Endorsement or additional training mathematics Grade Band: K-1, 2-3, 4-5 (may not repeat a grade band

					<p>from practicum one</p> <p>ESL Population</p> <p>Ethnic Diversity</p>
<p>EDU 3820 Science Education: ECE</p> <p>*EDU 3800: Social Science</p>	<p>*Transition Point 1</p> <p>* recent background check</p> <p>*Insurance with SPAGE/SGAE</p>	<p>Practica</p>	<p>*Placement in grade range not chosen previously.</p> <p>*Placement in school system not chosen previously</p>	<p>30</p>	<p>Urban/Rural</p> <p>Cooperating Teacher with Social Studies/Science experience at the grade level;</p> <p>Grade Band: K-1, 2-3, 4-5 (may not repeat a grade band from practica I or II</p> <p>Low SES</p>
<p>EDU 4110: Student Teaching ECE</p>	<p>*Transition Point 1</p> <p>*Transition Point 2</p> <p>*Portfolio (in progress)</p> <p>*Recent background check</p> <p>*Insurance with</p>	<p>Student Teaching</p>	<p>*Grade <i>range</i> of choice – may not repeat grade</p> <p>*Placement in system of choice within service area – may not repeat school</p>	<p>75 days (450 hours)</p>	<p>May not repeat a grade level from a previous practicum. A minimum of two settings required for each of the following (for overall field experiences:</p> <p>Urban/Rural</p> <p>SES</p>

	SPAGE/SGAE	ESL
		Ethnicity Special Needs
	Total	591 hours

Table 1 Field Experience – B.S. in Early Childhood Education

<i>Course</i>	<i>Prerequisite</i>	<i>Field Experience Required</i>	<i>Placement Requirements</i>	<i>Hours Required</i>	<i>Criteria for School Selection</i>
*EDUC 2900 Initial Field Experience;	* recent background check	Observation	15 hours in elementary	15	Urban or Rural Low SES (40% free/reduced lunch)
*EDUC 2950 Teacher Tech;	*Insurance with SPAGE/SGAE				Grade Bands: 5 hours in PK-1
*EDUC 3320 Human Growth & Learning;					5 hours in 2-3
*EDUC 3100 Exceptional Learner;					5 hours in 4-5 Sample School: Alto Park Elementary School
*EDUC 3300 Intro to Early Childhood Ed					

*EDUC 3250 Measurement & Evaluation					
*EDUC3430 Children's Literature;	*Transition Point 1 * recent background check	Practica	*Placement in grades PreK-K, 1-3, or 4-5. *Placement in variety of diverse school systems and school demographics	30	Urban Cooperating Teacher with Reading Endorsement or Master's degree in Reading or ECE Grade Band: PK-1, 2-3, 4-5 Ethnic Diversity (30% or higher minority Population) Sample School: Cartersville Elementary
*EDUC 3560 Reading/Languag e Arts	*Insurance with SPAGE/SGAE				

<p>*EDUC 3580 Mathematics Education;</p> <p>*EDUC 3700 Managing the Classroom</p>	<p>*Transition Point 1</p> <p>* recent background check</p> <p>*Insurance with SPAGE/SGAE</p>	<p>Practica</p>	<p>*Placement in grade range not chosen previously.</p> <p>*Placement in school system not chosen previously</p> <p>*Placement in variety of diverse school systems and school demographics</p>	<p>30</p>	<p>Rural</p> <p>Cooperating Teacher with Math Endorsement or additional training in mathematics</p> <p>Grade Band Pk-1, 2-3, 4-5 (may not repeat a grade band from practicum one)</p> <p>ESL Population</p> <p>Ethnic Diversity</p> <p>Sample School: Main Elementary School</p>
<p>*EDUC 3800 Social Studies: ECE;</p> <p>*EDUC 3820 Science: ECE</p>	<p>*Transition Point 1</p> <p>* recent background check</p> <p>*Insurance with SPAGE/SGAE</p>	<p>Practica</p>	<p>*Placement in grade range not chosen previously.</p> <p>*Placement in school system not chosen previously</p> <p>*Placement in variety of diverse school</p>	<p>30</p>	<p>Urban</p> <p>Cooperating Teacher with Social Studies experience at the grade level;</p> <p>Grade Band: PK-1, 2-3, 4-5 (may not repeat a grade band from practica I or II).</p> <p>Low SES (25% or higher free and reduced lunch)</p> <p>Sample School: East Central</p>

			systems and school demographics		<u>Elementary</u>
*EDUC 4110 Student Teaching B.S.	*Transition Point 1 *Transition Point 2 *Portfolio (in progress) *Recent background check *Insurance with SPAGE/SGAE	Student Teaching	*Grade <i>range</i> of choice – may not repeat grade *Placement in system of choice within service area – may not repeat *Placement in variety of diverse school systems and school demographics	75 days (450 hours)	May not repeat a grade band (PK-1, 2-3, 4-5) from a previous practicum A minimum of two settings required for each of the following (for overall field experiences): Urban/Rural SES ESL Ethnicity Special Needs *See sample student record for

school	field placements below Sample School: Model Elementary School
Total	560 hours

Sequence of Field Experiences in Undergraduate Middle Grades Education Program

Field Experience –Undergraduate Middle Grades Education					
Course	Prerequisite	Field Experience Required	Placement Requirements	Hours Required	Criteria for School Selection
EDU 2900: Foundations of Education	* recent background check *Insurance with SPAGE/SGAE	Observation in area schools	5 hours in each: elementary, middle, secondary public schools	15	Urban or Rural Low SES (40% free/reduced lunch) Grade Bands PK-5, 4-8, 6-12
EDU 3100: Exceptional Learners	* recent background check *Insurance with SPAGE/SGAE	classroom observation	Placement in a special needs classroom	5	Urban or Rural Inclusion Program or self-contained classroom for children with special needs. High Ethnic Diversity Grade Band: 4-5, 6-8
EDU 3400: Introduction to Middle Grades Education	* recent background check *Insurance with SPAGE/SGAE	classroom observation	Placement in a middle school	16	Urban or Rural Low SES

<p>*EDU 3840: Literature, Language Arts and Reading</p> <p>*EDU 3815: Social Science Methods: MGE</p> <p>*EDU 3700: Classroom Management</p>	<p>*Transition Point 1</p> <p>* recent background check</p> <p>*Insurance with SPAGE/SGAE</p>	<p>Practica</p>	<p>*Placement in grades 4- 6, 7-8.</p> <p>*Placement in variety of diverse school systems</p>	<p>60</p>	<p>Urban /Rural</p> <p>Cooperating teacher with Reading Endorsement or Master's Degree in Reading or ECE</p> <p>Grade Band PK-1, 2-3, 4-5</p> <p>High Ethnicity</p>
<p>*EDU 3830: Science Methods: MGE</p> <p>EDU 3850: Math Methods: MGE</p>	<p>*Transition Point 1</p> <p>* recent background check</p> <p>*Insurance with SPAGE/SGAE</p>	<p>Practica</p>	<p>*Placement in grade range not chosen previously.</p> <p>*Placement in school system not chosen previously</p>	<p>60</p>	<p>Urban/Rural</p> <p>Cooperating Teacher with Math Endorsement or additional training mathematics</p> <p>Grade Band: K-1, 2-3, 4-5</p> <p>(may not repeat a grade band from practicum one</p> <p>ESL Population</p> <p>Ethnic Diversity</p>
<p>EDU 4120:</p>	<p>*Transition Point</p>	<p>Student Teaching</p>	<p>*Grade <i>range</i> of choice</p>	<p>75 days</p>	<p>A minimum of two settings required for</p>

Student Teaching :MG	1	– may not repeat grade	(450 hours)	each of the following (for overall field
	*Transition Point	*Placement in system of		experiences):
	2	choice within service		Urban/Rural
	*Portfolio (in	area – may not repeat		SES
	progress)	school		ESL
*Recent			Ethnicity	
background check			Special Needs	
*Insurance with			Middle Grades (6-8)	
SPAGE/SGAE				
		Total	606 hours	

Sequence of Field Experiences in Undergraduate Secondary Education Program

Field Experience –Undergraduate Secondary Education					
Course	Prerequisite	Field Experience Required	Placement Requirements	Hours Required	Placement Criteria
EDU 2900: Foundations of Education	* recent background check *Insurance with SPAGE/SGAE	Observation in area schools	5 hours in each: elementary, middle, secondary public schools	15	Urban or Rural Low SES (40% free/reduced lunch) Grade Bands PK-5, 4-8, 6-12
EDU 3100: Exceptional Learners	* recent background check *Insurance with SPAGE/SGAE	classroom observation	Placement in a special needs classroom	5	Urban/Rural Inclusion or self-contained classroom for children with special needs High Ethnic Diversity Grade band: 6-8, 9-12 Low SES
EDU 3450: Introduction to Secondary Education	* recent background check *Insurance with SPAGE/SGAE	classroom observation	Placement in a middle and secondary school	16	Urban/Rural High Diversity Grade band: 6-8, 9-12

EDU3460 Managing the Classroom	*Transition Point 1 * recent background check *Insurance with SPAGE/SGAE	Practica	*Placement in grades 6-8, 9-12. *Placement in variety of diverse school systems	30 (in major area)	Urban/Rural Cooperating Grade Band: 6-8, 9-12 Low SES Special Needs
*EDU 3680: Methods in Reading and Literature: Secondary *EDU 3815: Social Science Methods: Secondary *EDU 3700: 3820: Secondary Science Methods	*Transition Point 1 * recent background check *Insurance with SPAGE/SGAE	Practica	*Placement in grades 4-8, 7-12. *Placement in variety of diverse school systems	30 (in major area)	Urban/Rural Cooperating Teacher with Social Studies/Science, Reading experience at the grade level; Grade Band: K-1, 2-3, 4-5 (may not repeat a grade band from practice I or II) Low SES ESL

EDU 3851: Secondary Math Methods					
EDU 4130: Student Teaching ECE	<ul style="list-style-type: none"> *Transition Point 1 *Transition Point 2 *Portfolio (in progress) *Recent background check *Insurance with SPAGE/SGAE 	Student Teaching	<ul style="list-style-type: none"> *Grade <i>range</i> of choice – may not repeat grade *Placement in system of choice within service area – may not repeat school 	75 days (450 hours)	<p>May not repeat a grade level from a previous practicum. A minimum of two settings required for each of the following (for overall field experiences):</p> <ul style="list-style-type: none"> Urban/Rural SES ESL Ethnicity Special Needs
			Total	516 hours	

Sequence of Field Experiences in Undergraduate Music Education Program

Field Experience –Undergraduate Music Education					
Course	Prerequisite	Field Experience Required	Placement Requirements	Hours Required	
MUS 2500: Foundations of Music Education	* recent background check *Insurance with SPAGE/SGAE	observation in area schools	7 hours in each: elementary, middle, secondary public schools	15	Urban or Rural Low SES (40% free/reduced lunch) Grade Bands PK-5 , 4-8, 6-12
EDU 3100: Exceptional Learners	* recent background check *Insurance with SPAGE/SGAE	classroom observation	Placement in a special needs classroom	5	Urban/Rural Inclusion or self-contained classroom for children with special needs High Ethnic Diversity Grade band: PK-5, 4-8, 6-12
MUS 3050 Elementary Music Methods MUS3060 Music Methods in the Secondary School	* recent background check *Insurance with SPAGE/SGAE	practica	*Placement in variety of diverse school systems and school demographics	20	May not repeat a grade level from a previous practicum. A minimum of two settings required for each of the following (for overall field experiences: Urban/Rural SES

					ESL
					Ethnicity Special Needs
EDU 4140: Student Teaching : Music	*Transition Point 1 *Transition Point 2 *Portfolio (in progress) *Recent background check *Insurance with SPAGE/SGAE	Student Teaching	*Grade <i>range</i> of choice – may not repeat grade *Placement in system of choice within service area – may not repeat school	75 days (450 hours)	May not repeat a grade level from a previous practicum. A minimum of two settings required for each of the following (for overall field experiences: Urban/Rural SES ESL Ethnicity Special Needs
			Total	490 hours	

Sample Student Placement Record: ECE

Student Name: Ed U. Cator, ECE Undergraduate Student							
Field Experience	School	Urban/Rural	SES	Ethnicity	Special Needs	ESL	Grade Level
EDU2900 Foundations of Education	Alto Park Elementary School/Floyd County	Rural	X	X		X	1
	Rome Middle School	Urban	X	X			
	Pepperell High School	Rural					
EDU3100 Exceptional Learners	East Central Elementary	Urban	X	X	X (Inclusion)		4
	Rome City Schools						
Practicum I	Garden Lakes Elementary	Rural		X			4-5
Practicum II	Armuchee Elementary	Rural	X	X		X	2-3
Practicum III	Midway Primary	Urban	X				PK-1
Student Teaching	West Central	Urban	X		X		4

A minimum of two settings required for each of the above field experiences:

Cultural Diversity Requirements

In order to give all students the broadest exposure to many different cultural environments, students are required to participate in a variety of diverse systems/schools. The only exception to this rule occurs when a particular system becomes overcrowded, necessitating that administrators seek the next best placement for the student.

Part III: Preliminary Placement Plan for Practica and Student Teaching

NOTICE: Preferences for practica and student teaching are limited to school systems only, **not individual schools or teachers**. The Teacher Preparation Program is committed to school system choices rather than individual school choices in order that the standards set by the Georgia Professional Standards Commission may be accomplished. Note that students will not be assigned to schools where they attended, where relatives are employed or are attending, or where they are employed or were ever employed. Neither will students be placed in the same school for two field experiences. Field and clinical placements for observation, practica, and student teaching will follow the plan in the above charts based on student's program to assure a variety of experiences.

Certification Area (please check one):

___ Early Childhood (Traditional) ___ Early Childhood (Professional Studies)
___ Middle Grades ___ Music ___ Secondary English
___ Secondary History ___ Secondary Mathematics ___ Secondary Science

Practicum Preference for *this* semester:

Grade Level _____ School System _____

Other Practicum: (if applicable)

Grade Level _____ School System _____

Other Practicum: (if applicable)

Grade Level _____ School System _____

Student Teaching Preference:

Grade Level _____ School System _____

I hereby certify that I have read, understand, and agree to abide by these policies.

Printed Name: _____ **Date** _____

Signature _____ **Email address:** _____

For Office use only Practica Assignment	
System: _____	School _____
Teacher: _____	Grade(s) _____

Student Teaching

All preservice teachers complete a **minimum of 75 consecutive days** of student teaching. During this experience, students meet weekly with other students and university faculty for curriculum and personal development (EDU/EDUC 4050, EDUC4051, EDU 4060, EDU4070, EDU 4080). Each student is observed by a university supervisor a minimum of five times during student teaching.

Prior to student teaching, students must officially be accepted into the Teacher Preparation Program. (See the sections in this handbook on application for admission to the program for more information.) In addition, students must take and pass the GACE II (Content Assessments) test(s) **before** student teaching. These tests measure content knowledge and should be taken no later than the semester prior to student teaching.

For more information about student teaching, refer to the Student Teaching Handbook available online at http://www.shorter.edu/academics/education/teacher_handbooks.

Supervised Teaching

Two semesters of supervised teaching (EDU/EDUC4221, 4222) for persons already engaged in the teaching field as a full time teacher is considered an internship. EDU/EDUC 4050, EDU/EDUC 4051, EDU4060, EDU4070 or EDU4080 is a corequisite for an internship. See the current catalogue for prerequisites

Supervised Teaching

Two semesters of supervised teaching (EDU4221, 4222) for persons already engaged in the teaching field as a full-time teacher is considered an internship. EDU 4050, 4060, 4070 or 4080 is a corequisite for an internship. See the current catalogue for prerequisites.

Transportation and Budget Concerns

Transportation needed for observations, practica, and student teaching is the responsibility of the student. Quite often a variety of costs are expected during the student teaching experience. Students' budgets should be studied carefully and plans made for both expected and unexpected costs.

Preservice Teacher Attendance Policy

One of the important characteristics of a highly effective teacher is excellent attendance. Attendance and carrying out responsibilities in the manner of a practicing professional are qualifications required by school administrators.

Goal IV of the Conceptual Framework of the Teacher Preparation Program of Shorter University states that the "Preservice teacher will demonstrate professionalism" (University Mission, Educational Principles II, V; INTASC #9). Attendance and submitting reports on or before the due date are critical components of professional dispositions.

Preservice teachers are required to demonstrate excellent attendance in classes and engage in ongoing professional dispositions. The following criteria will be your guide:

- Attend each class session and be participatory (absences are due to illness or emergency ONLY).
- Fulfill obligations of class presentations, assignments, and tests when scheduled

DEFINITIONS AND EXPLANATIONS OF REQUIREMENTS

- **Background Check** is a check by a law enforcement agency to determine if one has a criminal record. This is required for admission to the Teacher Preparation Program and by the public schools before observations, practica, and student teaching.
- **Block Classes** are those courses either taken at the same time or for an extended period of time. In the Early Childhood program, one set of “block classes” consists of EDU 3430, 3560, and 3565. The other set is EDU 3580, 3700, 3800, and 3820. In the Middle Grades program, the fall semester block classes are EDU 3700, 3815, and 3840. Spring block classes are EDU 3830 and 3850. **Prior to taking “block classes” students must be officially admitted into the Teacher Preparation Program (Transition Point 1).**
- **Classroom Observations** are visits made in schools for the purpose of seeing and noting current teaching practices, student behavior, and general school function. The student is primarily in the passive role of observer rather than in the active role as participant. Twenty hours of observation must be completed by Transition Point One. **Transportation related to classroom observations is the responsibility of the student.** Before entering a school to observe, students must have liability insurance via SGAE or SPAGE and an acceptable background check.
- **University Supervisor** is a member of the university faculty who, in addition to teaching duties, is responsible for supervising student teachers, holding conferences with them and with their public school supervising classroom teachers, evaluating the progress of the student teachers, and participating in the student teaching seminars. Note: Adjunct instructors are sometimes employed to assist the program with student teaching supervision.
- **Cooperating School** is a school which provides the observation experience, practicum experience or the student teaching experience for teacher candidates.
- **Core Curriculum** refers to courses which are required by the university as part of a degree program. These courses are generally, but not always, taken during the freshman and sophomore years and should be completed before courses in the professional sequence are begun. Demonstration of content knowledge acquired in core curriculum courses is expected in all education methods courses during the professional sequence.

- **GACE I - Basic Skills Assessment** is a test of academic skills in reading, writing, and mathematics. Passing the GACE Basic Skills Test or a suitable exemption (**a combined verbal/math score of 1000 on SAT, a combined math/English score of 43 on ACT, or 1030 composite for Verbal and Quantitative score on the GRE, or having masters degree or above from a PSC-accepted accredited institution**) is required for official admission to the Shorter University Teacher Preparation Program and for taking block and methods classes. If a student fails a component of the GACE Basic Skills Assessment, he/she should see the adviser for assistance in planning remediation.

Students may register for the GACE Basic Skills Assessment on the GACE Website at www.gace.nesinc.com. The GACE Registration Bulletin, which contains complete registration and testing information, is available on the GACE Website.

- **GACE II - Content Assessments** are tests of minimum competence in the field of certification and related professional knowledge. As these tests measure content knowledge, students may take them in junior year, prior to student teaching. **It is mandatory that the appropriate GACE II Content Assessments be taken and passed before placement for student teaching effective August 1, 2011.** If a student fails the GACE II Content Assessment, he/she should see his/her advisor or the Director of the Teacher Preparation Program immediately for assistance in planning remediation.

at Students may register for the GACE Content Assessments on the GACE Website www.gace.nesinc.com. The GACE Registration Bulletin, which contains complete registration and testing information, is also available on the GACE Website. Check the GACE web site for fees for the ECE content tests.

- **Methods Courses** are courses which are designed to prepare teacher candidates to teach content at the specific levels of specialization – ECE, MGE, SE, and MUS. All methods courses include a three-week field experience. **Prior to taking methods courses, students must meet all the criteria and officially be admitted into the Teacher Preparation Program.**
- **Portfolio** is a compilation of documents assembled by the student on TaskStream to illustrate the student's progress in the Teacher Preparation Program. The portfolio is presented at three stages in the program – initially in an introductory education course, then prior to student teaching (Transition Point 2), and finally as part of the exit process prior to graduation (Transition Point 3). In the initial phase, the teacher of the courses judges and scores the student's portfolio according to a rubric designed by the professors in the major. The portfolio is assessed at the completion of the program by the university supervisor, the supervising classroom teacher, and the major professor. The rubric at this final stage reflects criteria that potential employers may want to review.

Each major has unique portfolio guidelines and rubrics. The student's adviser will provide pertinent information and assistance. **Acceptable performance in the production of the portfolio is necessary at Transition Points 2 and 3 for the student to remain in the Teacher Preparation Program.**

- **Practicum** is a field experience designed to allow teacher candidates limited teaching opportunities in the classroom before student teaching. The practicum experiences are part of the block or “methods” courses and allow University students to practice techniques of instruction learned through coursework and readings, while under the supervision of the classroom teacher. Transportation is the responsibility of the practicum student. Practicum must be passed in order for the student to remain in the Teacher Preparation Program.
- **Remediation** Teacher Preparation Program students may be required to repeat courses or experiences where deficiencies are demonstrated, or if the requirements for transition points in the program have not been met.
- **Student Teaching Handbook** provides detailed information about the policies and procedures of the Teacher Preparation Program regarding student teaching. The handbook can be found on SCHOLAR at http://www.shorter.edu/academics/education/teacher_handbooks.htm.
- **Supervising Teacher**: A teacher assigned by a school district or principal to direct a preservice teacher’s practicum experience in his or her classroom.
- **Writing Sample** is required as part of the Application to the Teacher Preparation Program. This writing sample serves several purposes. First, it gives the writer the opportunity to begin to reflect on the profession of teaching. Second, it enables professors to examine the applicant’s ideas, creativity, and writing skills. Third, the revision of it (if deemed necessary) illustrates the author’s ability to improve his or her work. Fourth, it gives the Teacher Preparation Program an assessment by which to measure the effectiveness of the program.

Criteria for Admission to the Teacher Preparation Program
Transition Point 1- Admission to the Teacher Preparation Program

1. The candidate must have a 2.50 GPA on a 4.00 scale as determined by the Registrar of the University BEFORE applying for admission to the Teacher Preparation Program.
2. The candidate must demonstrate proficiency in all core courses taken prior to acceptance into the Teacher Preparation Program. If deficiency is detected, the candidate may be required to remediate. A minimum grade of C must be earned in all required English, math, computer, and communications courses and in courses in the major field.
3. The candidate must have earned 30 or more semester hours of credit.
4. The candidate must have a passing score on the GACE I - Basic Skills Assessment examination BEFORE applying for admission to the Teacher Preparation Program. The candidate may exempt the GACE I - Basis Skills Assessment with scores on the SAT, ACT, and/or GRE, as determined by the Professional Standards Commission or by having a masters degree or above from a PSC-Accepted accredited institution.
5. The candidate must be recommended by three professors (a faculty member outside the Department of Education, the candidate's major advisor, and the Director of the Teacher Preparation Program).
6. The candidate must provide proof of liability insurance by joining the SGAE or SPAGE.
7. The candidate must provide documentation of an acceptable criminal background check.
8. The candidate must accept, via personal signature, the *Code of Ethics for Educators* by the Georgia Professional Standards Commission.
9. The candidate must provide an acceptable writing sample. After writing to the specific prompt given to the candidate, the writing sample is evaluated by two education faculty using The Writing Sample Scoring Rubric.
10. The candidate must complete the Application for Admission to the Teacher Preparation Program.

When the Application for Admission (pink form) is complete, the candidate should turn it in to the Administrative Assistant in the Education Department Office. (Please note no application will be accepted until it is entirely complete. It is the teacher candidate's responsibility to gather all signatures, documents, etc.) When the application has been processed, the candidate will receive an official letter of acceptance.

Criteria for Admission to the Teacher Preparation Program
Transition Point 2 - Admission to Student Teaching

1. The candidate must have been admitted to the Teacher Preparation Program (Transition Point 1).
2. The candidate must have a 2.50 cumulative GPA as determined by the Registrar of the University.
3. The candidate must have a minimum grade of C in all required English, math, computer, and communications courses; in courses in the major field; in education courses; in concentration courses; and in the practicum experience.
4. The candidate must have completed all required classes prior to the semester of student teaching.
5. The candidate must have a passing score on the Shorter University Junior English Exam, judged by members of the Humanities Department.
6. The candidate must provide evidence of having taken the appropriate GACE Content Assessment tests as determined by the Professional Standards Commission.
7. The candidate must have a written letter of recommendation, specifying the candidate's strengths and areas that may need improvement, from the advisor or major professor in the academic field.
8. The candidate must have an acceptable portfolio on TaskStream as judged, according to a scoring rubric, by two individuals—the appropriate faculty member(s) and the advisor or major professor.
9. The candidate must provide proof of liability insurance (SGAE/SPAGE).
10. The candidate must documentation of a recent acceptable criminal background check.
11. The candidate must have abided by the *Code of Ethics for Educators*.
12. The candidate must complete the Student Teaching Application.

When the application has been processed and the placement confirmed, the candidate will be notified of the placement in a mandatory meeting the semester prior to the student teaching semester.

Criteria for Admission to the Teacher Preparation Program

Transition Point 3- Completion of Program

1. The candidate must have completed all requirements of Admission (Transition Point 1) and Student Teaching (Transition Point 2).
2. The candidate must have a 2.5 cumulative GPA.
3. The candidate must have successfully completed, with a C or above, the appropriate Curriculum and Methods Course (EDU 4050, EDU 4060, EDU 4070, EDU 4080).
4. The candidate must have a minimum of 126 semester hours.
5. The candidate must receive acceptable student teaching evaluations from the supervising classroom teacher, the University supervisor, and other observers. (The advisor completes a “check out” for graduation.)
6. The candidate must provide an acceptable portfolio as judged, according to a scoring rubric, by the University supervisor, the supervising classroom teacher, and the major professor.
7. The candidate must have abided by the *Code of Ethics for Educators*.
8. The candidate must complete a written exit survey.
9. The candidate must complete an oral exit interview with the Education Department Chair. At this time, candidates will provide collections of 1) classroom management artifacts 2) value-added instruction documents and 3) videotaped instruction with impact/refinement statements as per Georgia PSC requirements.

The candidate should provide post-graduation contact information for the permanent file. This facilitates the completion of requirements by the Georgia Professional Standards Commission for teacher certification. It also assists the department with future graduate surveys.

Criteria for Admission to the Teacher Preparation Program
Transition Point 4- Alumni Performance

1. GAICTE follow-up Survey.
2. PSC data bank of institutional program completers

Appendices

1. Practicum Timesheet
2. Practicum Memo to Supervising Teachers
3. Practicum Journal Memo to Preservice Teachers
4. Practicum Letter
5. Student Teaching and Practicum Observation Form
6. Supervising Teacher Biographical Form
7. University Supervisor Evaluation
8. Practicum Evaluation Form
9. Georgia Code of Ethics

MEMO

TO: Supervising Practicum Teacher
FROM: Director of Field AND Clinical Experiences
Teacher Preparation Program
Shorter University
RE: Practicum Documentation: *Practicum Journal*

We at Shorter University appreciate your mentoring one of our preservice teachers this semester. Please note that the student assigned to you is required to turn in at the end of the practicum period the following documentation:

1. Official *Student Practicum Evaluation* completed by the supervising teacher
2. Written evaluation by the supervising teacher
 - a. What innovative teaching strategies were incorporated by the preservice teacher in the lesson(s) taught?
 - b. What modifications were made by the preservice teacher in planning and teaching of special needs students and diverse learners?
 - c. How was technology integrated by the preservice teacher?
 - d. To what degree did the preservice teacher display professionalism?
 - e. How do you think the preservice teacher could improve his or her teaching?
3. Evaluation by public school students (3-question format)
 - a. What did you like about the preservice teacher's teaching?
 - b. How do you think the preservice teacher could improve his or her teaching?
 - c. What grade do you think the preservice teacher should receive for this practicum?
4. Clearly identifiable report of how specific University class assignments were fulfilled (NOTE: This report will vary according to syllabus specifications and professors.)
5. Preservice teacher's daily reflective notes
6. Practicum Time Sheet initialed daily by supervising teacher
7. Lesson Plans using the Shorter University format

These documents make up the *Practicum Journal*. The purpose of the journal is to show the preservice teacher's active participation in your classroom and identify strengths and weaknesses in the University's teacher education program. My hope is that this description of the journal will make communication among all of us clearer and simpler. Thank you again for your help.

MEMO

TO: Preservice Teachers
FROM: Director of Field and Clinical Experiences
RE: Practicum documentation: *Practicum Journal*

Below is a description of the contents and format for the *Practicum Journal* that you are required to turn in at the conclusion of practicum. Students should submit their journals to their methods course instructor.

Include in your journal a tab for each of the following sections:

1. Official *Student Practicum Evaluation* completed by the supervising teacher
2. Written evaluation by the supervising teacher
 - a. What innovative teaching strategies were incorporated by the preservice teacher in the lesson(s) taught?
 - b. What modifications were made by the preservice teacher in planning and teaching of special needs students and diverse learners?
 - c. How was technology integrated by the preservice teacher?
 - d. To what degree did the preservice teacher display professionalism?
 - e. How do you think the preservice teacher could improve his or her teaching?
3. Evaluation by public school students (3-question format)
 - a. What did you like about the preservice teacher's teaching?
 - b. How do you think the preservice teacher could improve his or her teaching?
 - c. What grade do you think the preservice teacher should receive for this practicum?
4. Clearly identifiable report of how specific University class assignments were fulfilled (This assignment will be given to you by your professor.)
5. Preservice teacher's daily reflective notes
6. Practicum time sheet initialed daily by supervising teacher
7. Uploaded Lesson Plans using the Shorter University format on TaskStream

PRACTICUM LETTER

TO:

FROM: Director of Field and Clinical Experiences

DATE:

RE: Spring/Fall Practicum

Thank you for welcoming an education student from Shorter University into your classroom for practicum this semester. We value the opportunity that you provide our students for on-site learning.

Several forms are enclosed in an effort to clarify the expectations for practicum.

1. A white biographical information sheet is enclosed for the intern assigned to you. This form can help you get to know the Shorter student.
2. A memo describing the practicum documentation, *Practicum Journal*, which is required of the student.
3. The blue form is your copy of Shorter's expectations for each intern and ways you can help make the practicum beneficial. Please note that some teaching by the intern is one of our expectations.

The blue form includes the names of Shorter University education professors as well as our telephone numbers should you have questions or concerns about the practicum. Feel free to call us at any time. We would especially appreciate hearing from you if the intern fails to attend practicum or causes any problem.

Again, thank you for supporting this effort. Classroom experience for future teachers would be impossible without your cooperation. The student(s) who will be doing his/her practicum in your classroom is (are) _____.



Student Teacher and Practicum Observation Form

Student Name: _____

Date: _____

School Name: _____

Class Observing: _____

Time: _____

Observer Name: _____

Number of Students in Class: ____

Length of Observation: _____

Observation Number: _

Cooperating Teacher: _____

5- exemplary 4- exceeds criteria 3- meets criteria 2- needs improvement 1- unacceptable

0- not observed

INTASC STANDARDS

Content Knowledge

- ___1. Understands content, concepts, processes
- ___2. Links to students' prior knowledge/everyday life
- ___3. Uses accurate, comprehensive, useful resources/visuals
- ___4. Integrates content knowledge and skills with other subjects

Student Learning/Development

- ___5. Delivers instruction for all learning styles and developmental needs
- ___6. Provides opportunities for active engagement
- ___7. Empowers students to be responsible for their own learning
- ___8. Pre-assesses student thinking and experience

Diverse Learners

___9. Makes provisions for exceptional learning differences/needs

___10. Connects content to students' diverse background/culture

___11. Provides instruction adapted to diverse learners

Instructional Strategies

___12. Uses right combination of strategies to teach lesson objective(s)

___13. Promotes critical thinking/problem solving

___14. Uses appropriate plan and able to adjust plan(s)

___15. Varies teaching strategies (lecture, lab, role play, coach)

___16. Provides clear, posted Instructions

___17. Questions sustained/wait time

___18. Transitions smoothly

___19. Begins with an Intro/motivation "grabber"

___20. Manages materials/supplies efficiently

Management of the Classroom

___21. Uses effective management strategies to engage students

___22. Establishes positive learning climate where differences are respected

___23. Maintains a democratic community in which students assume responsibilities

___24. Provides for collaborative and individual learning

___25. Motivates students to learn and/or acknowledges effort

___26. Uses materials, time, space, and activities appropriately

Communication

___27. Utilizes clear, age-appropriate, enthusiastic, engaging, and concise strategies

___28. Recognizes/supports students' communication skills

___29. Uses effective and varied questioning strategies

___30. Uses a variety of technology tools to facilitate learning

___31. Uses correct grammar when speaking and writing

Planning

- ___32. Uses principles of effective teaching in planning
- ___33. Plans for the needs of all learners
- ___34. Submits plans on time

Assessment

- ___35. Uses a variety of formal/informal assessments to evaluate
- ___36. Provides self-assessment opportunities for students
- ___37. Keeps detailed, appropriate records

Reflection/Professional Development

- ___38. Self-assesses through reflection, then revises practice
- ___39. Accepts, uses, and responds to feedback

Collaboration/Ethics/Professionalism

- ___40. Demonstrates professional demeanor and characteristics
- ___41. Maintains consistent attendance and punctuality
- ___42. Dresses appropriately for the position
- ___43. Uses school and community resources to foster learning
- ___44. Adheres to the Georgia PSC Code of Ethics

Comments from Classroom Teacher:

SUMMARY STATEMENT OF OBSERVATION:

STRENGTHS:

AREAS FOR IMPROVEMENT:

PLAN FOR IMPROVEMENT;

_____ Date: _____

University Supervisor Signature

_____ Date: _____

Student Teacher Signature

Observation Notes

(Continue on back of these sheets)



School of Education

Teacher Preparation Program

Supervising Teacher Biographical Form

Student's Name: _____

Please check all that apply.

___ Practicum

___ Early Childhood

___ Middle Grades

___ Secondary

___ English

___ History

___ Mathematics

___ Science

___ Music

___ Student Teaching

___ Early Childhood

___ Middle Grades

___ Secondary

___ English

___ History

___ Mathematics

___ Science

___ Music

Name: _____ School: _____

Work Phone: _____ Home Phone: _____

Email Address: _____

Gender: ___ Male ___ Female

Ethnicity: ___ Black, Non Hispanic
___ Asian or Pacific Islander
___ Hispanic
___ White
___ American Indian or Alaskan Native
___ Multiple/No response
___ Other

Education Information:

Institution _____ Degree _____ Date Completed _____

Certification Grade Levels: _____ Certification Subject Area: _____

Presently teaching grade(s): _____ Subject(s): _____

Years of teaching experience: _____ Years teaching in present grade level: _____

Assisting personnel in classroom: _____

(an additional form is needed for each assistant)

Signature: _____ Date: _____



University Supervisor Evaluation

Please provide the following information concerning your Shorter University supervisor with whom you worked during your practicum or student teaching experience (online survey).

Full Name: _____ Date: _____

Major: _____ Cohort (if applicable) _____ Field Experience: _____

Shorter University Supervisor's Name: _____

Strongly Disagree 1	2	3	4	Strongly Agree 5
------------------------	---	---	---	---------------------

	Observed me in the classroom an appropriate number of times.
	The length of observation was sufficient for entire instruction event.
	Conferred with me as needed (telephone, in person, email)
	Reviewed, discussed, and evaluated lesson plans in a manner that promoted enhancement of professional teaching strategies and best practice.
	Evaluated my performance during lessons in a school setting with an emphasis on the Teacher Preparation Program Conceptual Framework.
	Fostered an atmosphere conducive to communication with all parties involved.
	Encouraged reflective practice in addressing classroom situations and problems.
	Provided resources and instructional techniques designed to address the needs of all learners.
	Modeled a professional demeanor.
	Provided adequate feedback during visits to help me effectively plan for improvement.

Comments: _____

PRACTICUM/STUDENT TEACHER EVALUATION for The Teacher Preparation Program of Shorter University

Shorter University, 315 Shorter Avenue, Rome, GA 30165-4298.

NAME: _____ Degree/Major: _____ Graduation: _____

Grade(s)/Subject(s): _____ School: _____ Date: _____

Standard (Interstate New Teacher Assessment and Support Consortium--INTASC) (I—IV) = goals of TPP	Exceptional (4) in depth; beyond average; synthesis; most effective; on-task; facilitating	Effective (3) mastery; pertinent; clear evidence; appropriate; clarifies; positive	Acceptable (2) shows knowledge; covers areas; simple organization; usually on-task	Unsatisfactory (1) no evidence of; seeming lack of knowledge of; not fully covered; unorganized	SCORE
1. Creates learning experiences that make subject matter meaningful (I, II, III)					
2. Provides learning opportunities that support intellectual, social, and personal development (I, II, III)					
3. Creates learning experiences that are adapted to diverse learners (I, II, III)					
4. Encourages critical thinking, problem solving, and performance skills (I, II, III)					
5. Creates a learning environment that encourages positive social interaction, active engagement, and self-motivation (I, II, III)					
6. Fosters active communication through inquiry, collaboration, and supportive interaction (I, II, III)					
7. Plans instruction based on knowledge of subject matter, students, the community, and curriculum goals (I, II, III)					
8. Understands and uses formal and informal assessment for continuous intellectual, social, and physical development (I, II, III)					
9. Is a reflective practitioner actively seeking opportunities to grow professionally (IV)					
10. Fosters relationships with colleagues, parents, and agencies to support learning and well-being (IV)					
TOTAL SCORE					

The student must achieve a score of **28 or better** to have achieved a successful evaluation from this evaluator. Please explain on the reverse of this sheet any scores in the “Unsatisfactory” column.

Evaluator’s Signature: _____ Title: _____

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, falsifying, misrepresenting or omitting:

1. professional qualifications, criminal history, University 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 the holder of a certificate:

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

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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