



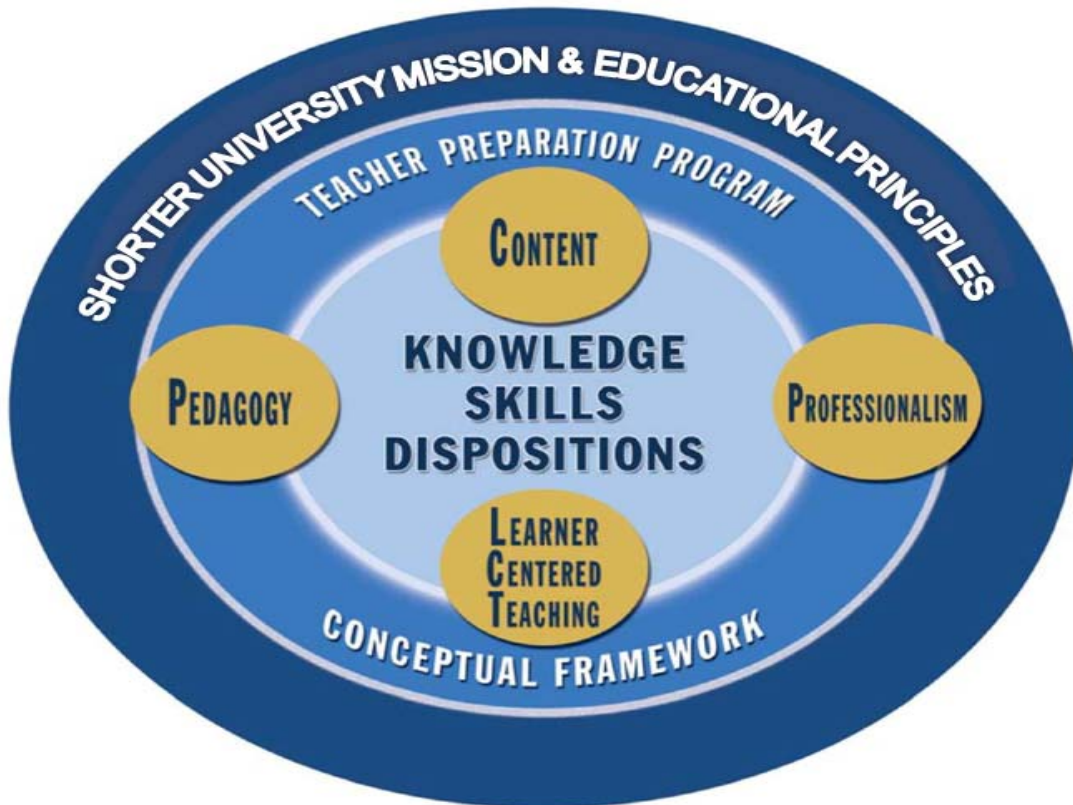
STUDENT TEACHING HANDBOOK

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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.**”

STUDENT TEACHING

Welcome to student teaching! Student teaching is that part of the Teacher Preparation Program in which the preservice teacher spends full-time working in a cooperating school under the supervision of a classroom teacher. The period of student teaching is considered by some to be one of the most vital phases of a teacher's professional preparation. The student is to use this time to make practical use of the knowledge, principles, methods, and materials which have been developed or acquired in university classroom courses.

During the consecutive 75-day term, an increasing responsibility for working with individuals and groups of students is assumed by the student teacher through gradual involvement in a particular classroom or teaching situation. Student teaching is done in a carefully selected school under the immediate supervision of a highly-qualified cooperating teacher and the general supervision of a University supervisor. With the guidance of the cooperating teacher, the student teacher will progress through observations, conferences, and part-time teaching to full-time teaching for a minimum of ten consecutive school days.

A Curriculum, Methods, and Evaluation seminar (EDU 4050/4060/4070/4080), conducted by the University faculty, is held weekly on the University campus during the student teaching experience. Problems and topics of common concern for student teachers are discussed. Twelve semester hours of credit (Pass/Fail) are earned for student teaching upon successful completion of student teaching, and three semester hours of credit are earned for the seminar course.

**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 University 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 University 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, with 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, 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, 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, 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

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Interstate New Teacher Assessment and Support Consortium (INTASC)

[http://www.ccsso.org/projects/Interstate New Teacher Assessment and Support Consortium/](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 educator. 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 Department of Education 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 Department of Education 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 his/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/her existing world. The new experiences must be appropriate for his/her 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/her 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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TERMINOLOGY

1. **The Student Teacher:** A university student who is assigned to a cooperating public school classroom teacher as an intern.
2. **The Cooperating School:** A public school which provides the laboratory experience or internship.
3. **The Cooperating Classroom Teacher:** A public school classroom teacher responsible for supervising the work of a student teacher.
4. **The University Supervisor:** A member of the university faculty or adjunct faculty who is responsible for supervising student teachers, holding conferences with them and their cooperating teachers, evaluating the progress of the students, and participating in the student teacher seminars.
5. **Director of the Teacher Preparation Program:** The university faculty member who has the overall responsibility for the program with the Department of Education, the university administration, the Georgia Department of Education, and the Professional Standards Commission. Dr. Sandra Leslie is the Dean of the School of Education and serves as the Director of the Teacher Preparation Program.
6. **Student Teaching:** The period of apprentice teaching (75 days) in which the university student assumes the responsibility for classroom activities with a group of learners under the direct supervision of a classroom teacher.
7. **Supervised Teacher:** A person already engaged in the teaching field who is supervised for two consecutive semesters by university faculty.

RESPONSIBILITIES OF THE STUDENT TEACHER

You have been studying and working to prepare yourself for a career in teaching; you have had opportunities to observe and study children; you have watched teachers guide youngsters in learning activities. Now you will have an opportunity to try your skill in the classroom and put into practice the theories you have discussed in the university classroom.

The value of student teaching will depend largely on your attitude and initiative. The key words are cooperation and responsibility. Student teachers or teacher candidates are expected to display professionalism in conduct and attitude and to assume the posture of a teacher both in responsibility and manner. Teacher candidates must follow all policies and procedures of the cooperating school. As representatives of both the university and the teaching profession, candidates are expected to maintain high standards of personal and professional ethics and are expected to adhere to Georgia's *Code of Ethics*. This code governs the professional conduct of educators in Georgia and is covered in each introductory course, and is discussed several times during the teacher preparation program. Copies of the *Code of Ethics* may be obtained from the Georgia Professional Standards Commission (PSC), <http://www.gapsc.com/Professionalpractices/Nethics.asp>. (See Appendix G.)

Student teachers must have current membership in SGAE or SPAGE for proof of liability insurance and present a recent acceptable criminal investigation report in order to participate in the student teaching capstone experience.

ATTENDANCE, PUNCTUALITY, AND TRANSPORTATION

Regular attendance and punctuality are mandatory. It is important that student teachers demonstrate an understanding of the importance of regular and punctual attendance. When the teacher candidate plans a schedule with the cooperating teacher, this becomes an agreement that the candidate is expected to keep. If a candidate does not report when expected, this is termed an absence. In cases of illness or emergencies, the candidates must contact the following persons in the order listed below:

1. cooperating classroom teacher
2. cooperating principal or Office of Attendance
3. University supervisor

Refrain from asking to leave school early, especially on Friday and before holidays. Attend all extra professional activities, such as PTO, faculty meetings, planning meetings, or other professional meetings.

Candidates are responsible for making their own travel arrangements to the assigned field experiences throughout the program.

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 dates 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:

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

DRESS CODE

Candidates should be dressed and groomed according to professional standards. They must identify and comply with the adopted dress code of the assigned school. To ensure that candidates understand the dress code, expectations are clarified during class instruction prior to candidates’ reporting to schools. If there is doubt about appropriate dress codes, candidates should check with the supervising classroom teacher or university supervisor.

REIMBURSEMENT

Candidates may not be paid for any duties that are a part of the clinical experience. This criterion covers any work performed with students or any other aspect of school responsibility. Accept no gratuities or gifts which might impair the exercise of good professional judgment.

CONFIDENTIALITY

Under the guidance of the cooperating teacher, the candidate may have access to student records and/or other school records. It is important that this information be used in a professional manner and remains confidential. The candidate is reminded that the confidentiality of all student records is protected by the Family Educational Rights and Privacy Act (FERPA). Under no circumstances can information be released to or discussed with any unauthorized person. *Check with or call your University supervisor or cooperating classroom teacher to determine who is authorized to review or discuss records.*

LIABILITY

The candidate has no legal, professional, or certificated status in public school classrooms in Georgia. No legal action is on record that has established precedents regarding the clarification of this status. At all times, the cooperating teacher maintains legal responsibility for students in his or her classroom. **Candidates are reminded, however, that they can be held liable for negligent or intentional acts or omissions that result in harm to children in their care.**

While the Individuals with Disabilities Education Act (IDEA) requires schools to provide non-medical related services to students with disabilities and Georgia law permits educators to dispense and administer such medications, the immunities from liability for certificated personnel and education agency employees does not extend to Shorter University teacher candidates participating in field or clinical experiences.

While it is important for teacher candidates to understand the process of administering these services, the liability issues surrounding possibly invasive and potentially injurious procedures require that the teacher candidate be a passive observer while the cooperating teacher actually dispenses the medication or performs the related service.

If the teacher candidate is asked or encouraged to dispense medications or perform related services, he or she must refuse to do so, citing possible exposure to liability should any adverse reactions occur. Remember, the immunity of the cooperating teacher does not extend to the teacher candidate. The university supervisor must be notified if the teacher candidate feels pressured to participate in these activities.

TEACHER CANDIDATE DUTIES DURING STUDENT TEACHING

- A. Complete all requirements of the student teaching corequisite course – Curriculum, Methods, and Evaluation (EDU/EDUC 4050, EDU4060, EDU4070, or 4080).
- B. Attend weekly seminars planned by your university supervisor.
- C. Maintain weekly records of lessons taught, duties performed, and observations completed. Submit records as requested by your university supervisor.
- D. Complete and turn in appropriate lesson plans as requested by your university supervisor.
- E. Teach full-time for at least ten consecutive days.
- F. Have conferences with your cooperating teacher and university supervisor on a regular basis to discuss the strengths and weaknesses of your teaching.
- G. Ask for help from your cooperating teacher, cooperating principal, and university supervisor if your needs have not been anticipated. If a discrepancy in communication arises, ask for clarification.
- H. During student teaching, there may be an occasion when the cooperating teacher is absent from school. Sometimes, when this absence occurs, the candidate is called on to teach. However, **State mandates require the presence of a certified**

teacher or system authorized substitute. With one of those individuals in the room, and depending on the level of self-confidence, the candidate may accept responsibility for instruction. However, the authorized substitute or certified teacher holds ultimate responsibility for supervision of the students when the cooperating teacher is not present. Should the situation occur during the first few weeks of field experiences/internship, contact the university supervisor for approval to accept the responsibility for instruction.

Candidates may not be used as long-term substitute teachers. Even if the candidate has been listed on the system's certified substitute list, the candidate may not serve as a substitute during the semester of student teaching.

LESSON PLANS

Well-planned lessons are essential to good teaching. Planning helps you organize the learning situation. Planning also helps your cooperating teacher and university supervisor check the quality and continuity of your lessons. During student teaching, each student teacher is responsible for presenting draft lesson plans, **at least one week in advance** of the lessons to be taught, to the cooperating classroom teacher for approval. Lesson plans for your **minimum of ten days of full-time teaching** will also be submitted to your University supervisor.

The detail of your plans will vary according to the type of lessons and preference of individual supervisors. The format which these plans should follow can be found under "lesson plans" in TaskStream. There are specific criteria for evaluating their effectiveness.

1. Is the purpose of the lesson clearly defined?
2. Are the Georgia Performance Standards stated and are they attainable?
3. Is the motivation carefully planned to capture the interest of the students?
4. Are the learning activities planned and organized to develop the goals set?
5. Is there adequate provision for evaluation/assessment of the work?
6. Is there adequate use of technology by you and by the students?
7. Are accommodations for diversity and for special needs students included?
8. Are there plans for enrichment/remediation?
9. Is there an explanation of a multi-age application of this lesson?
10. Does the lesson include problem solving and high order thinking?

Your cooperating teacher is a valuable resource person who understands the developmental aspects of child growth and learning and has a background of teaching experience. He or she will help you to see how all learning experiences can be evaluated in terms of the purposes you jointly set and in light of the students' needs.

CLASSROOM MANAGEMENT AND CONTROL

Classroom management and pupil control are areas in which you probably have had limited experience, but it is vital to the teaching-learning situation. Discipline is not usually a major problem, if proper planning is followed, problems are anticipated, and professionalism is maintained. The following are some general points to keep in mind as you begin your student teaching.

1. **Know your students.** Study the backgrounds and interests of your students. Learn their names as soon as possible.
2. **Be self-confident and enthusiastic** at all times.
3. **Be prepared** at all times.
4. **Establish a classroom routine and guidelines** for behavior and work.
5. **Be alert.** Focus your attention on the total classroom situation.
6. **Be consistent** in expectations.
7. **Be positive.**
8. **Give attention to the physical environment** of the classroom.
9. **Move lessons along at an interesting pace.**
10. **Be warm and friendly, but firm.**
11. **Know and practice the philosophy** of the school and the school board **policy** with regard to discipline.
12. **When possible, reprimand in private.**
13. **During disciplinary procedures, avoid physical contact and expression of anger.** (Use of either physical contact or anger may result in the termination of your student teaching internship.)

INFORMATION TO BE PROVIDED TO UNIVERSITY SUPERVISORS

Before your first full week of student teaching, the teacher candidate should upload copies of the following information to TaskStream:

1. The form *General Student Teaching Information*. (Appendix A)
2. The form *Classroom Schedule of Activities*. (Appendix C)
3. A description of your school area with the following areas clearly marked:
 - a. (P)arking appropriate for the university supervisor
 - b. The school (O)ffice
 - c. Your (R)oom
 - d. (L)ounge or restroom for adults
4. Mapquest link from Shorter University to your school.

REPORTS

Student teachers must keep records of classroom experiences and activities to be submitted to the university supervisor in a Weekly Activity Report and daily journal at the seminar. This report should include the following:

- schedule of times/days the student teacher is now teaching
- what is being taught (subject, unit, class)
- a daily schedule, including recesses, physical education classes, special assemblies, and lunch periods
- duties now being performed
- particular problems encountered
- questions needing consideration
- insights gained
- ideas for self-improvement
- percentage of time spent in each of the following activities: observing, teaching, supervising, miscellaneous

These reports must be presented in a professional manner.

WEEKLY SEMINAR

During the consecutive 75-day, student teaching term, a weekly seminar will be held on the university campus. Conducted by the university faculty, these meetings will last approximately three hours and will enable students to:

1. share experiences, ideas, problem situations, and possible solutions;
2. develop personal philosophies of education;
3. present questions and submit required reports to the university supervisors;
4. discuss teaching methods and strategies, problems of teaching, principles of learning, and concepts of curriculum development;
5. inquire about professional organizations and their role in the profession;
6. investigate certification procedures and examine the process of applying for a teaching position;
7. explore job market and/or make plans to attend graduate school;
8. summarize and evaluate a variety of teaching methods and techniques observed;
9. discuss a variety of curriculum styles;
10. formalize the evaluation process in relationship to assessment and testing;
11. produce collections of 1) classroom management artifacts 2) value-added instruction documents and 3) videotaped instruction with impact/refinement statements as per Georgia PSC requirements;
12. Complete the final presentation portfolio and publish it through TaskStream.

Please note: These collections will be submitted at an individual exit interview with the University Supervisor.

PROFESSIONAL PORTFOLIO

Student teachers are expected to complete their Professional Portfolios on TaskStream. This portfolio must reflect a complete and organized record of the teaching/learning experiences. The content should reflect the best the preservice teacher has to offer in an interview for a teaching position. The Professional Portfolio, published through TaskStream, must be submitted for evaluation purposes to the seminar course instructor as well as the cooperating teacher. For specific guidelines related to the content of each certification-level portfolio, see Appendix J.

Transition Point 3 - Completion of Program

Please note: The following criteria must all be satisfied for completion of the program and recommendation for initial certification.

TRANSITION POINT 3 - Completion of Program
2.50 GPA
Minimum grade of C in specified courses, including all education and major courses; Passing student teaching
126 credit hours or more
Advisor “check out” for graduation
Acceptable Portfolio
Acceptable criminal background check
Liability Insurance
Abide by Code of Ethics
Complete written exit survey
Complete oral exit interview
Online Surveys

THE COOPERATING CLASSROOM TEACHER

The major criteria that is used in the selection of a cooperating teacher is that the teacher is conducting an above-average program for students and is positively interested in working with the student teacher program.

In addition to this criterion, the cooperating teacher:

1. must hold at least the professional four-year certificate in the area for which the student teacher is preparing to teach;
2. must have at least three years’ experience in the field, or Master’s degree;
3. must be selected by the Director of Field and Clinical Experiences in cooperation with the local school authorities;
4. should be a teacher of outstanding professional status who:
 - a. adequately preplans for teaching;
 - b. uses a variety of sound educational principles and practices;
 - c. uses a variety of materials wisely;
 - d. employs diagnostic strategies in working with children;
 - e. uses community resources wisely;
 - f. has a good working relationship with pupils, teachers, administrators, families, and the community;
 - g. gives evidence of interest in professional improvement and willingness to do further study in preparation for supervising a student teacher.

THE COOPERATING TEACHER IS THE MOST IMPORTANT PERSON IN THE STUDENT TEACHING EXPERIENCE AND CAN DETERMINE, TO A GREAT EXTENT, THE VALUE OF THE EXPERIENCE FOR THE FUTURE TEACHER.

Cooperating teachers enhance the student teaching experience by:

1. aiding student teachers in developing professional dispositions;
2. acquainting the student teacher with the community and providing opportunities for participation in community activities, if appropriate;
3. guiding student teachers in the solution to problems;
4. assuming the responsibility for GRADUALLY inducting student teachers into the teaching process and giving close, day-to-day guidance and direction in the teaching experience;
5. providing opportunities for student teachers to observe, when appropriate, situations other than those directed by the cooperating teacher;
6. inviting student teachers to attend meetings of professional organizations;
7. including student teachers in faculty meetings, grade-level meetings, and departmental meetings as an observant and a participant;
8. including student teachers in parent conferences when appropriate;
9. helping student teachers develop long-range and short-range plans;
10. planning for and conducting conferences with the student teachers;
11. assisting the student teacher in recognizing and overcoming any undesirable traits or behaviors;
12. giving instructional assistance and constructive criticism when needed;
13. assisting student teachers in evaluating their own student teaching experience;
14. helping student teachers with professional, personal, or other concerns;
15. guiding student teachers in developing and maintaining a desirable learning environment;
16. acknowledging the student teacher's ideas and encouraging the use of initiative;
17. sharing instructional resources;
18. evaluating professional portfolio.

In the beginning stages of the candidate's instruction, the cooperating teacher will want to observe for the entire period of instruction. From these observations, the cooperating teacher will be in a better position to nurture the candidate's development. After the first couple of weeks, it may be good to begin absenting oneself as observer for a few minutes of time. Absenting oneself as the observer may be interpreted by the candidate as a vote of confidence. It is also a signal that the candidate really is the authority figure while teaching. Absenting as an observer does not necessarily mean leaving the room. Leaving the classroom while the candidate teaches should be for short periods of time. A primary consideration for staying in or close by the classroom is the continuation of the teacher's legal responsibility for the students.

THE UNIVERSITY SUPERVISOR

University supervisors participate in the student teaching program through planned seminars, visitations, and conferences with student teachers, cooperating teachers, and principals. Adjunct university supervisors are selected based on a history of exemplary teaching experiences in the fields in which they supervise. The adjunct university supervisor must hold at least a master's degree and must show at least eighteen semester hours in the field of supervision. Some of the functions of the university supervisor are the following:

1. establish a working relationship between the university and the cooperating schools;
2. serve as a co-worker with the principal and cooperating teacher in the guidance and analysis of the student teaching experience;
3. stimulate, facilitate, and critique the student teacher's use of a wide range of instructional materials and teaching techniques;
4. evaluate the lesson plans and directed lessons on days of visitation to determine the coherence and cohesiveness of the instructional objectives, activities, and evaluation;
5. organize a continuing program of student teacher development to overcome deficiencies revealed in the student teaching experience;
6. supply cooperating teachers with forms for recording the progress of student teachers;
7. clarify for all participants the use of evaluation and placement forms used in the student teaching program;
8. maintain a record of visits and evaluation forms for each student teacher.

REVIEW PROCESS FOR STUDENT TEACHING EXEMPTIONS

NOTE: Exemptions are approved only in rare circumstances after completing a minimum of ten (10) weeks (or state required minimum) of student teaching.

PROCEDURE

1. Ask the cooperating teacher to write a formal letter of recommendation to the Department of Education of Shorter University stating that he or she is in agreement with you that you satisfactorily have completed all needed internship requirements preparing you for a regular teaching position. This letter must be submitted in duplicate to both the Department of Education of Shorter University and to the university supervisor before moving to step 2.
2. Ask the university supervisor (once he or she has received the letter from above) to write a formal letter of recommendation to the Department of Education of Shorter University stating that he or she is in agreement with you and the cooperating teacher that you have successfully completed all needed internship requirements preparing you for a regular teaching position. This letter must be submitted by you to the Chair of the Department of Education of Shorter University and an appointment with the Chair scheduled before moving to step 3.
3. Meet with the Chair of the Department of Education of Shorter University to determine your eligibility for having your case presented to the Department of Education Exemptions Review Board.
4. Once the Chair of the Department of Education of Shorter University determines the eligibility of your case, the Exemptions Review Board will be convened to consider your submissions. The Exemptions Review Board will be comprised of the Department Chair and two or more appropriate university faculty members.
5. The Exemptions Review Board of the Department of Education of Shorter University will send you a formal letter presenting the results of its decision.

APPLYING FOR CERTIFICATION

After passing the GACE II content test(s), successfully completing student teaching, and receiving your Shorter University diploma, you are eligible for certification at the T-4 level in the state of Georgia. The *Georgia PSC Certification Applications* are available in Mrs. Sallie Samples' office or online at www.gapsc.com. Click certification, then download "our applications." You will need the *Application for Certification* and the *Teacher Preparation Program Verification Form*.

What you will need in order to apply for certification:

I. Completed Application

Directions for filling out application:

1. Complete the three pages of the certification application, using black ink and all uppercase letters in the boxes.
2. Use the address where you will be after graduation, not your Shorter University address.
3. Pay close attention to the personal affirmation section and answer honestly.
4. Make sure the application is signed and dated.
5. List all colleges and universities attended.
6. On the Georgia PSC Approved Program Recommendation Form, fill in the top section ONLY.

II. Official transcripts

- A. A transcript from each university/university attended must be submitted. Please have an OFFICIAL transcript mailed to Mrs. Samples in the Department of Education (Sallie Samples, Shorter University, 315 Shorter Avenue, Rome, GA 30165).
- B. Please complete a *Shorter University Request for Transcript Form*. This form may be obtained from the Office of the Registrar. Write in the address for the PSC (found on the application) as the place to mail the Shorter University OFFICIAL transcript. At the bottom of the form, write "Please send transcript to Mrs. Samples." On the right side of the form, be sure to indicate that you want the transcript issued for teacher certification, after your degree is conferred.

III. GACE Scores

A copy of your passing GACE scores must to be attached to the application.

Your application packet will be mailed to the Georgia Professional Standards Commission after all transcripts have been received. This will be approximately one week after your graduation date. You will receive your T-4 Georgia Teacher's Certification in approximately 2-3 weeks. You will download your certificate of certification after setting up the "My PSC Account." Directions for setting up the account are found at www.gapsc.com on the homepage.

If you are planning to seek certification in another state, you must first apply for the Georgia certification. After you receive your certification from Georgia, call the Department of Education in the state where you wish to apply for certification and request a form for certification. Mrs. Samples will help you apply for certification for that state.

APPENDICES

- A. General Student Teaching Information
- B. Student Teaching Weekly Report
- C. Classroom Schedule of Activities
- D. Student Teaching Observation Form
- E. Student Teaching Observation Form - Secondary
- F. Student Teaching Evaluation
- G. Code of Ethics for Educators
- H. Cooperating Teacher Biographical Form
- I. University Supervisor Evaluation
- J. Required Professional Portfolio Artifacts

GENERAL STUDENT TEACHING INFORMATION

STUDENT NAME: _____ SEMESTER/YEAR: _____

LOCAL ADDRESS: _____ PHONE: _____

SCHOOL _____ PHONE: _____

SUPERVISING PRINCIPAL: _____ PHONE: _____

COOPERATING TEACHER: _____

PHONE: _____

TEACHING ASSISTANT/AIDE: _____ GRADE LEVEL _____

SCHOOL SECRETARY/RECEPTIONIST: _____

The school day **BEGINS** at _____ and **ENDS** at _____.

DAYS and TIMES outside the classroom:

Scheduled school days off for conferences, workshops, holidays:

February/September:

March/October:

April/November:

May/December:

NOTE: Upload the completed form to the university supervisor before the end of your first full week of student teaching. If changes are made during your student teaching, please inform him/her.

STUDENT TEACHING WEEKLY REPORT

(Upload each week to TaskStream)

STUDENT NAME: _____ DATE: _____

This week I taught full-time in the following areas:

My MOST satisfying experience(s):

The area(s) in which I improved this week:

The area(s) in which I need to improve this week:

Mark below the approximate percentage of your time spent in the classroom this week (should total 100%). Observing _____ Teaching _____ Supervising _____ Miscellaneous _____
On the reverse side of this sheet, describe activities and lessons taught.



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:** _____
College Supervisor Signature

_____ **Date:** _____
Student Teacher Signature

Observation Notes

Student Teacher Observation Form
Secondary English/History/Mathematics/Science Content

Student: _____ Date: _____
School: _____ Class Observing: _____ Time: _____
Observer: _____ Number of students in class: _____
Cooperating Teacher: _____

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

Content Knowledge -- INTASC Standard I

- ___1. Understands content, concepts, and processes
- ___2. Makes no major mathematical errors
- ___3. Links to students' prior knowledge/everyday life
- ___4. Uses accurate comprehensive, useful resources/visuals
- ___5. Explains underlying mathematical concepts
- ___6. Integrates content knowledge and skills with other subjects

Student Learning/Development/Diversity -- INTASC Standards II and III

- ___7. Provides instruction for all learning styles and developmental needs
- ___8. Provides opportunities for active student engagement
- ___9. Pre-assesses student thinking and experiences

Diverse Learners

- ___10. Makes provisions for exceptional learning differences/needs
- ___11. Connects content to students' diverse background/culture
- ___12. Provides instruction adapted to diverse learners

Instructional Strategies -- INTASC Standard IV

- ___13. Uses right combination of strategies to teach lesson objective(s)
- ___14. Promotes critical thinking/problem solving
- ___15. Uses appropriate plan and able to adjust plan(s)
- ___16. Practices effective questioning skills (i.e. wait time)

Management -- INTASC Standard V

- ___17. Uses appropriate materials, time, space, activities, etc.

Communication -- INTASC Standard VI

- ___18. Demonstrates effective communication skills
- ___19. Recognizes and supports students' communication skills
- ___20. Uses a variety of technology tools to facilitate learning
- ___21. Uses correct grammar when speaking and writing
- ___22. Uses correct mathematical vocabulary and notation
- ___23. Encourages students to use correct mathematical vocabulary

Assessment -- INTASC Standard VIII

- ___24. Uses a variety of formal/informal assessments to evaluate
- ___25. Provides self-assessment opportunities for students

Reflection/Professional Development -- INTASC Standard IX

- ___26. Accepts, uses, and responds to feedback

Collaboration/Ethics/Relationships -- INTASC Standard X

- ___27. Demonstrates professional demeanor and characteristics
- ___28. Dresses appropriately for the position
- ___29. Uses school and community resources to foster learning

Feedback from Cooperating Teacher

Comments from Shorter University Faculty

Shorter University Faculty Signature

Date

Student Signature

Date

Attach Lesson Plan

STUDENT TEACHING EVALUATION for The Teacher Preparation Program of Shorter University

Please complete online (TaskStream) by final day of Preservice Teacher's Student Teaching Experience

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)	Effective (3)	Acceptable (2)	Unsatisfactory (1)	SCORE
	in depth; beyond average; synthesis; most effective; on- task; facilitating	mastery; pertinent; clear evidence; appropriate; clarifies; positive	shows knowledge; covers areas; simple organization; usually on- task	no evidence of; seeming lack of knowledge of; not fully covered; unorganized	
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
Effective October 15, 2009

(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 hold 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 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



School of Education

Teacher Preparation Program

Cooperating Teacher Biographical Form

Student's Name: _____ Observation _____ Practicum _____ Student Teaching _____

Please check all that apply.

Early Childhood _____ Middle Grades _____ Music _____ Secondary English _____ Secondary History _____
Secondary Math _____ Secondary Science _____

Name: _____ School/System _____

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
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TSS Training _____ Yes _____ No

Certification Grade Levels: _____ Certification Subject

Area: _____

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

Years of teaching experience: _____ Year you began teaching: _____

Years teaching in present grade level: _____

Assisting personnel in classroom: _____

(an additional form is needed for each assistant)

Signature: _____ Date: _____

(Revised 06/10)



School of Education

University Supervisor Evaluation

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

Full Name: _____ Date: _____

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

Shorter University Supervisor's Name: _____

Strongly Disagree 1	2	3	4	Strongly Agree 5
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	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: _____



School of Education

Teacher Preparation Program

REQUIRED ARTIFACTS FOR PROFESSIONAL PORTFOLIO

Required Artifact	INTASC Standard	Shorter College	Teacher Preparation Program	Course
Resume <ul style="list-style-type: none"> • Name, address, phone, email • Career Objective • Degrees/Special Training • Certification Sought • Teaching Experiences • Work Experiences • Activities/Organizations • Awards/Certificates • Three References 	1-6	III, V, VII, VIII	IV	EDU3300
Unofficial Transcripts <ul style="list-style-type: none"> • See Scholar 	1-6	VIII	IV	Scholar
GACE Score Reports	1-6	VIII	IV	GACE scores
Evidence of Academic Competence <ul style="list-style-type: none"> • Seminar paper • Original research • Replication study • PowerPoint Presentation • Service Learning Project 	1	I-IV, VIII	I, IV	Course work
Evidence of Pedagogical/ Instructional/Planning Competence <ul style="list-style-type: none"> • Unit Plans • Long range planning • Modification of Plans for Diversity, Exceptional Learners, Integration, and Higher Order Thinking 	1-4 7, 8	I, III-V, VIII	I-IV	EDU4050, 4060, 4070

Classroom Management Plan	5	III-V, VIII	II-IV	EDU3700 EDU3450
Teaching/Learning Paper (APA Format)	8, 9	I-V, VII, VIII	II, III, IV	EDU3200
Student Teacher Effectiveness Component	8, 9	I, III, V, VIII	I-IV	EDU4050, 4060, 4070
Videotape of Teaching	9	I, III, V, VIII	I-IV	EDU4050, 4060, 4070
Ethical Role of the Teacher	10	II, VII, VIII,	I-IV	EDU3710
How do you relate to children?	2	II, VII, VIII,	II, III, IV	Field Experience
Field Experiences	9	II, VII, VIII,	II-IV	Obs./Practica
Other (Service learning, Organizations, Tutoring,etc.)	9	I-VIII	II-IV	Experience
Case Study	2	II, VII, VIII	I, II, III, IV	EDU3350
Evidence of Competence in Technology	6	III, VIII	I, II, III, IV	EDU2950
Formal Assessment Instruction	8	II, VII, VIII	I, II, III, IV	EDU3250
Student Work Samples	1-4, 7-8	I, III-V, VIII	I-IV	Student Teaching