



“Competent - Caring – Reflective – Collaborative”

Dalton State College
SCHOOL OF EDUCATION
Field Experience Handbook
ACADEMIC YEAR 2021-2022

*The University System of Georgia * Affirmative Action/Equal Opportunity Institution*

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Welcome from the Dean:

This field experience handbook is designed to be a resource for teacher candidates, mentor (host) teachers, and site supervisors. While this handbook cannot provide assistance for each and every situation one might encounter in the field, we hope it proves to be a valuable resource to assist you with policies and procedures that relate to field experience for elementary and secondary teacher candidates, their mentor teachers, and their site supervisors. Our candidates spend nearly 1000 hours in the field as we believe that there is no replacement for productive and engaged field experiences for future teachers.

Dr. Sharon L. Hixon
Dean
Dalton State College
School of Education

Welcome from the Chair:

Welcome to the School of Education at Dalton State College and congratulations on your acceptance. You are entering a wonderful field of study that will be challenging and rewarding at the same time. This handbook will help answer many questions that you have about field experience. You will find expectations and requirements to successfully complete your field experience and eventually become a highly qualified educator. Have a wonderful year!

Dr. Jacquelyn L Mesco
Chair
Dalton State College
School of Education

We are so excited you have chosen to become a member of our teacher family:

As new full-time members of the DSC SoE we, the Clinical Professionals, want you to know we are here to support, encourage, and assist you in your journey to become a teacher. Taking on much of the Field Director responsibilities we are here to help with placements, the overall field experience, lesson plans, scheduling, problem solving, and any other issues that might come up. Please feel free to contact us so that we may help guide you through your experiences and opportunities. Your SUCCESS is what it is all about!

Elizabeth Phelps
Clinical Professional
Office: Brown 213
Office Phone #: 706-272-2004

Erik Elakman
Clinical Professional
Office: Brown 209
Office Phone #: 706-272-2592

Acronyms

ADD- attention deficit disorder.

ADHD- Attention Deficient Hyperactivity Disorder

APBD- Assessment of Professional Behaviors and Dispositions (Completed by MT 2 times each semester)

CP- Clinical Practice (Student Teaching)

CP/FD- Clinical Professional/ (Field Director)- direct communication with TC's, MT's & Schools, Placements, Seminar Instructor

DD- Developmentally Delayed

DOE- Department of Education

EE- Elementary Education

EIP- Early Intervention Program

ELL- English Language Learner

ESOL- English to Speakers of Other Languages

F2F- Face-2-Face, this refers to meetings, classes, or observations that are conducted in person.

FP- Field Placement (School placement where TC gets real classroom experience)

GACE- The Georgia Assessments for the Certification of Educators is Georgia's state-approved educator certification assessment.

GAPSC- Georgia Professional Standards Commission

GoReact- System used to capture video of TC's teaching for assessments.

GT- Gifted and Talented

IDEA- Individuals with Disabilities Education Act

IEP- Individualized Educational Program

LD- Learning Disabled

LiveText- the electronic database for field placement & Critical Assignments

LP- Lesson Plan

MT- Mentor Teacher

ODD- Oppositional Defiant Disorder

OHI- Other Health Impairment

OT/PT/SP- Occupational Therapy/Physical Therapy/Speech Therapy

PBDR- Professional Behaviors & Dispositions Referral – a way for faculty & staff to address behavior related issues that a TC does not respond to or correct.

PDS- Professional Development School

PES- Professional Educational Semester (Secondary Education Program)

PGP- Professional Growth Plan

RTI- Response to Intervention

SABD- Supervisor Assessment of Behaviors and Dispositions (Completed 1 time each semester)

SoE- School of Education

SPED- Special Education

SS- Site Supervisor

SOF- Student Outcome Form – a way for TCs, MTs, & SSs to request information or report concerns.

SWIVEL- Used with TC phone or camera to get better video & audio quality of video lessons.



TC- Teacher Candidate

TCOI- Teacher Candidate Observation Instrument – Averaged each semester.

Virtual (Online)- this refers to observations that are videoed and uploaded to GoReact for evaluation at a different time. It can also refer to meetings/classes that are held in an online platform such as Teams / Zoom / or another platform.

504 Plan- Section of IDEA that could provide a student with accommodations based on a documented medical need and they do not have an IEP.

School of Education Mission Statement, Beliefs, Purposes and Goals

The mission of the School of Education is to prepare *competent, collaborative, caring, and reflective educators* who are committed to excellence in their profession. The School of Education's mission is aligned with Dalton State College's mission of providing broad access to quality higher education to the population of Northwest Georgia, thereby enhancing the region's economic vitality and quality of life. The School of Education's mission is further supported by the School of Education's philosophy that each student is a unique learner and is further expressed in the School of Education's goals. The mission is the context for how professional, state, and institutional standards are addressed in the DSC professional teacher education programs.

The School of Education's commitment to the preparation of professional educators for a diverse community of learners reflects the School of Education's commitment to ensure TCs acquire the knowledge, skills, and dispositions stated in the Mission Statement of preparing *competent, collaborative, caring, and reflective educators*. The School of Education believes that each element in the Mission Statement is of equal value and is critical to the preparation of professional educators who are committed to offering children equitable educational opportunities. The commitment supported by the philosophy and the School of Education's beliefs and further expressed in the School of Education's goals, is the context for how professional, state, and institutional standards are addressed in the Education School of Education's professional teacher education programs. Candidates' proficient demonstration of the knowledge, skills and dispositions of the Conceptual Framework embraces the competencies and proficiencies of the Interstate New Teacher Assessment and Support Consortium Principles (INTASC Principles) and the Georgia State Standards.

Professional Outcomes

To prepare professional educators who are:

- Knowledgeable, culturally responsive, responsible, and appreciative of diversity among learners.
- Competent in their chosen area of academics and able to integrate subject matter content with pedagogy.
- Leaders and partners in school improvement and educational advocates.
- Able to use technology to enhance teaching and learning.
- Committed to self-assessment and reflection.

Purposes, Beliefs, and Goals

- All children are unique learners and grow and develop over their lifetime.
- Learners have different developmental rates, cognitive styles, and experiences.
- Developmentally appropriate opportunities must address learners' areas of aesthetic, cognitive, emotional, language, physical, and social development.
- A child-centered, risk-free environment is critical to the success of the learner.
- The school environments should build on the diversity of culture, experiences, ethnicity, abilities, and perspectives of learners.
- Learners must be actively engaged in the learning process.
- Effective teachers must possess a strong academic background, in both content and pedagogy.
- Collaboration with parents and community are essential to the teaching and learning process.
- Teachers must view themselves as advocates of children, as leaders in the community, and as competent decision makers.
- Teachers must show confidence in their ability to assess learners, utilize best teaching practices, and positively affect student achievement.
- Teachers must be committed to lifelong learning.
- Teachers must be focused on learner outcomes.

ESOL courses as well as demonstrate performances of skills and dispositions related to their elementary and ESOL courses. Candidates are required to successfully complete each Block prior to enrollment in the successive Block.



Autism Endorsement

A significant need exists for well trained professionals holding various Level I and Level II certificates of professional competence (including but not limited to regular and special education teachers, school psychologists, principals, guidance counselors, speech and language clinicians, occupational and physical therapists, reading specialists and home and school visitors) to serve students with Autism and related Autism Spectrum Disorders. The ASD endorsement is designed to demonstrate that Candidates have completed a competency-based sequence of courses totaling 9 credit hours at a baccalaureate degree level and successfully completed an endorsement program. All 3 courses are offered in a blended hybrid format for flexible scheduling.

SPED 4776: Characteristics of Students with Autism Spectrum Disorders

SPED 4777: ABA I: Principles & Teaching Strategies

SPED 4778: Teaching Methods for Students w/Autism; Special Topics in Autism

The coursework develops and enhances effective educational practices to support educators, school districts, and community-based organizations. Twenty practicum hours in each course help students make connections between coursework content and interaction with children and youth with autism.

Teacher Candidate Information

Professional Requirements

TCs enrolled in the professional program are representatives of the School of Education at DSC.

There is, therefore, a **responsibility to maintain professional behavior through attitudes, action, language, and appearance** while enrolled in the program. Professional behavior and teaching skills will be evaluated twice by the MT and once by the DSC SS each semester. Minimum scores are expected to be maintained. These assessments will be retained by the School of Education.

There is a ZERO TOLERANCE policy for alcohol, tobacco, and firearms (excludes firearms on DSC property with the Proper License) on P-12 & DSC school property. This includes smokeless tobacco and vaping products and paraphernalia. In addition, there is a ZERO TOLERANCE policy for anyone who is under the influence of drugs and/or alcohol to be on P-12 & DSC property. Thus, a candidate should not be on P-12 property after consuming ANY alcohol, even if she/he is not in field placement that day.

Communication

Positive, Professional, Open, Honest and Ongoing Communication is essential to the successful completion of the DSC SoE program and obtaining the credentials for licensure as a teacher in the state of GA. There is nothing more frustrating to MTs, SSs, Professors, the CP/FD's, Chair or Dean than trying to help, assist, or provide opportunities to TC's and have that TC ignore or delay in responding to the communication. Since this is a professional program, candidates are expected to always behave like a professional. You should consider yourself to be on a constant job interview from the time you begin the program through its completion. You should respond to e-mails in a timely manner, ASAP not to exceed 24 hours. Requests for information, documentation, updates, to be contacted via phone/video, etc. should be addressed as quickly as possible (again not to exceed 24 hours or as requested).



Additionally, making sure you communicate illness, absence, tardiness, problems at placement, personal issues, or anything else that might hinder your ability to fulfill your professional and academic responsibilities should be communicated at the time of the issue. It is the goal of all stakeholders to provide you with every possible opportunity to be successful. If the stakeholders do not know what is going on, they cannot provide the assistance, support, guidance, access to resources, or anything else candidates may need. **MAKE COMMUNICATION A HIGH PRIORITY!!!**

Ethics

TCs must follow the policies and procedures of the partner school. In addition to the policies and procedures, TC's must hold a valid Pre-Service Certification issued by the GaPSC to be placed in partner schools. If this Pre-Service Certification is revoked/suspended, the Teaching Candidate must be removed from the public-school placement and the Education Program. The Teaching Candidate may not appeal and be readmitted to the School of Education until such a time that Pre-Service Certification is reissued. As representatives of both DSC and the teaching profession, TCs 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.

https://www.pageinc.org/wpcontent/uploads/2017/05/Code_of_Ethics_Brochure_2018.pdf

Professional and Ethical Behavior

Professional and ethical behavior is expected at all times; in the classroom setting at Dalton State College, and in the field. As part of this expected behavior there is a ZERO TOLERANCE policy regarding alcohol and drugs in any part of the teacher education program. This is not limited to the use of drugs or alcohol in an academic setting, and/or simply being under the influence of alcohol or drugs. In this policy, drugs refer to any medications or preparations not specifically prescribed to an individual or taken in approved dosages. This policy applies to any campus-based class meetings, field placements, or extracurricular school activities when representing the DSC School of Education. Failure to comply with this standard will result in immediate removal from the school activity. In addition, disciplinary action will be taken which may include one or more of the following:

lowering of grade in academic course, removal from the academic course, removal from field placement, or removal from the School of Education. Candidates enrolled in pre-professional courses and professional courses learn about the Code of Ethics, and professional expectations. Copies of the *Code of Ethics* may be obtained from PAGE at: https://www.pageinc.org/wp-content/uploads/2017/05/Code_of_Ethics_Brochure_2018.pdf

It is the responsibility of the TC to report any new criminal arrests or charges to the Dean of the School of Education. Depending on the circumstances, a TC who is dismissed from any program in the School of Education for documented unethical or unprofessional behavior may not be readmitted to the School of Education. *Additionally, any TC arrested/charged in a criminal case may be subject to removal from the program. Any TC involved in a DFACS open case or referral will be removed from field experience until a satisfactory disposition is granted.



Program Dispositions (PBDR-Professional Behavior & Dispositions Referral)

It is the hope of the SoE and its faculty & staff that a candidate as a mature adult has made the choice to be a serious student and work hard to prepare for the eventual culmination of this education experience, becoming a certified teacher and working in the community as a role model for our young people. If that is not the case however, faculty and staff have a way to document issues (including but not limited too) of disruptive behavior, negative attitude, lack of communication, inappropriate relationships, poor attendance, lack of initiative, legal/ethical conduct, inability to work with a diverse group, time management, and commitment. Any behavior that is deemed to be detrimental to the candidate or others in the class and is not corrected with minimal redirection or repeated could result in a Professional Behaviors & Dispositions Referral (PBDR) to the Dispositions Committee for corrective action. Corrective action could include counseling, development of a PGP (described later), or other actions at the discretion of the committee. In more extreme cases the Chair and/or Dean may be involved. Specific issues could be referred to the DSC Student Conduct Committee or the Academic Dishonesty Committee. (The policy and referral form are located in the appendix.)

Honesty Policy

The Georgia Code of Ethics honesty policy also applies to TCs enrolled in the School of Education program at Dalton State College. TCs must be honest when reporting field placement hours completed during a given semester. **If it is determined that a TC has falsified hours or forged signatures, s/he may be subject to dismissal from the School of Education program.** In order to be re-admitted to the program, an appeal must be filed. In the event the TC is re-admitted under appeal, the TC will be subject to repeating all the required field experience hours and the seminar class for the

given semester in which documentation was falsified. Field experience hours and signatures are subject to verification by the Dean (or their designee) of the School of Education. Violation of the honesty policy may result in a TC being **permanently** dismissed from the School of Education. In addition, the GAPSC must be notified.

Insurance

School of Education TCs may not participate in any pre-professional or professional field experiences without providing proof of tort liability insurance and a current background check to the School of Education. (Mandated reporter training is only required to be taken once before admittance into the program.) TCs, not DSC, are responsible for acts committed while participating in professional field & clinical experiences. Financial penalties can be extreme, particularly when public school students are injured because of the TC's negligent acts or omissions. TCs are to obtain professional tort liability insurance through one of the professional organizations.

Status in the Classroom

The **TC has no legal 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 MT maintains legal responsibility for pupils in his/her classroom.** TCs 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.

PSC Computer Skill Competency Requirement

TCs enrolled in Blocks I, II, and III, as well as PES I, II, and III are required to complete a series (16 clock hours) of technology-related workshops in accordance with the Professional Standards Commission (PSC) technology requirement. These workshops (Mostly held on Fridays at DSC/SoE and area Public Schools) will require TCs to produce and complete projects that demonstrate their ability to integrate technology into their instruction with students during Field Placement & Clinical Practice. Upon successful completion of all workshops and projects and on the recommendation from the technology professor, TCs will be recommended for licensure as having met the PSC computer competency requirement. If a TC does not meet the requirements as established by the SoE and the PSC, the Candidate will **NOT** be recommended for licensure.



Attendance, Punctuality and Transportation



Candidates must understand that becoming a teacher is a serious commitment. TCs are expected to be dependable and punctual/on-time as scheduled. Lateness or frequent absences may result in the candidate failing a Course(s) and/or the field experience placement portion of his/her semester block. Regular attendance and punctuality are mandatory while enrolled in Courses or the Field Placement Program. It is important that TCs demonstrate an understanding of the importance of regular and punctual attendance; punctuality in the field of education is not optional.

TCs working toward the ESOL endorsement are expected to be actively engaged with second language learners and to assist the ESOL teacher, or regular classroom teacher, in classroom activities.

When the School of Ed schedules a field placement for a candidate, this forms a binding agreement with the host school and school system. Likewise, when a TC plans a schedule with a MT, this becomes an agreement to be kept by the TC.

The TC is responsible for obtaining contact information for the MT, DSC SS, and the DSC CP/FDs. Clear and proper communication of time keeping, and other aspects of the program are essential to a candidate's SUCCESS.

In cases of illness or emergency, TCs must log absence information in LiveText and Time Sheet as well as notify 1) the host MT, 2) the DSC CP/FDs, and/or 3) the DSC SS. Attendance and punctuality are monitored closely by the CP/FDs and/or SS. Irregular attendance, patterns of absence, and poor punctuality are all grounds for a PGP.

All missed previously scheduled field placement days or dates MUST be made up within the week (on Friday) if possible, or within two weeks if not during the same week; if in Block/PES IV all missed time must be made up before the end of the host school's semester. **All scheduled dates/days/time must be made up regardless of the number of field hours acquired.**

TCs are not allowed to "bank hours" and then use those hours later in the semester to be absent from placement without written consent from the Dean of the School of Education.

To assist in the verification of attendance and number of hours completed by each Candidate, while placed in a host school, TCs must:

1. **Sign in and out through the school office for each visit.**
2. **Complete and have a hard copy time sheet approved by a MT daily.**
3. **Log hours in/out with detailed descriptions of activities in LiveText daily; and**
4. **Upload a picture or scanned copy of your approved time sheets weekly. DSC CP/FDs and/or SS will approve hours in LiveText based on the approved schedule.**

Blocks I, II, and III are required to attend a minimum of **7.5** hours per day, 2 days per week, and arrive when the MT arrives, while PES I - III should attend 10 – 15 hours weekly with a maximum of 7.5 hours daily. If the MT will be out of school, candidates should find an alternate plan (either teaching with the substitute teacher in the classroom or working in a different classroom with a different MT) to ensure that they attend for the required time period. The MT will then approve/disapprove the hours on the timesheet accordingly.

Block/PES IV must attend a minimum of **8.0** hours each day arriving when their MT arrives and staying for the required time period at the school. If the MT will be out of school, candidates should find an alternate plan (either teaching with the substitute teacher in the classroom or working in a different classroom with a different MT) to ensure that they attend for the required time period. The MT will then approve/disapprove the hours on the timesheet accordingly.

TCs will acquire and wear a DSC ID badge. **Badges must always be worn** while Candidates are in a school setting. If a TC loses the DSC ID card, s/he is expected to promptly obtain a replacement card and incur the expense.

Absences created by school closings due to inclement weather or other extenuating circumstances usually do not need to be made-up unless the TC will be in danger of not meeting the minimum number of placement hours required for the semester. The absences should be entered on time sheets and in LiveText indicating 00:00 hours and the reason for the absences. In the event of extended school closure, TC will be responsible for logging remote hours into LiveText. SoE will notify students of dates if this is necessary.

Remote Hours (Pandemic related, weather related, or other need for closures)

With the onset of the pandemic, flexibly in field hours was required. **As of Fall 2021, DSC SoE is expecting all our partner schools to be back to full F2F learning. Unless circumstances change candidates are expected to be on site and fully involved in the daily structure of the school/classroom you are assigned to. (Based on your hours required.)**

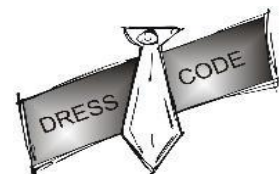
Keeping in mind that circumstances could change again with little notice, the SoE has a plan if systems deviate from full F2F instruction. If the candidate is placed in a school system that moves to totally on-line learning, then the candidate will work with the mentor teacher to assist with remote learning. If the candidate is not able to assist with remote learning or has a reduced number of hours in the field due to remote learning, then the candidate needs to work with the School of Education to find alternative ways to have authentic experiences with children to acquire at least the minimum number of hours for the given block or PES. If a candidate is in an early block or PES where acquiring field experience hours in an actual classroom is not a viable option, then the School of Education will provide a list of alternative experiences that can be used to obtain at least the minimum number of hours.

Transportation

TCs are responsible for making their own travel arrangements to the assigned Field Experience and Clinical Practice sites throughout the program.

Dress Code

TCs enrolled in the pre-professional and professional education courses should be dressed and groomed according to professional standards. They must identify and comply with the adopted “business casual” dress code of the School of Education. To ensure that TCs understand the dress code, expectations are clarified in each block seminar prior to TCs reporting to schools. If there is doubt about appropriate dress codes, TCs should check with their DSC SS or the CP/FDs.



Body piercings (excluding ears) or other body art and all tattoos must be covered completely; non-traditional hair colors are not permitted.

It is also expected that TCs will maintain exemplary personal hygiene practices during their time in the SoE, both in the classroom setting and in the field. Body, clothing, and hair should

be clean and neat, and meet professional standards. Clothing that is ripped, torn, obscene, vulgar, offensive, or inflammatory is prohibited.

This policy applies to the time candidates spend in host school classes and meetings. Candidates who do not follow this policy may receive an absence for the day, class and/or event. Candidates are encouraged to participate in field trips and special events (dress should follow the host school's expectations.) In addition, Pre-Planning attendance is required for Block/PES III (at least 2 days) and Block/PES IV (All Days.) Pre-Planning dress should conform to the host school's expectations. The bottom line is candidates should always be clean and presentable. If you have any confusion consult with your SS or the CP/FDs.

****Special Events could include things like Dr. Seuss Read Across America Day, once a month spirit day, a planned outside activity, or something else that might warrant the Teacher Candidate to dress differently. A Special Event is NOT wearing jeans every Friday.**

If appropriate clothing is a hardship, please communicate with the CP/FDs for assistance. Help is available!



How To Address Concerns, Questions, Information, Documentation, or Other Issues

Anyone (TC, MT, SS, or Faculty) having a concern, question or needing assistance or a method of reporting any of these should complete the **Student Outcome Form**. This will allow the SoE to prioritize these requests and address them in a timely manner. Simple questions and serious concerns alike should be submitted as soon as possible with as much information as is available. Phone numbers need to be included in the event that additional information or clarification is needed, the SoE can contact the submitter directly. The Form can be accessed at: https://cm.maxient.com/reportingform.php?DaltonStateCollege&layout_id=8

Professional and Interpersonal Relationships

Professional acquaintances and contacts, formal and/or informal, are important to the transition from being a TC to becoming a teacher. The rule regarding relationships during field placements is to maintain professionalism because, while in the field, TCs are essentially on a job interview. Although many school settings are conducive to interesting and professional discussions, TCs should exercise respectful discretion when voicing their personal views--especially as it pertains to social media. Potential employers will check social media, etc. when considering candidates for employment as well as contact previous mentor teachers to determine if applicants are appropriate for job openings. **Use of personal devices (phones) in host schools should be limited to emergency situations or academic purposes (i.e., recording lessons, as a tool during a lesson, etc.).**

Classroom Expectations

Classroom Management

Many TCs are concerned about classroom management. This is normal, for it is an area in which the TC has generally had very little experience.



TCs will rely heavily on the MT's guidance in setting standards and limits in the classroom.

During the beginning week of either Field Experiences or Clinical Practice, the MT should discuss with the TC the school and/or the classroom's discipline plan. The MT should specify to the TC which discipline measures have been identified by the school as appropriate and which ones can be administered by the TC. TCs are **NOT** to use corporal punishment. TCs are **NOT** to be called on to witness corporal punishment. When substitute teachers replace the MT, they, *not the TCs*, have legal responsibility for discipline.

Some of the following measures may help build the type of MT-TC relationship, which should help to prevent management problems.

- Respect the worth and dignity of the individual.
- Seek to attain a high degree of participation.
- Plan thoroughly
- Learn and make use of names quickly.
- Be alert, keep your eyes open, and focus attention on the total situation.
- Plan for use of freedom and responsibility of movement in classroom, corridors, and lunchroom.
- Exhibit poise, dignity, and calmness always.
- Stop little things before they gain momentum without undue emphasis on their seriousness.
- Be warm and friendly but be firm.

Substitute Teaching

During the Field Experiences and/or Clinical Practice, there may be an occasion when the MT is absent from school. Sometimes, when this absence occurs, the TC is called upon to teach. However, the State of Georgia always requires the presence of a certified teacher or system authorized substitute in the classroom for the TC to accept responsibility for instruction. The authorized substitute or certified teacher holds ultimate responsibility for supervision of the students when the MT is not present.

Even if a TC has been listed on the system's certified substitute list, the TC cannot serve as a substitute during the professional education Clinical Practice (Block/PES IV). However, a student in Block/PES I, II, or III can Sub on days they are not in class or field placement (Fridays and DSC Holidays). On an individual basis Block/PES IV students who have completed all (except hours) responsibilities of the program can request permission to take on a long-term substitute position. This request should be in writing and sent to the CP/FD for review.

Confidentiality

Under the guidance of the MT, the TC 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 TC 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.** If a TC has a question or a concern, the Candidate should speak with the MT or the building administrator. **Unauthorized persons include family members, friends and fellow TCs.** Confidentiality is expected in all professional discussions. Field placements and in-school discussions may give TCs access to confidential student and/or school information. It is important that this information be used only in professional circumstances.



Dispensing Medications

Georgia law permits educators to dispense and administer medications. **Immunities from liability that exist for certified, employed system personnel and education agency employees do not extend to DSC TCs participating in the Field Experiences and Clinical Practice.** While it is important for TCs to understand the process of administering these services, the liability issues surrounding possibly invasive and potentially injurious procedures require that the TC be a passive observer while the MT dispenses the medication or performs the related service. *If the TC 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 MT does not extend to the TC. The DSC SS or CP/FDs must be notified if the TC feels pressured to participate in these activities. Every school system has a different policy and/or procedure pertaining to medication. Ask questions and make sure you are familiar with the procedure. No matter what the school's procedure is, you are **NOT** to administer medication.

Videotaping/Photographing

TCs **cannot** videotape or photograph students without the written consent of the school principal and parents of the students. The School of Education professors and/or administration provide permission forms (English & Spanish forms are available.) for video or photographs to be taken in host schools. This permission would apply to online format field experience opportunities as well. *These permission forms should be one of the 1st responsibilities completed each semester.*

Video or photographs of students CANNOT be placed on any social media platform (Facebook, Instagram, You Tube, etc.) that is not used solely for coursework assessment purposes. Violation of this policy may result in being placed on a Professional Growth Plan, immediate removal from field placement, and possible removal from the School of Education program.

Expenses Related to Field Experience



Teacher Education Field Experience Fees

Each Candidate enrolled in the DSC Professional Education program will be charged a **minimum of \$70.00** per semester Teacher Education Field Experience fee (total **\$250.00** fee over the duration of the program). These funds will be used for costs associated with Field Experiences and Clinical Practice such as evaluation materials and SSs' travel, payment of honoraria to MTs who will supervise TCs, and other expenses incurred. This fee is assessed each time a Candidate is enrolled in the block courses (Blocks I, II, III, and Block IV- Clinical Practice and PES I, II, III, and IV- Clinical Practice). Fees will not be incurred for the Summer Block(s).

GACE testing fees

After midterm of the Block III semester, and after the required number of content courses have been taken for PES students, TCs will be released to take the GACE exam in their specified area. The approximate cost for each of these is \$180. **The GACE should be attempted prior to Block IV or PES IV if possible.** It is highly suggested candidates plan for this well in advance if they want to take advantage of testing locally. Because of limited testing space on campus, candidates may find they will need to travel a significant distance (2-3 hours) for the opportunity to take the test.

Medical Insurance

At the beginning of the field experience assignment, the TC should give personal emergency information to the MT. TCs are not employees of the school system where they are placed and **are not** provided any medical, accidental, or workman's compensation insurance. TCs are reminded that they are eligible to join the *American College Student Association (ACSA)*, which offers a major medical health plan. TCs are encouraged to obtain additional coverage.

LiveText Program Fee

The purchase of LiveText, an electronic data and field experience management program, is required with field experiences and internship in the Professional Teacher Education Programs at Dalton State College. The cost is a one-time fee of approximately \$139 (subject to change based on LiveText) in the first semester and is valid for 7 years. LiveText purchase will occur during the Block I/ PES I seminar course with the assistance of the LiveText / GoReact Coordinator. A credit card/bank debit card must be used for the purchase.

GoReact

Candidates are not charged an additional fee for GoReact but students will need to become familiar with this program as it will be used with all Assessments (as of Fall 2021 all candidates will have 2 Virtual Assessments & 1 F2F Assessment per semester in Block/PES II, III, & IV). The Livetext / GoReact Coordinator will set-up each candidate's access to his/her account/class and the candidate will receive an e-mail when he assigns the candidate access. In addition, if a candidate

plans to use his/her phone to record the lessons, it is highly recommended the candidate downloads the GoReact app and uses it for videoing. This will make loading to the GoReact online program very easy. All 3 observed lessons will be videoed and uploaded to GoReact (regardless of whether F2F or Virtual).

Reimbursement

TCs may not be paid for any duties that are a part of the required Field Experience or Clinical Practice. Participation in any activity before, during or after school (Faculty Meeting, Tutoring, Subbing, Parent/Teacher Conferences, etc.) NOT FOR PAY can be included as field placement hours. Participating in FOR PAY activities (Coaching, after school care, tutoring, etc.) must not be included in field placement hours. No Double Dipping – candidates can't get paid and count hours!

Field Experience (applies to both Block and PES students)

During Field Experiences and in their academic courses, Candidates will learn and exhibit professional knowledge, teaching skills and attitudes that will be applied in clinical settings and ultimately in Clinical Practice. During Field Experience, Candidates will be a part of a team that includes the MT and the DSC SS. With the support and guidance of the team members, Candidates will build their knowledge, skills and dispositions that will prepare them to be effective educators. Other program-specific responsibilities and expectations will be reviewed with all Candidates in seminar sessions and by the DSC SSs.



The primary function of Field Experiences and Clinical Practice is to provide TCs with opportunities to unite theory and practice in Pk-5 or 6-12 classrooms. Field Experiences and Clinical Practice are an integral component of educator preparation programs. The Field Experiences and Clinical Practice at DSC aim to provide opportunities:

- For the teacher Candidate to identify, observe, and study relevant growth, developmental patterns, and behavior characteristics of children at varying stages of maturation.
- For observation of differing personalities and methods of teaching both in and outside the Candidate's area of specialization.
- For gradually increased participation in the planning, conducting, and evaluation of learning experiences.
- To observe and grow in practice of collaboration between teachers and all stakeholders.
- For gradually increased participation in non-instructional activities.
- For developing, planning, and evaluating learning experiences that address the needs of second language learners.
- For developing, planning, and evaluating learning experiences of students with special needs (Identified or perceived).
- For developing professional communication skills, enhancing writing skills (or develop a strategy to check their writing prior to turning an assignment in [Grammarly or something else]), gaining insight into organization, prioritizing, timeliness, collegiality, flexibility, and the ability to change on the fly if circumstances so dictate (always have a "PLAN B" in mind).

Every effort is made to place TCs in situations that will encourage optimal professional and personal growth as prospective teachers. Field Experiences occur in multiple school sites to ensure TCs engage in diverse experiences and to meet the requirements of the Georgia Board of Regents and the Georgia Professional Standards Commission.

The assignment is made by the School of Education in collaboration with the school administrators and/or the school system's administrative office. **All assignments, once made, stand** unless the partnership school administrator, the school system, and/or the DSC SS request a change. Initial contact and termination of the Field Experience assignment with the cooperating school is the responsibility of the School of Education. The School of Education may make changes as deemed necessary.

Individual requests for assignments will be considered only in terms of documented extenuating circumstances. If a TC feels that he/she has a specific request that warrants additional consideration, it must be submitted in writing to the CP/FDs prior to the first day of classes. Requests received after this date will not be considered. A TC will not be placed in schools where family members attend or are employed, where they have worked or attended or where there is some other personal connection. This stipulation extends to central office personnel and BoE members etc. TCs will not be placed where they are being supervised by close or family friends as well as not by former teachers. If a TC is placed in a setting that is not allowed by SoE policy, it is the responsibility of the TC to promptly bring the placement to the attention of the CP/FDs.

Many school systems in DSC's area cooperate with several additional colleges and universities. Because of the number of applicants involved each semester, and because there are longstanding established procedures, **UNDER NO CIRCUMSTANCES SHOULD A TC INITIATE PERSONAL CONTACT WITH ANY SCHOOL TO ARRANGE AN ASSIGNMENT.** It is essential that DSC TCs do not create a hardship or place undue pressure on local school system faculty and administrators in arranging a placement.

Video Lessons

All observed lessons will be videoed and uploaded to GoReact (Virtual & F2F). All videoed lessons will be completed with the use of a SWIVEL (checked out from DSC SoE) and camera (student's phone or check camera out from DSC SoE). Prior to videoing students must get signed permission forms giving permission from student's parents. (See section on pictures and video, page 16)

Year Long Field Placement

All TCs in both Block and PES are encouraged to participate in a Year-long field placement, remaining in the same classroom and school for both Block/PES III and IV. This year-long experience provides opportunities for growth in a setting that is familiar to the TC, and with a MT with whom trust has already been established. While this practice is encouraged, it remains optional for TCs.

Field Experience Assessments

Field Experience (Block/PES I-III) is a part of the academic grade for all Professional Seminar courses. Successful completion of Field Experience will include completing the appropriate number of hours and meeting the appropriate minimum required score or higher on the assigned assessments (see below). Block/PES IV-Clinical Practice will be graded on its own (S or U) using the same criteria. (The SS will assign these grades.)

APBD Assessments Conducted by MTs Block/PES I - IV

All TCs will be assessed by their MTs with a midterm and final School of Education Assessment of Professional Behaviors and Dispositions (APBD). **MTs are asked to discuss with their TCs why each APBD score is given before scores are recorded in LiveText. APBD Scores of 1 or 5 must be accompanied by comments from the MT, although comments regarding all scores are desired.**

The minimum APBD scores required to be successful in each Block/PES section of the Field Placement Program are indicated below:

APBD	
BLOCK/ PES SECTION	REQUIRED MINIMUM SCORE
I	3
II	3.25
III	3.5*
IV	3.75*

** NOTE: Any individual Score of "1" in any Block/PES (I – IV) will require a PGP. In addition, candidates should not have any individual ratings of "2" or less in Block/PES III or IV on any criterion during the semester, a score of 1 or 2 will require a PGP.*

APBD Requirements

TCs receiving less than the required minimum score as indicated above, will be placed on a PGP (See Page 39). Candidates are not allowed to progress from Block/PES III to IV, or graduate, on a PGP (See Page 39).

Candidates must also pass all professional education courses with a grade of "C" or above to move to the next Block each semester.

SABD Assessments Conducted by SSs BLOCK/PES II – IV

Candidates will be assessed at the end of the semester by their SS via a School of Supervisor Assessment of Professional Behaviors and Dispositions (SABD) in Blocks/PES II – IV. **SSs are required to write comments as to why each SABD score is given, especially regarding a score of 1 and/or 5.** It is strongly recommended that SSs complete the SABD with their TC so a discussion can occur, especially on areas in need of improvement.

The minimum SABD scores required to be successful in each Block/PES section of the Field Placement Program are indicated below:

SABD	
BLOCK/ PES SECTION	REQUIRED MINIMUM SCORE
I	N/A
II	3.25
III	3.5*
IV	3.75*

** NOTE: Any individual Score of "1" in any Block/PES (II – IV) will require a PGP. In addition, candidates should not have any individual ratings of "2" or less in Block/PES III or IV on any criterion during the semester, a score of 1 or 2 will require a PGP.*

SABD Requirements

TCs receiving less than the required minimum score as indicated above, will be placed on a PGP (See Page 39). Candidates are not allowed to progress from Block/PES III to IV or graduate on a PGP (See Page 39).

Candidates must also pass all professional education courses with a grade of “C” or above to move to the next Block each semester.

TCOI Assessments Conducted by SSs BLOCK/PES II – IV

Candidates will be assessed by their SS via a School of Education Teacher Candidate Observation Instrument (TCOI) on each observed (virtual or F2F) lesson conducted in Block/PES II – IV. SSs are required to write comments as to why each TCOI score is given, especially regarding a score of 1 and/or 5. A minimum of 3 observations (2-virtual, 1-F2F) will be conducted for each TC. The DSC SoE has the right to determine if additional observation(s) are necessary for a TC. All TCOI scores will be averaged at the end of the semester to determine if the TC meets the minimum score needed.

The minimum average TCOI scores required to be successful in each Block/PES section of the Field Placement Program are indicated below:

TCOI Minimum Average Score	
BLOCK/ PES SECTION	REQUIRED MINIMUM SCORE
I	N/A
II	2.8
III	3.1
IV	3.25*

** NOTE: Any individual Score of “1” in any Block/PES (II – IV) will require a PGP. In addition, candidates should not have any individual ratings of “2” or less in Block/PES IV on any criterion during the semester, a score of 1 or 2 will require a PGP.*

TCOI Requirements

TCs receiving less than the required minimum score as indicated above, will be placed on a PGP (See Page 39). Candidates are not allowed to progress from Block/PES III to IV, or graduate, on a PGP (See Page 39).

To convert your LiveText points score to a score that fits this format: Divide your total points by 12. For example: If your total pts. at the bottom of the LiveText score sheet were 37.000 pts, $37 / 12 = 3.083$. This would be an acceptable score for Level II, but there would need to be improvement for a level III or IV.

Candidates must also pass all professional education courses with a grade of “C” or above to move to the next Block each semester.



Elementary Education (EE)

EE General Information – Applies to all Blocks

Candidates enrolled in Blocks I, II, and III participate in Field Experiences associated with methods classes and focus on the knowledge and skills addressed in course objectives. Activities are designed to allow the TC to begin developing teaching competencies. The amount of field experience hours required, qualifications of MTs, and assessment techniques are included in this handbook. **Documentation of hours in classrooms and descriptions of daily activities must be submitted via LiveText and the DSC SS and MT will monitor the hours and information.**

experience hours required, qualifications of MTs, and assessment techniques are included in this handbook. **Documentation of hours in classrooms and descriptions of daily activities must be submitted via LiveText and the DSC SS and MT will monitor the hours and information.**

Commitment

Candidates must understand that becoming a teacher is a serious commitment. TCs are expected to be dependable and on time on their scheduled dates. Lateness or frequent absences may result in the Candidate failing the field experience placement portion of his/her semester block. **All candidates are expected to arrive when their MT arrives and stay for the required time period at the school.** If the MT will be out of school, candidates should find an alternate plan (either teaching with the substitute teacher in the classroom or working in a different classroom with a different MT) to ensure that they attend for the required time period. The MT will then approve/disapprove the hours on the time sheet accordingly (by signing daily hours listed). The SS will then approve/disapprove the hours in LiveText. *All missed placement days must be made up (within the week of absence or the next).* TCs working toward the ESOL endorsement are expected to be actively engaged with second language learners and to assist the ESOL teacher, or regular classroom teacher, in classroom activities.

It is important that the MT and TC find time to review the information provided in the related course syllabi, this handbook and through meeting with the DSC SS (this is highly recommended whether Virtual or F2F). During this meeting, participants can expect:

1. An overview of the Handbook.
2. Responsibilities & Expectations specific to the TC, MT & SS.
 - a. Time Sheet
 - b. Lesson Plans (pre-assessment, post assessment, differentiation, etc.)
 - c. APBD
 - d. Classroom Interaction – do's & don'ts
 - e. Schoolwide participation – faculty meetings, duties, P/T conference, access to records, etc.
 - f. Assessment scores – minimums, the need for follow-up conversations, just like out in the schools it is unlikely for a teacher to get all perfect scores it is important for teacher candidates to realize this as well, please provide fair and true feedback, your comments are important (especially if score of 1, 2, or 5)

3. Expected hours.
4. LiveText / GoReact
5. Schedule ALL observed Lessons.
6. Anything else that might be a concern or question.

Field Experience Hours & Number of Observations

Block	Total Required Hours*	Observations	
		Virtual (GoReact)	F2F
I	150 (120-reg. classroom, **15-SpEd classroom, ***15-ESOL classroom)	0	0
II	133 (118-reg. classroom, ***15-ESOL classroom)	2	1
III	133	2	1
IV	550	2	1

*NOTE – Reaching the total # of hours above does NOT constitute a completed placement. You Must stay in placement until the final date determined by the DSC SoE.

**It is suggested you try to get your *SpEd hours* early rather than wait till the end, but you can spread them out over the program so you can focus on mostly Inclusion experiences as this will be the norm for you as a classroom teacher.

***The ESOL hours are only required if you are getting the ESOL Endorsement, however it is highly recommended you observe those classrooms as you will undoubtedly have ESOL students.

Regardless of endorsements, the total # of hours (in bold) must be completed as a minimum requirement for each block.

Lesson Plans – Blocks II, III, & IV

Beginning in Block II TCs will begin designing and implementing lessons. LPs will be completed on the official DSC SoE LP Template. TCs should incorporate the skills, knowledge, strategies, and other information from the DSC classrooms as well as from their MTs to create creative, innovative, and active lessons. Each Lesson planned and designed for evaluation should be **approximately 45 minutes in duration** (Lessons should be a minimum of 30 minutes and a maximum of 60 minutes.) Even if 45 minutes does not fit a specific period exactly, candidates should work with their MTs to stick closely to that time frame. **Each lesson plan MUST first be approved by the MT, and a copy of the lesson plan with a summary of the data and analysis must be prepared and submitted to the DSC SS by 8:00 a.m. at least 3 school days prior to delivery of instruction.**

Once candidates begin creating Lesson Plans, they should submit those to their MT/SS according to the chart below:

ALL LESSON PLANS DUE AT 8:00 AM		
<i>Lesson Taught</i>	<i>Lesson Due to MT at 8:00 AM on</i>	<i>Lesson Due to SS at 8:00 AM on</i>
Monday	Monday of Previous Week	Wednesday of Previous Week
Tuesday	Tuesday of Previous Week	Thursday of Previous Week
Wednesday	Wednesday of Previous Week	Friday of Previous Week
Thursday	Thursday of Previous Week	Monday of Same Week
Friday	Friday of Previous Week	Tuesday of Same Week

Of course, the earlier you get the LP to the MT or SS the more time they will have to review and provide feedback prior to the lesson being taught.

Recommended Timeline for Lesson Observations*

Fall Semester 2021		Spring Semester 2022	
8/2 – 8/6 (or before)	Pre-planning (Block/PES 3 & 4 must attend at least 2 days and could start with students prior to 8/9.	1/3 – 1/7	Pre-planning (Block/PES 3 & 4 must attend at least 2 days and could start with students prior to 8/9.
8/9 – 8/27	Acclimate – Get to know your school/students.	1/10 – 1/21	Acclimate – Get to know your school/students. (If needed)
8/30 – 9/24	Observation #1	1/24 – 2/11	Observation #1
9/27 – 10/22	Observation #2	2/14 – 3/4	Observation #2
10/25 – 11/12	Observation #3	3/7 – 3/25	Observation #3
11/15 – 11/19	Extra Week	3/28 – 4/1	Extra Week
11/19	Last Day of Placement	4/29	Last Day of Placement

*NOTE this is meant to be guide (not set in stone) to help you plan out your semester and get all observations completed prior to the end of the semester when you have other assignments and finals to worry about. Any questions or concerns please see your SS or the CP/FDs.

A final note about Lesson Plans – the DSC SoE has adopted an Official Definition of Differentiated Instruction. The definition comes from The Council for Exceptional Children and is the most current available.

Differentiated Instruction - Differentiated Instruction effectively meets the needs of all students by delivering instruction and providing support through the means of universal design for learning, multiple intelligence theory, and findings from brain research (CEC, 2021).

Use this definition as the base for your descriptive explanation of how you plan to implement differentiation with-in your lessons.

Field Experience Assessments

Grades for Field Experience will be a part of the academic grade for Professional Seminars I, II & III and will be based on performance and completion of hours in field placements. Grade for Clinical

Practice, Block IV will be based on performance in field placement and completion of hours. This grade will be assigned by the SS (S or U).

Please see additional TC Information listed previously (Page 10).

EE Block Information by Semester

Block I

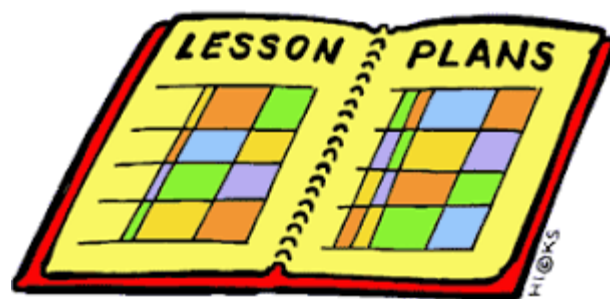
Candidates are enrolled in 16 hours of professional course work and will participate in the field experience in public school classrooms. TCs will spend two full days per week in the DSC classroom and two full days per week in field placement. **TCs should arrive daily before school begins and stay after school ends (a minimum of 7.5 hours).** In essence, TCs should follow the same schedule required by the teachers at the placement school. The Candidate will be placed in an elementary setting for a minimum of 150 hours, including at least 15 hours in a special education setting. Additionally, if a TC is working towards his/her ESOL endorsement, the TC will have 15 hours incorporated into his/her minimum 150 hours of field experience.

Block I is an exciting, challenging semester where TCs begin their professional work in the field while attending courses. Block I Candidates will learn from observing and assisting the MT. It is important that the MT explain **what** and **why** activities are included in particular lessons and how they provide as much interaction and hands-on experience as possible. They should also address how providing appropriate scaffolding and direction is important to the TC.

While observation and discussion are very important parts of the Block I field experience, the DSC TC is there to help the MT in any way possible – reading to the children; working with small groups or an individual; supervising tables; walking children to the library, lunch, or recess; making a game; grading papers, etc. However, all activities must be supervised by the MT. TC's should be an **active** part of the classroom. They should not be sitting in the back watching or completing coursework that is unrelated to their work in the classroom. Under **NO CIRCUMSTANCES** should the TC be on their phone during their placement time.

Block II

Candidates are enrolled in 16 hours of professional coursework. In addition, Candidates will spend two full days per week (Tuesday/Thursday OR Monday/Wednesday) at designated sites. **TCs should arrive daily before school begins and stay after school ends (a minimum of 7.5 hours).** Additionally, if a TC is working towards his/her ESOL endorsement, the TC will have 15 hours incorporated into his/her minimum 133 hours of field experience. TCs should follow the same schedule required by the teachers at the placement school. Block II field experiences are designed to enhance the professional outcomes of knowledge, skills, and dispositions TCs will gain and develop while enrolled in social studies methods, math methods, reading methods, and ESOL courses. TCs learn about a variety of approaches to



curriculum development and implementation, including planning for specific curriculum areas, differentiated instruction, and strategies to work with second language learners. TCs will be able to apply the knowledge and skills gained from these courses in classroom settings. As TCs progress in their individual field placements, *they will take a more active role in the classroom and experience aspects of the teaching process*. The TC should become fully engaged in the classroom as soon as possible. This should be accomplished by permitting the Candidate to work with children as soon as possible. TCs can be expected to work with small groups of children at the beginning of field experiences and progress in responsibility to include preparing and delivering a minimum of *three instructional lessons (Literacy, Math, and SS)* to the whole class.

Block III

Block III TCs should attend pre-planning activities with their assigned MTs even if DSC classes have not begun. In Block III, Candidates are enrolled in 16 hours of professional coursework. In addition, Block III Candidates will spend two full days per week (Tuesday/Thursday OR Monday/Wednesday) at designated sites. **TCs should arrive daily before school begins and stay after school ends (a minimum of 7.5 hours).**

Field Experience is designed to enhance the knowledge and skills TCs will gain and develop while enrolled in science methods, math methods, reading strategies/assessment, and ESOL courses. TCs will learn about a variety of approaches to curriculum development and implementation, including planning for specific curriculum areas, differentiated instruction, and strategies to work with second language learners. TCs will be able to apply the knowledge and skills gained from these courses in classroom settings. The minimum number of field hours required to pass Block III is 133.

As TCs progress in their individual Field Experience, *they are expected to take a more active role in the classroom and experience all aspects of the teaching process in preparation for the Clinical Practice experience* the following semester in Block IV. Plans need to be made for the TC to become fully engaged in the classroom as soon as possible. This should be accomplished by permitting the Candidate to work with children from the onset.

In Block III, TCs are expected to be responsible for teaching small groups of students, and for preparing and delivering a minimum of *three* instructional lessons (Literacy, Math, Science or Writing are recommended, or a subject the candidate may have had an issue with previously) to the whole class.



Block IV: EE Clinical Practice/Student Teaching

Block IV TCs should attend all pre-planning activities with their assigned MTs. Block IV TCs are enrolled in Clinical Practice. Clinical Practice is the 15-week capstone experience. Clinical Practice provides TCs an opportunity to demonstrate their knowledge, skills, and dispositions acquired in their coursework in a setting that reflects the type of learning environment where they will acquire a teaching position. This is an experience seen by many as one of the most exciting experiences in

preparation for becoming a certified teacher. Capstone refers to the culminating point in the initial teacher preparation program. TCs should be prepared to commit themselves to hard work that will result in maximum growth.

EE Clinical Practice Team

Three team members interact during Clinical Practice (TC, MT, and the DSC SS). The team's focus is on the TC and her or his development. The DSC SS and MT will significantly influence a TC's professional development. Their responsibilities are described in later sections of this document.

The orientation session at the onset of the semester is the formal beginning of Clinical Practice. The TC is responsible for scheduling this onsite (or virtual) meeting with the MT, SS, and themselves for as early in the semester as possible (pre-planning or 1st week of school). It will be important for this team to stay in close contact and on the same page during the semester to ensure the TC has every opportunity to complete all components of the Clinical Practice successfully and head to graduation.

The TC Clinical Practice is a vital component in preparation to becoming a teacher. It is that time when TCs are directly involved in a sustained and concentrated period of training in a local school setting with the collaboration of the school district and under the authority of the School of Education of Dalton State College. This is the period when the TC is enabled to make practical use of the principles, methods, knowledge, dispositions, and materials that have been developed or acquired in their professional education courses. It is a time when Candidates demonstrate the knowledge, skills, and dispositions stated as Professional Outcomes in the Conceptual Framework.

Clinical Practice is the culminating component of the teacher education program. TCs are enrolled in a full semester, 12 credit hours. **Block IV Candidates must spend a minimum of 8 hours each day, five days per week (Monday-Friday) at designated sites. TCs' daily hours should align with MT's arrival and departure hours** which varies by school/system. Clinical Practice is carried out in a carefully selected school under the immediate supervision of an experienced MT and the general supervision of a DSC SS, who is a specialist in the student's teaching field.

The TC is required to participate in all duties and responsibilities required of the MT, including attending pre-planning activities with the MT.

During the semester, the increasing responsibility for planning, organizing, and delivering instruction is assumed by the TC. When the supervisors deem it appropriate, the TC responsibilities increase to include full-time teaching for **a minimum of two consecutive weeks**. This should be discussed and scheduled at the initial meeting between the MT, SS, and TC.

To prepare for this two-week takeover, the TC begins to take over one subject at a time building up to the two weeks and then relinquishes one subject at a time. After the required full-time teaching period, the TC should continue to teach as a member of the teaching team. Full participation as a professional in the classroom will continue until the end of the semester although the MT will gradually ease back into his/her regular role. ***The minimum number of field hours required to pass clinical practice is 550.***

The TC must teach and be observed (2 virtual, 1 F2F) 3 times by the DSC SS. **At least one of the three observations should take place during the 2-week takeover.** The TC should use the School of Education lesson plan during takeover of subjects until after the first successful observation. The

DSC SS may require that the TC follow the formal lesson plan format for all 3 observed lessons and/or may approve use of a more informal lesson plan form for all other lessons.

Secondary Education / Professional Education Semester (PES)



PES General Information – Applies to all Semesters

Candidates enrolled in PES I, II, and III participate in Field Experiences associated with methods classes and focus on the knowledge and skills addressed in course objectives. Activities are designed to allow the TC to begin developing teaching competencies. The amount of field experience hours required, qualifications of MTs, and assessment techniques are included in this handbook. **Documentation of hours in classrooms and**

descriptions of daily activities must be submitted via LiveText and the DSC SS and MT will monitor the hours and information.

Commitment

Candidates must understand that becoming a teacher is a serious commitment. TCs are expected to be dependable and on time on their scheduled dates. Lateness or frequent absences may result in the Candidate failing the field experience placement portion of his/her semester block. **All candidates are expected to arrive when their MT arrives and stay for the required time period at the school.** If the MT will be out of school, candidates should find an alternate plan (either teaching with the substitute teacher in the classroom or working in a different classroom with a different MT) to ensure that they attend for the required time period. The MT will then approve/disapprove the hours on the time sheet accordingly. The SS will then approve/disapprove the hours in LiveText. ***All missed placement days must be made up.*** TCs working toward the ESOL endorsement are expected to be actively engaged with second language learners and to assist the ESOL teacher, or regular classroom teacher, in classroom activities.

It is important that the MT and TC find time to review the information provided in the related course syllabi, this handbook and through meeting with the DSC SS (this is highly recommended whether Virtual or F2F). During this meeting, participants can expect:

1. An overview of the Handbook.
2. Responsibilities & Expectations specific to the TC, MT & SS.
 - a. Time Sheet
 - b. Lesson Plans (pre-assessment, post assessment, differentiation, etc.)
 - c. APBD
 - d. Classroom Interaction – do's & don'ts
 - e. Schoolwide participation – faculty meetings, duties, P/T conference, access to records, etc.

- f. Assessment scores – minimums, the need for follow-up conversations, just like out in the schools it is unlikely for a teacher to get all perfect scores it is important for teacher candidates to realize this as well, please provide fair and true feedback, your comments are important (especially if score of 1, 2, or 5)
3. Expected hours.
4. LiveText / GoReact
5. Schedule ALL observed Lessons.
6. Anything else that might be a concern or question.

Field Experience Hours & Number of Observations

PES	Total Hours*	Observations	
		Virtual (GoReact)	F2F
I	133	0	0
II	133	2	1
III	133	2	1
IV	550	2	1

*NOTE – Reaching the total # of hours above does NOT constitute a completed placement. You Must stay in placement until the final date determined by the DSC SoE.

Lesson Plans – PES II, III, & IV

Beginning in Block II TCs will begin designing and implementing lessons. LPs will be completed on the official DSC SoE LP Template. TCs should incorporate the skills, knowledge, strategies, and other information from the DSC classrooms as well as from their MTs to create creative, innovative, and active lessons. Each Lesson planned and designed for evaluation should be ***approximately 45 minutes in duration*** (Lessons should be a minimum of 30 minutes and a maximum of 60 minutes.) Even if 45 minutes does not fit a specific period exactly, candidates should work with their MTs to stick closely to that time frame. **Each lesson plan MUST first be approved by the MT, and a copy of the lesson plan with a summary of the data and analysis must be prepared and submitted to the DSC SS by 8:00 a.m. at least 3 school days prior to delivery of instruction.**

Once candidates begin creating Lesson Plans, they should submit those to their MT/SS according to the chart below:

ALL LESSON PLANS DUE AT 8:00 AM		
<i>Lesson Taught</i>	<i>Lesson Due to MT at 8:00 AM on</i>	<i>Lesson Due to SS at 8:00 AM on</i>
Monday	Monday of Previous Week	Wednesday of Previous Week
Tuesday	Tuesday of Previous Week	Thursday of Previous Week
Wednesday	Wednesday of Previous Week	Friday of Previous Week
Thursday	Thursday of Previous Week	Monday of Same Week
Friday	Friday of Previous Week	Tuesday of Same Week

Of course, the earlier you get the LP to the MT or SS the more time they will have to review and provide feedback prior to the lesson being taught.

Recommended Timeline for Lesson Observations

Fall Semester		Spring Semester	
8/2 – 8/6 (or before)	Pre-planning (Block/PES 3 & 4 must attend at least 2 days and could start with students prior to 8/9.	1/3 – 1/7	Pre-planning (Block/PES 3 & 4 must attend at least 2 days and could start with students prior to 8/9.
8/9 – 8/27	Acclimate – Get to know your school/students.	1/10 – 1/21	Acclimate – Get to know your school/students. (If needed)
8/30 – 9/24	Observation #1	1/24 – 2/11	Observation #1
9/27 – 10/22	Observation #2	2/14 – 3/4	Observation #2
10/25 – 11/12	Observation #3	3/7 – 3/25	Observation #3
11/15 – 11/19	Extra Week	3/28 – 4/1	Extra Week
11/19	Last Day of Placement	4/29	Last Day of Placement

Field Experience Assessments

Grades for Field Experience will be a part of the academic grade for Professional Seminars I, II & III and will be based on performance and completion of hours in field placements. Grade for Clinical Practice, Block IV will be based on performance in field placement and completion of hours. This grade will be assigned by the SS (S or U).

Please see additional TC Information listed previously (Page 10).

PES I, II, III, and IV - Information by Semester

PES I

PES I is an exciting, challenging semester where TCs begin their professional work in the field while attending classes. The DSC PES I Candidate is in his or her first semester of teacher preparation. Candidates will learn from observations and assisting the MT. It is important that the MT explains what and why activities are ~~accomplished~~ chosen to include in lessons. They should also provide as much interaction and hands-on experience as possible, while providing appropriate scaffolding and direction for the TC. PES I requires a minimum of 133 hours of in field experiences attained by conducting a scheduled 10-15 hours per week throughout the semester. Documentation of hours in classrooms and descriptions of daily activities must be recorded on an official time sheet and the candidate must obtain the MT's signature of approval. Hours must then be recorded in LiveText, and a copy of the official time sheet uploaded to LiveText weekly. The DSC SS will monitor and approve hours and information.

While observation and discussion are very important parts of the PES I field experience, the DSC TC is there to help the MT in any way possible – working with small groups and/or individual, supervising small groups, grading papers, etc. However, all activities must be supervised.

PES TCs interested in obtaining the ESOL endorsement are also required to be in field placement observing and assisting with ELLs under the supervision of an ESOL certified teacher for a minimum of thirty hours.

Candidates understand that becoming a teacher is a serious commitment. TCs are expected to be dependable and on time on their scheduled dates. Tardiness or frequent absences may result in the Candidate failing the field experience placement portion of his/her semester block. **All candidates are expected to arrive when their MT arrives and stay for the required time period at the school.**

PES II

In Secondary Professional Semester II, Candidates are enrolled in 5 – 6 hours of professional educational coursework. PES II – requires a minimum of 133 hours in field experiences attained by conducting a scheduled 10-15 hours per week throughout the semester.

PES II field experiences are designed to enhance the professional outcomes of knowledge, skills, and dispositions TCs will gain and develop while enrolled in Methods and Strategies for Secondary Teachers courses. TCs learn about a variety of approaches to curriculum development and implementation, including planning for specific curriculum areas, differentiated instruction, and strategies to work with second language learners. TCs will be able to apply the knowledge and skills gained from these courses in classroom settings.

As TCs progress in their field placement sites, they will take a more active role in the classroom and experience aspects of the teaching process. The TC should become fully engaged in the classroom as soon as possible. This should be accomplished by permitting the Candidate to work with students as soon as possible.

In PES II, TCs are expected to be responsible for teaching small groups of students and for preparing and delivering instructional lessons during the semester. It is recommended that the TC in secondary placements have opportunities to co-teach with the MT or teach from the MT's lesson plans. The goal is to prepare the TC to be integrated into the instructional arena in order to fully understand the roles and responsibilities of the professional educator.

In addition to the regularly expected co-teaching in the secondary placement, the TC will develop and deliver three instructional lesson plans.

PES III

TCs should attend pre-planning activities with their assigned MTs even if DSC classes have not begun. In PES III, Candidates are enrolled in 5–6 hours of professional educational coursework. PES III – requires a minimum of 133 hours in field experiences attained by conducting a scheduled 10-15 hours per week throughout the semester.

Secondary Professional Semester III Field Experience is designed to enhance the knowledge and skills TCs will gain and develop while enrolled in Methods and Strategies for Secondary Teachers. TCs will learn about a variety of approaches to curriculum development and implementation, includ-

ing planning for specific curriculum areas, differentiated instruction, and strategies to work with secondary students. TCs will be able to apply the knowledge and skills gained from these courses in classroom settings.

As TCs progress in their Field Experience at the assigned sites, they are expected to take a more active role in the classroom and experience all aspects of the teaching process in preparation for the Clinical Practice experience the following semester in PES IV. Plans need to be made for the TC to become fully engaged in the classroom as soon as possible. This should be accomplished by permitting the Candidate to work with students from the onset.

In addition to the regularly expected weekly teaching, the TC will develop and deliver three formal instructional lesson plans.



PES IV: Clinical Practice

PES Clinical Practice Team - The capstone experience of teacher preparation is the Clinical Practice, an experience seen by many as one of the most exciting experiences in preparation for becoming a certified teacher. Capstone refers to the culminating point in the initial teacher preparation program. TCs should be prepared to commit themselves to hard work that will result in maximum growth. The minimum number of hours for successful completion of Block IV field placement is 550.

Three team members interact during Clinical Practice: The TC, the MT, and the DSC SS. The team's focus is on the TC's development. The DSC SS and MT will significantly influence a TC's professional development. Their responsibilities are described in later sections of this document.

PES IV: TC Responsibilities

PES IV TCs should attend pre-planning activities with their assigned MTs. The TC Clinical Practice is a vital component in preparation for becoming a teacher. It is that time when TCs are directly involved in a sustained and concentrated period of training in a local school setting with the collaboration of the school district and under the authority of the School of Education of Dalton State College. This is the period when the TCs are enabled to make practical use of the principles, methods, knowledge, dispositions, and materials that have been developed or acquired in his or her professional education courses. It is a time when Candidates demonstrate the knowledge, skills, and dispositions stated as Professional Outcomes in the Conceptual Framework.

Clinical Practice is the culminating component of the teacher education program. TCs are enrolled in a full semester, 12 credit hour experience. **Secondary Professional Semester IV Candidates will spend a minimum of 8 hours per day, five days per week (Monday-Friday) at designated sites.** TC's daily hours should align with MT's arrival and departure hours which varies by school system. Clinical Practice is carried out in a carefully selected school under the immediate supervision of an experienced MT and the general supervision of a DSC SS, who is a specialist in the student's teaching field. **The TC is required to participate in all duties and responsibilities required of the MT.** The minimum number of field hours required to pass clinical practice is 550. The Candidate is required to participate in any and all Professional Development Days at the site school.

During the semester, the increasing responsibility for planning, organizing, and delivering instruction is assumed by the TC. When the supervisors deem it appropriate, the TC responsibilities increase to include full-time teaching for a minimum of two consecutive weeks a suggested timeline is provided prior to the start of each semester. The TC takes over one subject per week building up to the two-week takeover and then relinquishes one subject per week after the two-week takeover. After the required full-time teaching period, the TC should continue to teach as a member of the teaching team. Full participation as a professional in the classroom will continue until the end of the semester.

Each delivered lesson will be assessed by the DSC SS. The TC must teach and be observed 3 times by the DSC SS. During the 2-week takeover, the TC should be observed 1 time. The TC should use the School of Education lesson plan during takeover of subjects until after the first successful observation. The DSC SS could require that the TC follow the lesson plan format for all 3 observed lessons or may approve use of shorter versions for all other lessons.

Field Experience Assessments

Grades for Field Experience will be based on successful completion of all hours and assessments. The DSC SS will be responsible for assigning the grade for Block IV Clinical Practice. A Grade of S or U will be assigned.

Please see additional Teacher Candidate Information listed previously (Page 10).

Teacher Candidate Responsibilities



Teacher Candidate Responsibility	Block I/PES I	Block II/PES II	Block III/PES III	Block IV/PES IV
Teaching				
Observe, <i>co-teach, and work with small groups</i> with the <i>MT</i> ; help the <i>MT</i> as one becomes acquainted with the students, teachers, routines, and the building	YES	YES	YES	YES
Develop and deliver lessons for evaluation by the DSC SS. 3 lessons - 2–virtual (video the lesson using your phone/camera on a SWIVEL & upload to GoReact), 1–F2F (video & upload as well)	No	Yes – 3 (EE - literacy, math, social studies)	Yes – 3 (EE – literacy, math, science, writing or an area in which the TC would benefit from additional practice)	YES - 3 (EE - literacy, math, and your choice)
Submit lesson plans, using a DSC lesson plan template, to MT before submitting to DSC SS for approval SEE CHART for DUE DATES	No	YES	YES	YES
Submit lesson plans with a summary of pre-assessment data and analysis at least 3 school days prior to delivery to DSC SS. SEE CHART for DUE DATES	No	YES	YES	YES
Assume active roles with individual children or small groups as quickly as possible. It is understood that any learning experiences planned by Candidate should fit with the MT’s overall plans.	YES	YES	YES	YES
Assessments				
Meet minimum Block/PES requirements for assessment instruments!	YES APBD 3.0 with 2 or higher on each criterion SABD N/A TCOI N/A	YES APBD 3.25 with 2 or higher on each criterion SABD 3.25 with 2 or higher on each criterion TCOI 2.8 average with 2 or higher on each criterion	YES APBD 3.5 with 3 or higher on each criterion SABD 3.5 with 3 or higher on each criterion TCOI 3.1 average with 2 or higher on each criterion	YES APBD 3.75 with 3 or higher on each criterion SABD 3.75 with 3 or higher on each criterion TCOI 3.25 average with 3 or higher on each criterion

Teacher Candidate Responsibility (cont'd)	Block I/PES I	Block II/PES II	Block III/PES III	Block IV/PES IV
LiveText				
Maintain detailed documentation of attendance and hours in field assignment on time sheets (see Appendix) and in LiveText	YES	YES	YES	YES
Develop a professional e-Portfolio in LiveText with artifacts relevant to the Block or PES;	YES	YES	YES	YES – completed/ submitted at beginning of Block/PES IV as a grade
Provide the DSC SS a cell phone number and the following documents at the end of the first week of placement: a. Copy of the Candidate’s schedule (class days, times, enrolled courses, and other schedule issues – work, family responsibilities, etc.) b. Projected observation schedule c. Copy of the MT’s schedule	No	YES	YES	YES
Plan and set a schedule with your MT & SS for your observed lessons early in the semester (1 st couple of weeks). If you are in a school with multiple TCs, it may be necessary to coordinate with them and their MT(s) to minimize the amount of driving the SS must do.	No	YES	YES	YES
Set-up a preliminary meeting with MT, SS & yourself to discuss the previously listed responsibilities. (Virtual or F2F)	No	Highly Recommended	Highly Recommended	YES
Respond with positive actions to critical feedback from the DSC SS and MT.	YES	YES	YES	YES
Other				
Dress professionally and in accordance with the SoE Dress Code	YES	YES	YES	YES
Maintain Liability Insurance	YES	YES	YES	YES
Continue to work on your Professionalism, Communication Skills, Prioritizing Responsibilities, Responding to Feedback, and other skills that will help the candidate to be successful.	YES	YES	YES	YES

DSC Site Supervisor Responsibilities



	Responsibility	Block I/ PES I	Block II/ PES II	Block III/ PES III	Block IV/ PES IV
	<i>Lesson Plans</i>				
1	Review Pre-Assessment data, analysis, and lesson plan submitted by TC – provide feedback for all observed lessons	NO	YES - 3	YES - 3	YES - 3
2	Observe lessons and provide feedback (written on TCOI or in LiveText and verbal)	NO	YES - 3	YES - 3	YES - 3
3	Inform the CP/FDs of any concerns on TCOI for TC with low averages or 1s on any elements or any other concern	NO	YES	YES	YES
4	Submit TCOIs to LiveText by required dates	NO	YES	YES	YES
	<i>Other Assessments</i>				
5	Complete SABD – inform the CP/FDs of any concerns and with any scores below 2 (Block/PES I-II) and below 3 (Block/PES III-IV) – discuss results with TC	NO	YES	YES	YES
6	Review time sheets and approve hours of assigned TCs in Live Text every week at a minimum	CP/FD	YES	YES	YES
	<i>Communication</i>				
7	Assist the TC with understanding of professionalism	CP/FD	YES	YES	YES
8	Serve as primary DSC contact and mediate communication between TC and MT	CP/FD	YES	YES	YES
9	Participate in a preliminary meeting with MT, TC & yourself to discuss the previously listed responsibilities. (Virtual or F2F) Make sure all are on the same page.	No	Highly Recommended	Highly Recommended	YES
10	Meet with the TC and MT if any problems or concerns arise	CP/FD	YES	YES	YES
11	Work with the CP/FDs and SoE Chair as needed to develop Professional Growth Plans for the TC under one’s supervision	CP/FD	YES	YES	YES
	<i>Other Duties</i>				
12	Log hours worked	NO	YES	YES	YES
13	Attend field experience meetings on campus or virtual as requested	NO	YES	YES	YES



Mentor Teacher Responsibilities

Responsibility	Block I/ PES I	Block II/ PES II	Block III/ PES III	Block IV/ PES IV
Serve as a positive role model in education. Assist the Teacher Candidate in:	YES	YES	YES	YES
Understanding the comprehensive duties of a teacher	YES	YES	YES	YES
Becoming acquainted with the diversity of the learners in the classroom and how to plan instruction to meet their needs	YES	YES	YES	YES
Learning about the school facilities	YES	YES	YES	YES
Demonstrating an individual teaching style	YES	YES	YES	YES
Becoming involved in co-curricular and professional activities	YES	YES	YES	YES
Assuming classroom responsibilities on an appropriate basis (These responsibilities should grow throughout the semester and across the years.)	YES	YES	YES	YES
Developing standards-based lesson plans to include pre assessments. Approve each of the 3 LPs prior to their being sent to the SS for evaluation.	NO	YES	YES	YES
Enhancing his/her creativity and originality	YES	YES	YES	YES
Understanding the dress code of the school in which he/she has been placed	YES	YES	YES	YES
Other Duties:				
Participate in a preliminary meeting with, TC, SS, & yourself to discuss the previously listed responsibilities. (Virtual or F2F) Make sure all are on the same page.	No	Highly Rec-ommended	Highly Rec-ommended	YES
Observe and evaluate the Teacher Candidate in all settings	YES	YES	YES	YES
Share constructive feedback that addresses the Teacher Candidate's strengths and weaknesses in all settings	YES	YES	YES	YES
Review with TC and submit midterm and final APBD with examples and documentation for scores	YES	YES	YES	YES
Co-teach with the Teacher Candidate when possible and appropriate	YES	YES	YES	YES
Maintain open communication necessary for productive teamwork	YES	YES	YES	YES
Communicate any concerns regarding the TC with the SS and document items on assessments. Make concerns known ASAP so there is sufficient time to address and make corrections.	YES	YES	YES	YES

FAQs for Teacher Candidates

1. I do not think my MT likes me or wants me there. Can I switch placements?

No, not unless you have discussed the issue with both your SS and the CP/FDs, and a decision has been made by these individuals that you are not in an environment in which you will grow as a TC. This placement will be representative of a real teaching situation, and you will no doubt find that some individuals are more welcoming or collaborative than others. This will be a great opportunity to work with diverse individuals and hone your collaboration skills in most cases.

2. What do I do if I am sick on my field placement day?

Regardless of the number of hours you have in placement and where we are in the semester, if you miss a scheduled date to be in your field placement, you are required to make up that date in the same week if possible (on Friday) and prior to the end of the semester of the school in which you are placed.

You are also required to:

- Email your MT, copying your SS and the CP/FDs, about the absence and make-up dates.
- Enter that absence in LiveText (questions about LiveText should be emailed to rware@dalton-state.edu); and
- Enter the make-up date approved by your MT in LiveText.

Please note that you are required to keep the hard copy of your approved time sheets (attached), upload your time sheets in LiveText weekly, and have LiveText attendance approved by your SS. If you are going to miss less than an hour, you should work-out making-up that time with your MT. Keep a copy of all doctor's excuses for the semester.

3. The teachers at the school all wear jeans or dress casually. Can I?

No. You are on an extended (4 semester) job interview during your field experiences. Your physical appearance, demeanor and professional behaviors will determine how you are viewed by school faculty, administration, and parents. It is recommended that you dress as if you are on an extended interview by wearing casual business attire. This includes special jeans days. (Exception: attending a field trip or there is a "special" event, such as, Dr. Seuss Reading day, support your local (or favorite) team day, etc. During these you may participate and dress per the expectations of the host school.

4. What if my MT leaves before my 7.5 hours are completed?

You will need to stay and complete your 7.5 hours. You should ask your MT if there are tasks you can continue to work on or check with other grade level or team teachers and see if they could use your assistance. Find something that can be done in another classroom or area of the school that can provide you with additional experience.

5. Should I attend faculty meetings?

Block IV students are the only TCs required to attend faculty meetings, however you may attend them if permitted, as most school functions provide valuable experiences.

6. What should I do on professional development days?

You should attend all professional development days unless your presence is not permitted; these days often provide valuable information and experiences that add to your field experiences and can be added to your resume.

7. What should I do on early release days?

You should follow the school schedule for teachers including early release days. Many early release days provide time for parent conferences, professional development, or grade level planning. All these are experiences that will help in your teacher preparation. Find out if you can be included in these activities. You will still need to complete your minimum hours required for that semester regardless of early release days.

8. I would like to go on a field trip on Friday, but it is not on my regular field placement day. Can I go?

This is a great idea; you will simply need to check with your MT to confirm that there is room for you on the trip. This would be entered in LiveText with specifics about the trip. Your time would be from the time you report to school and end when the day is complete, even if more than your required maximum hours. Dress per the expectations of the host school.

9. Can I assist with testing?

You are unable to proctor a standardized test. If you assist with the testing process at all, it is recommended that you take on a role such as hall monitor or assist with escorting students to and from the office, homeroom or restroom rather than be assigned to an active testing situation.

10. Can I be left with the students while my teacher goes to the bathroom?

Your teacher can certainly leave the room for brief instances such as taking a bathroom break or speaking to another adult in the hallway, however, he/she as the teacher of record maintains liability for the students in the classroom and cannot leave you in a supervisory position for any extended period of time.

11. Can I walk my students to specials, lunch, or the playground without my MT?

Yes, if you are in close proximity to other certified personnel and the time you are responsible is limited to the time it takes to take them from one location to another.

12. Can I be a substitute for my MT?

During the Field Experiences and/or Clinical Practice, there may be an occasion when the MT is absent from school. Sometimes, when this absence occurs, the TC is called upon to teach. However, the State of Georgia always requires the presence of a certified teacher or system authorized substitute in the classroom for the TC to accept responsibility for instruction. The authorized substitute or certified teacher holds ultimate responsibility for supervision of the students when the MT is not present.

Even if a TC has been listed on the system's certified substitute list, the TC cannot serve as a substitute during the professional education Clinical Practice (Block/PES IV). However, a student in Block/PES I, II, or III can Sub on days they are not in class or field placement (Fridays and DSC Holidays). On an individual basis Block/PES IV students who have completed all (except hours) responsibilities of the program can request permission to take on a long-term substitute position. This request should be in writing and sent to the CP/FD for review.

13. My MT does not really want me to do anything but make copies or observe. Is this, okay?

Ultimately, your MT is responsible for assigning you duties as a TC under her guidance. However, completing only observations or clerical duties will not promote your growth as a future teacher and

you will want to bring this type of situation to your SS attention. Either your SS or the FD/CPs can assist in ensuring the addition of more valuable experiences for you in the field.

14. What happens if I earn a “1” on any evaluation?

A score of one on any “in-field” evaluation will result in your participation in a PGP (Professional Growth Plan) to facilitate your improvement in any areas of need. In Block/PES I and II this does not prevent the candidate from moving to the next sequential semester, but a TC may not move from Block/PES III to IV on a Professional Growth Plan.

15. Can I go back to a previous placement in Block III and IV?

Yes, if you have not been in the same placement school for three semesters in a row.

16. What is the biggest difference between Block I and II?

Generally, you do not have any formal, consequential observations in Block/PES I, but you will have three formal consequential observations in Block/PES II in which you design and implement your own lesson plans. You will also be taking more initiative and a more active role in your assigned classroom in Block II.

17. What is the biggest difference in the expectations for Block II and III?

You will still be designing and implementing three lessons, and all are consequential in nature. Your scores on these observations should show a higher level of competence than in earlier semesters and you should be close to taking the reins in the classroom for longer stretches of time. Remember, you will be in clinical practice next semester.

18. What is the biggest difference in the expectations for Block III and IV?

Block IV is your last semester before graduation. Your capstone of clinical practice occurs this semester. You are in the field a minimum of five days a week, eight hours a day for a minimum of 550 hours and will have three observations and complete a consecutive two-week takeover. The expectation when you complete this semester is that you are classroom and learner-ready for your own classroom. You should be an equal partner with your MT in the classroom during this time.

18. What is the biggest difference in the expectations for Block IV and in-service teaching?

Liability and total responsibility comprise the biggest difference. Ultimately, your MT is the teacher of record and thus is held accountable for the physical and educational welfare of each student. Total school responsibilities ultimately fall on his/her shoulders and as a result, he/she receives the pay for this semester. Hopefully, other than this, the lines are blurred in most other areas of lesson design, implementation of lessons, and other work with or for the good of student growth.

19. If school is called off due to weather, do I count those hours?

You cannot count the hours you have not attended; however, if school is called off due to inclement weather, you are excused and are not required to make up that scheduled date. You are still responsible for completing the required hours for your semester’s requirements and logging the absences in LiveText and on your time sheet.

20. Can I choose (request) my SS?

No, SSs are assigned to TCs by the CP/FDs.

21. Can I choose (request) my MT?

In Block/PES III only, you can continue in the same placement as you move into Block/PES IV, which indicates a choice in the MT with whom you will work.

22. How long should I be in field placement each day in Block/PES 1-3?

In PES I-III you should be in placement for 10-15 hours per week for a total of 133 hours minimum for each semester. In Blocks I-III, you should be in placement for 7.5 hours for two days each week. For a minimum of, Block I - 150 hours and Blocks II & III - 133 hours.

23. How long should my day be in Block/PES IV?

TCs are required to remain in placement for a minimum of 8 hours each day that school is in session. For a minimum of 550 hours for the semester.

24. My teacher leaves early (shortly after the students) each day. Why do I have to stay?

The agreement made between you and the school is for the required hours in placement each week regardless of the hours your MT keeps. You will need to be sure to fulfill your required hours. Let your SS know if this becomes a problem.

25. I must go to pre-planning this semester. Who will give me those dates?

If you are in Block/PES III or IV, you are required to attend all pre-planning days. Check the school website for these dates and verify them as well as times and locations with your MT when you make your initial contact with him/her.

26. In Block I or PES III, how do I get my Special Education hours?

You are required to complete 15 of your required hours in a SPED situation as you take the Special Education course. You may schedule these dates yourself at your assigned school or ask the Student Success Committee for assistance if needed.

Problem Solving During Field Experience & Clinical Practice



Challenges or difficulties are a natural part of the growth experiences in the teacher education program, Field Experiences, and Clinical Practice. Alternate ways for teacher educators to address the challenge are to immediately provide constructive feedback and model appropriate behavior. Immediate, open, and honest communication about any challenge is essential.

Typically, the TC engaged in Field Experience and Clinical Practice will encounter and solve challenges by following the guidance of the DSC SS and/or MT. The TC, with the assistance of the DSC SS and faculty, will look carefully at the circumstances and collaboratively devise a written plan of action. Often, this will suffice.

Unfortunately, there are instances when no solution can be reached by this approach. If it appears as though no solution can be found, the MT and DSC SS(s) refer the situation to the CP/FDs. **TCs should follow the chain of command in seeking to resolve problematic situations. Always start with the MT, then progress to the SS, CP/FDs, and Chair.** Also, the solution to the problem

might involve the need for the candidate to make some changes, so the candidate needs to be prepared for this. As a professional, the candidate must give his/her best effort and a reasonable amount of time to see if the solution makes the situation better. Continue to communicate with your SS and the CP/FD before escalating the concern up the chain of command.

PGP - Professional Growth Plan

A Professional Growth Plan (PGP) – A PGP is an individualized plan designed for a TC following the receipt of a score that falls below the minimum required score for each assessment for each section of the program. A PGP could also be implemented if the TC is not being successful in the classroom or if a situation arises (based on information from MT, SS, CP/FD, Professors, or others involved with the TC) that would require additional support. PGPs must be completed successfully to move to the next Block experience and/or to graduate. **TCs may NOT move to Block/PES IV or graduate on a PGP.** When the progress of a TC's professional development, as determined by the DSC SS(s), MT(s), and/or the CP/FDs, is less than should be demonstrated at a given point in the TC's experiences, corrective action is suggested, and the TC's progress evaluated. If a Candidate does not meet the proficiencies described in the assessment instruments utilized in each Block or does not meet the requirements stated in the course syllabi of the professional education programs, a Professional Growth Plan (PGP) is developed and implemented.



The PGP contains a timeline for assessment as well as specific assessment procedures. The PGP is assessed periodically during the Block (formative assessment), and at the end of the Candidate's placement. If, at the end of the timeline, the Candidate does **not** meet the requirements a 2nd PGP will be developed, if the Candidate fails the 2nd PGP, he/she will fail the Block/PES field experiences and is dismissed from the program. Candidates may appeal their retention to the School's Appeals Committee. Candidates are required to submit an appeal packet to the School of Education. The Appeals Committee meets to review the Candidates' grades, performances in the field, and assessments. The Candidate is notified of the results in writing. If the School's Appeals Committee rejects the appeal, the Candidate may appeal to the Dean of the School of Education. If the Dean of the School of Education rejects the appeal, the Candidate follows the DSC Appeals process.

Any TC who is on a professional growth plan at the conclusion of Block/PES III will not be allowed to advance to Block IV. The TC must instead repeat the Block III field experience and may be required to complete an independent study focusing on any areas of need.

A TC may only have a **total of two PGPs** while in the teacher education program. After a second PGP has been issued, if the Candidate does not meet the expectations of this growth plan, the Candidate will be dismissed from the program.

Guidelines for Developing Professional Growth Plan

- I. Current areas of growth.
- II. Evidence to support identification of areas for growth.

- III. Pre-conference results.
- IV. Plan of action
- V. Required results and timeline.
- VI. Result if requirements and timeline are met.
- VII. Result if required results and/or timeline is not met.

Outcomes Following Development of the Professional Growth Plan

- 1. The TC’s progress has been satisfactory and continuous. If a Field Experience or Clinical Practice is involved that Field Experience or Clinical Practice continues; or
- 2. The TC is not improving sufficiently. An alternative Field Experience or Clinical Practice, if available, may be recommended with the following stipulations:
 - a. The alternative placement request must be confirmed with a school system, and a PGP will accompany the TC to that assignment. If another classroom placement is recommended, and/or Dean of the School of Education will present to the TC the options concerning the timing and requirements for the assignment; or,
 - b. If an alternative placement cannot be confirmed, or if the TC is already in an alternative assignment, a failing grade of “U”, (unsatisfactory) is earned.
- 3. If the TC’s progress has not been satisfactory and continuation in the program is no longer an option, the TC is dismissed from the program.
- 4. The TC is informed of the decision, both in writing and in a conference.
- 5. The TC is informed of the right to appeal the decision through the school’s appeal process.

Employment During Clinical Practice

TC Clinical Practice is a full-time responsibility. Therefore, TCs are strongly encouraged to devote all of their energies to the Clinical Practice experiences. **Employment during the Clinical Practice semester could seriously jeopardize a TC’s performance.**

Retention, Continuation, and Program Completion Policies

In-program Retention and Continuation Policy: BLOCK/PES I – III and Summer

At the end of each semester (PES/Blocks I, II, Summer Block, and PES/Block III), a Candidate who does not adhere to the following requirements will be dismissed from the Teacher Education Program:

- 1. maintain a GPA of 2.7 or higher.
- 2. completion of all Teacher Education or related content courses with a grade of C or better
- 3. maintain scores as outlined in the table below:

BLOCK/PES I	BLOCK/PES II	BLOCK/PES III	BLOCK/PES IV
APBD- 3.0 with 2 or higher on each criterion SABD- N/A TCOI- N/A	APBD- 3.25 with 2 or higher on each criterion SABD- 3.25 with 2 or higher on each criterion TCOI- 2.8 average with 2 or higher on each criterion	APBD- 3.5 with 3 or higher on each criterion SABD- 3.5 with 3 or higher on each criterion TCOI- 3.1 average with 2 or higher on each criterion	APBD- 3.75 with 3 or higher on each criterion SABD- 3.75 with 3 or higher on each criterion TCOI- 3.25 average with 3 or higher on each criterion

4. meet the Professional Growth plan, if developed and implemented
5. adhere to the Code of Ethics of the Professional Standards Commission
 - a. (Code of Ethics listed on: https://www.pageinc.org/wp-content/uploads/2017/05/Code_of_Ethics_Brochure_2018.pdf)
6. maintain a valid Pre-Service Certification issues by GaPSC.

Candidates who are dismissed from the Teacher Education Program may appeal the decision to the School of Education’s Appeals Committee. In order to appeal, Candidates must have a GPA between 2.65-2.69, complete an appeals packet, and provide the required supplemental paperwork. Candidates may obtain a copy of the appeals packet from the School of Education office and/or website. The Candidate will be notified in writing of their appeal results. An adverse decision by the School of Education Appeals Committee may be appealed to the Dean of the School of Education. If the Dean of the School of Education rejects the appeal, the Candidate may appeal to the Vice President of Academic Affairs. ***TCs are only allowed two (2) appeals.**

In-program Retention and Continuation Policy: PES/Block IV Clinical Practice

During PES/Block IV Clinical Practice, a Candidate who does not adhere to the following (see below) requirements will be dismissed from the Teacher Education Program.

Candidates who are dismissed from the Teacher Education Program may appeal the decision to the School of Education’s Appeals Committee. In order to appeal, Candidates must have a GPA of 2.65 -2.69, complete an appeals packet, and provide the supplemental paperwork required. Candidates may obtain a copy of the appeals packet from the School of Education office and/or website. The Candidate will be notified in writing of their appeal results. An adverse decision by the School of Education Appeals Committee may be appealed to the Dean of the School of Education. If the Dean of the School of Education rejects the appeal, the Candidate may appeal to the Vice President of Academic Affairs. TCs may appeal one time for entry and/or one time for retention to professional programs and/or GPA appeal.

A student who is dismissed from any program in the School of Education for failure to comply with their Professional Growth Plan may not be re-admitted to the School of Education.

A student who is dismissed from any program in the School of Education for documented unethical or unprofessional behavior may not be readmitted to the School of Education.

Program Completion Requirements

Candidates must meet the following requirements for successful completion of the Professional Teacher Education Programs. Candidates are recommended for the Georgia Educator Certificate only upon successful completion of the Early Childhood or Secondary Education program.

1. Complete specific bachelor’s degree or initial certification program requirements as applicable.
2. Complete specific program requirements as defined on the program sheet.
3. Meet the special education requirement of Georgia House Bill No. 671.
4. Complete Computer Skill Competency requirement as outlined in the A+ Education Reform Act (House Bill 1187), to be met by successful completion of IN-TECH training.
5. Earn a grade of C or above in all professional education courses and supporting courses.

6. Maintain a 2.7 cumulative GPA in all academic courses.
7. Maintain an S (Satisfactory) in each Block Seminar by meeting the stated requirements for Field Experience.
8. Complete Field Experience and Clinical Practice, including exhibiting responsible professional behaviors at the field sites and in interactions with peers, faculty, and students; and, by adhering to the Georgia Code of Ethics.

TCs may appeal one time for re-entry and/or retention to professional programs and/or GPA appeal.

If a Candidate wishes to appeal their dismissal, the School of Education appeals process is as follows:

1. The appeal process is initiated when the Candidate is notified of his/her failed requirements within the Teacher Education Program via mail and/or DSC email.
2. The Candidate must submit the original and completed Appeals Packet to the School of Education by the designated due date. Documents in items (a) & (b) **are required**; documents in item (c) are optional. An appeals packet may be obtained from the School of Education office and/or website and must be submitted before the designated appeal due date.
3. The Candidate will be notified of the Appeals Committee meeting date. Candidates should be available to speak to the Committee during the designated Appeals Committee meeting date and will have the opportunity to speak to the committee if the Candidate chooses. Speaking to the committee is optional.
4. The Candidate will be notified via mail and/ or DSC email of the Appeals Committee's decision. Individuals who are considering an appeal are advised to start the process well in advance of the designated appeals deadline. *Applications received after the due date will not be considered.*

Retention Appeals Documentation Required

Completed Application of Appeal form A personal letter of appeal to the School of Education Appeals Committee explaining the reason(s) for the appeal. Any other documents that the Candidate believes would support their appeal. (i.e., letters of support from DSC or other college faculty members who are familiar with the student's academic work and/or potential).

Dismissal Policy

There are circumstances that warrant dismissal of the TC in the teacher education program, Field Experience placement, or Clinical Practice. The termination may be immediate when the actions of the TC present a negative impact on the learning environment or on the safety of the students, or when the actions of the TC do not conform to responsible professional conduct as outlined:

- in the Code of Ethics adopted by the Professional Standards Commission; or
- in the knowledge, skills, and dispositions as outlined in the Conceptual Framework of the School of Education; or
- as determined by DSC faculty, site administration, and/or the Dean of the School of Education. In such circumstances, the following actions may be taken:
 1. The DSC SS and/or course instructor(s) and the Dean of the School of Education confer immediately with the TC to be sure that he/she is aware of the seriousness of the situation and to provide the TC with an opportunity to present additional information.

2. The DSC SS and/or course instructor(s) and the Dean for the School of Education review the data and decide to either allow the TC to continue in the teacher education programs.
3. The TC is informed of the decision, in writing and/or in conference with the Dean of the School of Education.
4. The Dean of the School of Education, advisor, and/or appropriate faculty member discusses with the TC other career alternatives, available campus support resources, and/or options for a second opportunity in the teacher education program. The TC is informed of the appropriate procedures for appeal.

Note: Unprofessional acts and/or acts which pose a safety risk may result in immediate termination of the TC in the application for admission process, Field Experience placements, and/or Clinical Practice. A student who is dismissed from any program in the School of Education for documented unethical or unprofessional behavior may not be readmitted to the School of Education.

Appellate Procedure & Grievances



Appeals Procedure for Applicants Entering the Teacher Education Program

Candidates denied admission to the Teacher Education Program at Dalton State College may appeal the decision to the School of Education Appeals Committee. In order to appeal, Candidates must have a GPA between 2.65 - 2.69, complete an appeals packet, and provide the supplemental paperwork required. Candidates may obtain a copy of the appeals packet from the School of Education office and/or website. The Candidate will be notified in writing of their appeal results.

An adverse decision by the School of Education Appeals Committee may be appealed to the Dean of the School of Education. If the Dean of the School of Education rejects the appeal, the Candidate may appeal to the Vice President of Academic Affairs of DSC.

TCs may appeal one time for entry and/or retention to professional programs and/or GPA appeal.

If a Candidate wishes to appeal their denied application, the School of Education appeals process is as follows:

The appeal process is initiated when the Candidate is notified via mail and/or DSC email of his/her denied application to the Teacher Education Program.

1. The Candidate must submit the original and completed Appeals Packet to the School of Education's Administrative Assistant by the designated due date. Documents in items (a) & (b) **are required**; documents in item (c) are optional. An appeals packet may be obtained from the School of Education office and/or website and must be submitted before the designated appeal due date.
2. The Candidate will be notified of the Appeals Committee meeting date. Candidates should be available to speak to the Committee during the designated Appeals Committee's meeting date and will have the opportunity to speak to the committee if the Candidate chooses. Speaking to the committee is optional.
3. The Candidate will be notified via mail and/ or DSC email of the Appeals Committee's decision.

Individuals who are considering an appeal are advised to start the process well in advance of the designated appeals deadline. *Applications received after the due date will not be considered until the next semester.*

Applicant Appeals Documentation Required

- a. Completed Application of Appeal form
- b. A personal letter of appeal to the School of Education Appeals Committee explaining the reason(s) for the appeal.
- c. Any other documents that the Candidate believes would support his/her appeal. (i.e., letters of support from DSC or other college faculty members who are familiar with the student's academic work and/or potential)

Reinstatement to Teacher Education Program

Candidates who have been dismissed from the Teacher Education Program and who wish to seek readmittance must follow the following procedures:

1. Meet all entry admissions criteria.
2. Follow the Appeals process for the School of Education.
3. A letter of appeal and any supporting documentation which must address the issue for which the Candidate was dismissed and must provide a rationale for why the Candidate's re-application should be given consideration.

TCs may appeal one time for entry and/or retention to professional programs and/or GPA appeal.

Grievance Policy

- When a student has a grievance with a professor, that student must first speak directly to the instructor about the problem. If the professor can resolve the situation, the grievance process is effectively terminated.
- If the grievance is not resolved with the professor, the student may proceed to the next level in the process by bringing the issue to the SoE Chair. The Chair will entertain grievances only from individual students—*not from groups*--and only after the student has spoken to the professor about the matter. Furthermore, *the Chair will NOT accept anonymous grievances.*
- Grievance(s) must be documented in writing on the School of Education's Grievance form, located at the School of Education office.
- The process for presenting a grievance to the Chair requires the student to complete and submit a grievance form. The form includes a statement describing the nature of the problem and signatures of both the professor and the student indicating that they have participated in a conference and could not reach a resolution. The date of the meeting between student and professor must be recorded on the form. It is the responsibility of the student to submit the completed form to the Chair of the School of Education.
- If the grievance is determined to be unfounded or easily resolved, the resolution will be documented, dated, and verified by signatures of both the Chair and the student. A copy of the grievance form is to be placed in the student's SoE file as documentation in the process toward resolution.
- If a resolution cannot be reached through a student conference, the dean may determine the necessity to confer with the professor before proceeding further. At this point the dean and

professor may determine the need for a conference between student, professor, and Chair to further discuss a resolution. A mutually agreed upon date and time will be determined and a meeting scheduled. If an appropriate and mutually acceptable resolution can be reached at this conference, the solution is documented, signed, dated, and placed in the student's SoE file as documentation of consensus regarding resolution. The grievance process is terminated at this point.

- If a resolution cannot be reached through a conference involving the Chair, the professor, and the student, the grievance will then be referred to the Dean. If the issue is still unresolvable the grievance form is signed and dated by all attendees and updated by the Dean of the School of Education to reflect a referral to the Office of the Vice President of Enrollment and Student Services (VPESS). A copy of the form is placed in the student's SoE file as documentation in the process toward resolution. The student is then responsible for submitting the grievance form to the AVPAA, the ombudsperson on campus.
- Documentation detailing the resolution from the VPESS will be attached to the Student Grievance Form and placed in the student's SoE file as documentation of the resolution of the grievance.

Guidelines for Selection of Partnership Schools

School administrators state that one of the most significant benefits of having TCs in their school is the opportunity to observe TCs as potential beginning teachers. It also offers TCs a chance to become familiar with the school culture and practices of future employers.

DSC has written agreements with each school system in which TCs are assigned. Currently, partnership agreements are with Calhoun City, Carroll County, Catoosa County, Chattooga County, Cherokee County, Chickamauga City, Christian Heritage, Clarke County, Cobb County, Dade County, Dalton Public, Dalton City Government--Parks and Recreation, Extra Special People, Fannin County, Floyd County, Gilmer County, Gordon County, Hamilton County, Murray County, Pickens County, Savannah-Chatham County, Trion City, Walker County, and Whitfield County School systems. Specific procedures in obtaining approval for individual assignments vary from system to system and are dependent upon variables such as system policy, size, and security needs.

The following serve as general guidelines in the selection of partnership schools:

1. The school administration is forward thinking in development of policies and is interested in maximum professional growth of its staff and the development of the school program.
2. The school personnel support the DSC program and are willing to enter into a collaborative partnership arrangement as to satisfactory working relationships with DSC.
3. More specifically the cooperating school must:
 - a. have SACS accreditation and exemplify high standards of teaching and learning.
 - b. have students, parents, faculty, and administration who are enthusiastic about schooling.
 - c. fall within the "norm" to provide the TC with realistic Field Experience and Clinical Practice experience for their particular area of preparation as it relates to certification.

- d. make available adequate equipment and supplies for efficient operation to the school program.
 - e. not prohibit students from attending based on race, gender, religion, nationality, or academic ability and supports student with special needs.
 - f. have a major curriculum that focuses on academic subject matter aligned with or similar to the Georgia Performance Standards and Common Core.
4. The school system superintendent:
- a. provides leadership in developing good relationships among cooperating schools, the teacher preparation institutions, and the community.
 - b. gives approval and is willing to cooperate with the Field Experience & Clinical Practice Program.
 - c. provides opportunities for in-service education of local educators.
5. The partnership school administrators:
- a. displays vision and leadership in the total school program.
 - b. creates a constructive attitude by staff and community toward TCs.
 - c. helps to interpret the Field Experience & Clinical Practice program to teachers, pupils, and community.
 - d. assures that MTs and TCs have enough time for conferences and joint planning.
 - e. is willing to assist with the evaluation of the program.

Many school systems in DSC's area cooperate with several additional colleges and universities. Because of the number of applicants involved each semester, and because there are longstanding established procedures, ***UNDER NO CIRCUMSTANCES SHOULD A TC INITIATE PERSONAL CONTACT WITH ANY SCHOOL TO ARRANGE AN ASSIGNMENT.*** It is essential that DSC TCs do not create a hardship or place undue pressure on local school system faculty and administrators in arranging a placement.

An important consideration in making field placements is the need for TCs to experience diversity in the school setting. The School of Education takes these TC needs, as well as the need to experience variety in grade levels, into account when making assignment decisions.

The number of TCs needing Field Experiences & Clinical Practice at any given time and the number of appropriate assignments available control the distribution of TCs. DSC faculty collaborates in the selection of specific schools to be requested each semester. A match of the TC's professional needs with the appropriate site and availability are overriding considerations in the final decision regarding an assigned site.

Eligibility for Certification by GaPSC

(*NOTE: It is the responsibility of the Teacher Candidate to make sure they keep current on any changes in procedures and requirements of Certification required by the GaPSC.)

The Georgia Professional Standards Commission awards professional educator certificates in Georgia. Dalton State College has received approval to offer the Early Childhood Education and ESOL programs designed to qualify TCs for certification in Early Childhood Education (Grades PK-5) and an endorsement in English to Speakers of Other Languages (ESOL Endorsement). Georgia House Bill 671 requires that after July 1, 1976, any person certified as a teacher should



have completed satisfactory requirements in the identification and education of children who have special needs. Georgia House Bill 1187 requires that after June 30, 2001, all Candidates applying for their first Georgia teaching certificate shall demonstrate satisfactory proficiency on a PSC-approved test of computer skill competency or complete a PSC approved

training/course equivalent

Note: The educational requirements of all programs are designed to enable one to meet present certification assessment(s) required by the Professional Standards Commission; however, the Professional Standards Commission may change required certification assessment(s) prior to the completion of the course of study. While reasonable efforts will be made to enable one to satisfy additional requirements, no assurances can be made that the College will be able to offer these additional courses, or, if taken, that such courses will entitle one to take and pass the certification assessment(s). Prior to receiving a Dalton State College recommendation for clear, renewable certification, the appropriate certification assessment(s) required by the Professional Standards Commission must be completed and passed. The Candidate has the responsibility to register for the appropriate certification assessments.

Application for Licensure

Upon successfully completing the School of Education program and posting passing scores on GACE, applications for certification will be processed through the School of Education and submitted to the Georgia Professional Standards Commission.

Georgia Certification Procedures -- Application for GA Certification Professional Standards Commission (PSC)

Functions relating to the preparation and certification of school personnel are housed in the Professional Standards Commission (PSC) and its Executive Secretary. The PSC establishes and enforces (1) standards for teacher education programs which lead to Georgia certification, (2) rules for Georgia educator certification, and (3) standards of competent professional performance and ethical conduct for Georgia educators.

The following information will assist in communication with the PSC:

Georgia Professional Standards Commission

2 Peachtree Street, Suite 6000

Atlanta, GA 30303

Certification Division 404-232-2500

PSC Website: www.gapsc.com

Privacy of Information

Privacy of Information is protected under Rule 505-2-.33 of the PSC Certification Rules which states:

- (1) The Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal law regarding an individual's right to privacy; the Buckley/Pell amendment (Privacy Act) sets extensive guidelines for the release and subsequent use of information from post-secondary education records.
- (2) Education records, once released by an institution, are the property of the student and may be released only for a specific purpose (i.e., employment or certification). The organization receiving the transcripts is responsible for protecting the document owner's privacy. The School of Education Certification Division will not, without the applicant's authorization, release any information not considered public record under Federal and State Law.
- (3) Information will not be released to the spouse, parent, sibling, or children of an individual without specific authorization. Confidential information, such as test scores and grades on transcripts, will not be released.
- (4) The School of Education Certification Division, while maintaining microfilm and electronic copies of original transcripts, cannot copy or provide copies of transcripts to individuals or to other offices, agencies or institutions except in cases of criminal or a PSC Ethics Division investigation." Authority O.C.G.A. 20-2-200.

Personal Affirmation Statement Required for Application:

An applicant for certification in Georgia must comply with the ethical standards of the profession. When applying for a Georgia educator certificate, applicants must respond to the following questions:

1. Have you ever had any adverse action taken against any professional certificate, license, or permit, or are you the subject of any pending investigation(s) by any agency **other than the Georgia Professional Standards Commission**? (Adverse action includes but is not limited to warning, reprimand, suspension, revocation, denial, voluntary surrender, disbarment.)
2. Have you ever retired, resigned, been dismissed, terminated, or otherwise separated from any employment position for inappropriate conduct with children, or are you the subject of any pending investigation(s)?
3. Have you ever retired, resigned, been non-renewed or otherwise separated from any employment position for a violation of any profession's laws, rules, standards or Code of Ethics, or are you the subject of any pending investigation(s)?
4. Have you ever received a less than honorable or dishonorable discharge from any branch of the armed services? (If "yes", provide a copy of form DD214.)
5. Have you ever been found guilty of any crime involving a child, minor or a person in custody (i.e., student)?
6. For any **felony** or any **misdemeanor involving moral turpitude**, have you ever:
 - ◆ Pled guilty.
 - ◆ Entered a plea of *nolo contendere*.
 - ◆ Been found guilty.
 - ◆ Pled guilty to a lesser offense.
 - ◆ Been granted first offender treatment without adjudication of guilt.
 - ◆ Participated in a pre-trial diversion or program.
 - ◆ Been placed under a court order whereby an adjudication or sentence was withheld?
 - ◆ Been found not guilty by reason of insanity?
7. Have you ever retired, resigned, been dismissed, terminated, or otherwise separated from any employment position while under investigation for the commission of any **felony** or any **misdemeanor involving moral turpitude**?
8. Have you ever been charged, convicted, or pled to a lesser offense for any sexual offense?

Verification of Lawful Presence

GaPSC requires verification of lawful presence in the United States to issue teaching certification.

College Recommendation for Licensure

The teacher education program at Dalton State College is accredited by National Council for Accreditation of Teacher Education (NCATE) and approval will lead to recommendation by the State of Georgia. The certification of DSC's graduates based on the DSC's recommendation is authorized by Rule 505-2-.16 which states:

- (2) The Professional Standards Commission may certify applicants who have completed state approved educator preparation programs in any state under the following conditions:
 - (a) The educator preparation program was approved by the state approval authority in a state that approves teacher preparation programs, the educator preparation program was approved for the field in the recommended area of certification, and the program held approval status during the year in which the applicant completed the program.
 - (b) The applicant has completed all state-approved program requirements and has been recommended for certification by the official authorized to make such recommendations.
 - (c) The recommendation for certification is in a field recognized by the Professional Standards Commission. If the recommendation is in an area recognized in Georgia as an endorsement only, the applicant will be issued a professional certificate in that field.
- (3) Georgia state-approved programs shall include all course work specified in Special Georgia Requirements, outlined in PSC Rule 505-2-.20. However, the content assessment is not considered part of the approved program but is a separate state requirement for certification. Georgia state-approved programs may recommend an individual who has completed all program requirements, to include the Special Georgia Requirements, with the exception of the content assessment. Without the completed assessment, the individual will not be eligible for any certificate unless requested by a Georgia employing school system. Upon such a request, a one-year Waiver certificate may be issued. Authority O.C.G.A. 20-2-200

(1) Summary: State certification terminology and requirements vary widely between states and are often confusing to many applicants. Some states use the term “licensure” while others use “certification.” The same title, such as “provisional,” may be used in a number of states, but with different definitions and requirements. Many applicants assume that “reciprocity” means an automatic “even trade” for an out-of-state certificate, but that is rarely the case. Georgia reciprocity applies to initial certification. Once an educator holds certification in Georgia, the educator must meet Georgia requirements to add a field, upgrade the level and maintain certification. The certification system used in the State of Georgia is the responsibility of the Georgia Professional Standards Commission (GaPSC) and published on the GaPSC web site at <https://www.gapsc.com/Commission/Rules/home.aspx>.

(2) Definitions.

(a) Georgia Educator:

1. A Georgia educator for certification purposes is any individual currently or previously employed by a Georgia local unit of administration (LUA) while holding a certificate issued by the GaPSC.

(b) Initial Certificate:

1. A Georgia educator’s first certificate confirming completion of all Georgia requirements for certificate issuance.

(c) Base Certificate:

1. The base certificate is the initial certificate issued in a specific content area confirming completion of all Georgia requirements for certificate issuance at the time of application.

(d) Local Unit of Administration (LUA):

1. A local unit of administration (LUA) is a local education agency or a regional educational service agency, including but not limited to public, waiver, strategic waiver system, charter system or charter schools and private schools (i.e., faith-based schools, early learning centers, hospitals, juvenile detention centers, etc.). State agencies and public and private institutions of higher education requiring certification for employment purposes are included in this definition.

(3) GaPSC Members. The eighteen (18) members of the GaPSC are responsible for establishing and administering rules and standards for the preparation, certification, and discipline of Georgia school personnel. Members are appointed by the governor and include nine (9) classroom teachers, two (2) administrators, two (2) higher education faculty, two (2) local Board of Education members and three (3) business and community leaders.

(4) Legal Authority. Georgia law, O.C.G.A. 2-2-200, stipulates that “The Professional Standards Commission shall provide, by regulation, for certifying and classifying all certificated professional personnel employed in the public schools of this state. No such personnel shall be employed in the public schools of this state unless they hold certificates issued by the commission certifying their qualifications and classification in accordance with such regulations.”

(a) Certificated professional personnel are individuals who hold certificates, licenses, or permits issued by the GaPSC.

(b) Teachers, service personnel, educational leaders, and all other professional education personnel that have regular contact with students in an instructional setting must hold GaPSC certification or licensure if employed in a Georgia public school, unless exempted pursuant to a charter under O.C.G.A. 20-2-2065, or increased flexibility under O.C.G.A. 20-2-80.

(5) Charter System or Charter School Educators. Georgia charter system or charter school educators may, or may not, be required to hold state certification depending on the policy outlined in the specific charter. Charter system or charter school educators who meet the criteria outlined in Section (4)(b) above are, however, required to hold a Clearance Certificate. See GaPSC Rule 505-2-.42 CLEARANCE CERTIFICATE.

(6) Strategic Waiver System. Strategic Waiver systems may, or may not, be required to hold state certification depending on the policy outlined in the contract. Educators employed by these systems who meet the criteria outlined in Section (4)(b) above are, however, required to hold a Clearance Certificate. See GaPSC Rule 505-2-.42 CLEARANCE CERTIFICATE.

(7) Private School Educators. Georgia private school educators may, or may not, be required to hold state certification depending on the local school policy.

(8) Substitute Teachers. Substitute teachers in Georgia are not required to hold state certification. See GaPSC Rule 505-2-.20 SUBSTITUTE TEACHING.

(9) NASDTEC Interstate Agreement. Georgia is an active member of the National Association of State Directors of Teacher Education and Certification (NASDTEC). As such, Georgia has signed the

NASDTEC Interstate Agreement (commonly referred to as reciprocity) with all 49 other states, the District of Columbia and other NASDTEC jurisdictions. Information on how the Interstate Agreement may apply is found in GaPSC Rule 505-2-.21 CERTIFICATION BY INTERSTATE RECIPROCITY. Georgia also participates in the NASDTEC National Clearinghouse and reports state disciplinary actions imposed against certificate holders to this national database. Additional information on the Interstate Agreement and the Clearinghouse may be found on the web at www.nasdtec.org.

(10) Background Check Requirement. A state criminal background check is required for a PreService certificate and verified by the GaPSC as outlined in GaPSC Rule 505-2-.03. Although state and federal criminal background checks are not part of the certification process in Georgia other than as required for a Pre-Service certificate, FBI background checks (fingerprint) are required for professional employment in Georgia public, private, waiver, strategic waiver system, charter system or charter schools. Georgia criminal background checks are also required every five (5) years for certificate renewal and affirmed by the employing school or school system.

(11) Educator Responsibility. It is the responsibility of the individual educator to meet all requirements and to obtain and maintain an accurate, valid Georgia educator certificate or license. If rules change that impact an educator's certification, it is the responsibility of the educator to apply to the GaPSC by submission of a new application requesting evaluation under the new rule. Certification issued based on a rule revision shall not be issued prior to the effective date of the revised rule.

(12) Tiered Certification. Georgia participates in a tiered teacher certification system. Tiered teacher certification is envisioned as a means of improving student learning by recognizing the unique developmental needs of teachers at every career stage and by encouraging and supporting continuous teacher growth. It is designed to provide support to new teachers and those preparing to become teachers, and to establish a fair and equitable environment for growth for practicing teachers. Tiered certification also creates career advancement opportunities for teachers aspiring to assume leadership responsibilities and contribute to school improvement efforts while remaining in the classroom.

(a) When fully implemented, tiered certification will help foster an environment in which:

1. Educators are focused on the academic growth of their students by focusing on their own academic growth.
2. The conditions and resources necessary for teacher professional growth and retention at each career stage are identified, valued, and provided through individualized, ongoing and collaboratively designed and delivered professional learning activities focused on the common goal of improving student learning.
3. Expert teachers who can contribute to the learning of their peers are provided leadership opportunities to mentor and coach; and
4. School leaders promote and maintain a positive school culture in which educators are rewarded based on successful performance in the classroom as well as their contributions to the school's learning environment.

(b) The tiered certification structure consists of the following:

1. Pre-Service (See GaPSC Rule 505-2-.03 PRE-SERVICE CERTIFICATE).
2. Provisional (See GaPSC Rule 505-2-.08 PROVISIONAL CERTIFICATE).
3. Induction (See GaPSC Rule 505-2-.04 INDUCTION CERTIFICATE).
4. Professional (See GaPSC Rule 505-2-.05 PROFESSIONAL CERTIFICATE).
5. Advanced Professional (See GaPSC Rule 505-2-.06 ADVANCED PROFESSIONAL CERTIFICATE); and
6. Lead Professional (See GaPSC Rule 505-2-.07 LEAD PROFESSIONAL CERTIFICATE).

(13) Routes to Certification. An explanation of the various routes to Georgia certification may be found on the GaPSC web site at www.gapsc.com.

Authority O.C.G.A. 20-2-200

505-2-.04 INDUCTION CERTIFICATE

Effective July 1, 2020

(1) Summary: The Induction certificate is part of Georgia's tiered teacher certification system that provides a statewide structure for the professional development of early career educators and educators new to the state of Georgia and assures the effectiveness of these educators by: (a) confirming an individual has met the minimum requirements for becoming an educator in Georgia; (b) providing a structure of support for early career educators (early career educator is defined as one who is new to the profession with fewer than three [3] years of experience); and (c) requiring individuals to meet certain requirements before attaining a professional certificate.

(2) Five (5)-Year Induction Requirements.

(a) Individuals prepared by a Georgia Professional Standards Commission (GaPSC)-accepted educator preparation program.

1. Complete a GaPSC-approved educator preparation program at the appropriate degree level as defined in the applicable teaching or service rule and receive verification of program completion.
2. Meet the following Special Georgia requirements as outlined in GaPSC Rule 505-2-.24 SPECIAL GEORGIA REQUIREMENTS:
 - (i) Attain a passing score on the following assessments:
 - (I) GACE content assessment in the field of preparation. If no GACE content assessment is available for the certification field requested, the applicant is exempt from this requirement.
 - (II) GACE Educator Ethics Assessment.
 - (ii) Satisfy the Special Education requirement with a grade of B or better.
 - (iii) Meet Standards of Conduct.
3. Apply for certification following procedures outlined in Rule 505-2-.27 CERTIFICATION APPLICATION PROCEDURES.

(b) Individuals prepared by a state-approved out-of-state provider and fulfilling field and clinical experiences in Georgia.

1. Complete an educator preparation program through an institution administratively based outside of Georgia at the appropriate degree level as defined in the applicable teaching rule and receive verification of program completion.
2. Meet the following Special Georgia requirements as outlined in GaPSC Rule 505-2-.24 SPECIAL GEORGIA REQUIREMENTS:
 - (i) Attain a passing score on the following assessments:
 - (I) GACE content assessment in the field of preparation. If no GACE content assessment is available for the certification field requested, the applicant is exempt from this requirement.
 - (II) GACE Educator Ethics Assessment.
 - (ii) Satisfy the Special Education requirement with a grade of B or better.
 - (iii) Meet Standards of Conduct.
3. Apply for certification following procedures outlined in Rule 505-2-.27 CERTIFICATION AND APPLICATION PROCEDURES.

(c) Individuals prepared by a state-approved out-of-state educator preparation program and fulfilled field and clinical experiences out-of-state or by holding a Professional out-of-state certificate with less than three (3) years of successful experience while holding a professional certificate.

1. Meet one of the following:
 - (i) Hold a valid or expired professional out-of-state certificate based on completion of a state-approved educator preparation program at the appropriate degree level as defined in the applicable teaching field rule.
 - (ii) Complete an educator preparation program through an institution administratively based outside of Georgia at the appropriate degree level as defined in the applicable teaching rule and receive verification of program completion.
 - (iii) Have completed the equivalent of a United States educator preparation program in a U.S. territory or another country, as evidenced by a course-by-course credential evaluation prepared by a GaPSC-accepted foreign credential evaluation agency.
2. Attain a passing score on the following assessments:
 - (i) GACE content assessment in the field(s) of certification. The content assessment may be exempted based on requirements outlined in GaPSC Rule 505-2-.24 SPECIAL GEORGIA REQUIREMENTS. If no GACE or other GaPSC-approved content assessment is available for the certification field requested, the applicant is exempt from this requirement.
 - (ii) GACE Educator Ethics Assessment.
3. Induction certificates may be issued without the Special Education requirement to individuals who completed a state-approved out-of-state program or hold a professional out-of-state certificate: however, the Special Education requirement must be completed

with a grade of B or better to convert or extend the certificate.

(3) One (1)-Year Induction Requirements.

(a) Issuance.

1. Issued to individuals meeting all requirements for the Five (5)-Year Induction certificate with the exception of the GACE content assessment.

(i) Have passed the GACE Educator Ethics Assessment.

(ii) Must be requested by the employing Georgia local unit of administration following procedures outlined in Rule 505-2-.27 Certification and Application Procedures.

(4) Three (3)-Year Induction Requirements.

(a) Issuance.

1. Issued to individuals holding a Five (5)-Year Induction or a One (1)-Year Induction certificate and assigned out-of-field.

(i) Must be requested by the employing Georgia local unit of administration following procedures outlined in Rule 505-2-.27 Certification and Application Procedures.

(ii) For Service fields, an individual must satisfy the requirements outlined in the Provisional Certificate section in the individual Service field rule excluding outlined assessments.

(5) Adding a new field.

(a) Please see the requirements to add a field in GaPSC Rule 505-2-.34 ADD A FIELD.

(6) Conversion.

(a) Five (5)-Year Induction to Professional.

1. Three (3) years of successful educator experience as outlined in GaPSC Rule 505-2-.05 PROFESSIONAL CERTIFICATE.

(i) An individual may convert prior to the end validity date of the Five (5)-Year Induction certificate upon meeting the experience requirement.

(b) Three (3)-Year Induction to Five (5)-Year Induction.

1. Specific requirements, including required assessments that must be completed to convert the Three (3)-Year Induction certificate will be printed on the certificate and outlined in correspondence accompanying the certificate. Additional information may be found on the GaPSC web site at www.gapsc.com.

(c) One (1)-Year Induction to Five (5)-Year Induction.

1. Pass the required assessment(s) for certification in the field of program completion.

(7) Exceptions.

(a) The Induction certificate cannot be extended with the following exceptions:

1. Individuals who have received more than one (1) unsatisfactory annual evaluation while holding the Induction certificate may be eligible for a second Five (5)-Year Induction certificate, at the request of the employing LUA, if it can be demonstrated that the deficiencies evident in the first Induction period have been remediated. Earning a second Induction certificate in these circumstances would be a one-time opportunity that could not be repeated.

2. Individuals holding a One (1)-Year Induction certificate with a Three (3)-Year Induction certificate to teach out-of-field may convert and extend the certificates to full validity once assessment requirements are met to convert the One (1)-Year Induction certificate.

(b) An individual who has previously held an Induction Pathway 1, 2 or 3 certificates may apply for a Five (5)-Year Induction certificate by meeting the following requirements:

1. Has earned less than three (3) years of successful educator experience within five (5) years of the date of application.

2. Has passed the GACE Educator Ethics Assessment.

(8) Restrictions.

(a) The One (1)-Year Induction certificate is not available to candidates who have completed field and clinical experiences in Georgia as part of a state-approved educator preparation program and obtained professional certification in another state by submitting Georgia experience earned while holding a Non-Professional certificate.

(b) The One (1)-Year Induction certificate is not available to individuals who held/hold a Provisional certificate or equivalent and have completed all program requirements except passing the GACE content assessment.

Authority O.C.G.A. 20-2-200505-2-.23

Dalton State College Teacher Education Lesson Plan Format

Name:

Course:

All fields must be completed for submission

Preliminary Information	
Lesson:	Date of Teaching:
Grade:	Environment:
Number of students:	Course/Subject:
Number of students with IEPs/504:	
Number of students who are EL:	
Focus students:	
Other needs:	
Unit/Theme:	Period/Time: Estimated duration:
Where in the unit does this lesson occur? (underline one) <div style="text-align: center; margin-left: 40px;"> Beginning of the unit Middle of the unit End of the unit </div>	Structure(s) or grouping for the lesson: (underline all that apply) <div style="text-align: center; margin-left: 40px;"> Whole group Small group One-on-one Other </div>

Instructional Planning		
Standard(s)	Objective(s)	Learning Target(s)
<u>Foundational Standard</u> <u>Supporting Standard for Content Connections</u> <u>Personal/Cultural/Community Connection(s)</u>		
Rationale/Context		

Central focus of the Lesson	
Essential Questions	
Prior Academic Learning and Prerequisite Skills Related to the Central Focus	
Needs for Re-Teaching Based on Data	
Academic Language Demands	
Language Function:	
Academic Vocabulary:	Support(s):
Language Product (Discourse):	Support(s):
Language Product Expectations (Syntax):	Support(s):
Resources, Materials and Technology	
Technology/Print Resources:	
Uses for technology (if none, explain why):	
Other materials:	
Anticipatory Set	
Instruction and Student Learning Task(s)	
Differentiation	
Closure	
Re-Engagement	
Possible Misconceptions and Prevention	
Assessment	
Formal:	
Informal:	
Research and Theory that Justify Instruction	
Pedagogical:	

Content:

Reflection of Instruction
Analyzing Teaching
Adjustments
Proposed Changes
Justification

Dalton State Lesson Plan Rubric – used on LPs submitted for evaluation within DSC SoE Classes.

Alignment (50%)
If either answer to the questions is no, continue grading the lesson plan beginning with an understanding there is a grade of 0% for half of the assignment

Is there alignment between the standard, objective, and learning targets?	Yes	No	Score
Is there alignment between the standard and the activity?	Yes	No	_____

Writing the Lesson Plan (50%)

	Exemplary (3)	Proficient (2)	Developing (1)	Unsatisfactory (0)	Score
Preliminary Information	Information is given on all formal student sections with additional students listed by need (those requiring additional time, lower-level reading materials, additional challenges, etc....) as well as support provided for these students.	All students are identified by given labels. Other student needs may be noted, but no information given regarding specific support provided.	Information is incomplete.	No preliminary information is provided.	_____
Standard(s)	The standard(s) are stated for the lesson with GSE number and descriptions along with content connections if applicable and personal/cultural/community connections.	The standard(s) are stated for the lesson with GSE number and descriptions. There are no standards given for content connections or personal/cultural/community connections.	The standard(s) are stated for the lesson with only the GSE number given.	No standard is given OR The given standard is not representative of current state standards.	_____
Objectives(s)	The stated objective is measurable and explicitly addresses teacher expectations in terms of percent mastery of the central focus in reference to how many of the students will achieve mastery, what those students will know, and how they will demonstrate what they know and are able to do in one of the approved objective formats (SMART goals, ABCD).	The stated objective is measurable and contains some, but not all, of the elements of an approved objective format (SMART goals, ABCD). teacher expectations in terms of percent mastery of the central focus in reference to how many of the students will achieve mastery, what those students will know, and how they will demonstrate what they know and are able to do in one of the approved objective formats (SMART goals, ABCD). Example: the objective includes what the students will be able to do but is not specific as to how the students will demonstrate their learning.	The stated objective includes a statement of what the students will know according to mastery of the central focus but focuses only on a percent accuracy within an assessment instead of what is actually mastered.	No objective is given. OR The objective is not measurable.	_____

Learning Target(s)	The teacher candidate includes learning targets that include words of the standard and state what the P-12 students will be able to do by the end of the lesson.	The teacher candidate includes learning targets that state what the P-12 students will be able to do by the end of the lesson but do not include words of the standard.	The teacher candidate includes one learning target that includes words of the standard and states what the P-12 students will be able to do by the end of the lesson.	No learning targets are given.	
Rationale and Context	An explanation of the lesson rationale/context is identified by specifically describing why the lesson is being taught at this time and how it builds on previous lessons as well as how it connects to succeeding lessons.	An explanation of the lesson rationale/context is identified by specifically describing why the lesson is being taught at this time OR how it builds on previous lessons OR how it connects to succeeding lessons.	An explanation of the lesson rationale/context is ambiguously identified in response to why the lesson was taught at this time or how the lesson builds on previous lessons or connects to succeeding lessons.	The lesson rationale or context of the lesson were not addressed.	_____
Central Focus of the Lesson	The central focus includes a detailed description of important skills and knowledge that should be developed within the lesson.	The central focus includes a list of skills and knowledge that should be developed within the lesson.	Some attempt is made to identify the central focus of the lesson but with little detail and/or poor alignment with the standard and objective of the lesson.	No central focus is present.	_____
Essential Questions	Essential Questions are provided and promote depth of understanding of the central focus for the lesson. The EQs are written in learner-friendly language.	Essential Questions are provided and promote depth of understanding of the central focus for the lesson but are written using only the words of the standard.	Essential Questions are provided but do not promote depth of understanding of the central focus for the lesson.	No Essential Questions are provided.	_____
Prior Academic Learning and Prerequisite Skills Related to the Central Focus	Pre-assessment (PA) data was included, analyzed, and specific references were made to indicate how PA data directly affected and informed instructional decisions in this lesson.	Pre-assessment data was included, analyzed, and general statements were made to indicate how the results affected and informed instructional decisions.	Pre-assessment data was included but not analyzed to inform instructional decisions.	No pre-assessment data was included.	_____
Needs for Re-teaching Based on Data	Pre-assessment data was used to identify prior misconceptions within the content that was assessed and to create specific plans for re-teaching and clarification.	Pre-assessment data was used to identify prior misconceptions. General plans were provided for re-teaching and clarification with no specific details.	Prior misconceptions were identified but no plans were made to re-teach or clarify.	No prior misconceptions were noted or addressed.	_____

Possible Misconceptions and Prevention	Identifies specifically what might not go as planned with the lesson, what misconceptions students might have and includes specific plans to overcome these.	Identifies specifically what might not go as planned with the lesson and what misconceptions students might have but lacks specific plans to overcome these.	Includes a general statement about the overall misconception's students might have OR includes what might not go as planned with the lesson but does not include specific plans as to how to overcome either of these OR Includes EITHER a general statement about what might not go as planned or misconceptions students might have and includes specific plans as to how to overcome either of these.	Does not consider what might not go as planned with the lesson or what misconceptions the students might have and does not include specific plans of how to overcome these.	_____
Academic Language: Language Function	The language function(s) identified come directly from the standard and objective.	The language function(s) identified come from the standard or objective.	The language function(s) identified is/are not from the standard or objective.	No language function is identified.	_____
Academic Language: Academic Vocabulary	The identified list of vocabulary demonstrates candidate's analysis of tiers of vocabulary (including but not limited to academic, multiple meaning words, and every day) as they relate to the students' context of learning.	The identified list of vocabulary demonstrates the candidate's understanding of tiers of vocabulary (including but not limited to academic, multiple meaning, and every day).	The identified list of vocabulary partially demonstrates the candidate's understanding of tiers of vocabulary (including but not limited to academic, multiple meaning words, and every day).	No vocabulary is Identified.	_____
Language Supports: Vocabulary	Support(s) provided match the tiers of vocabulary and the context of learning.	Support(s) provided match the tiers of vocabulary or the context of learning.	Support(s) are provided, but they do not match the tiers of vocabulary nor the context of learning.	No support(s) are provided.	_____
Academic Language: Language Product (Discourse)	The language product identified demonstrates a connection is made to the content and the context of learning.	The language product identified demonstrates a connection is made to the content or the context of learning.	The language product is identified but does not demonstrate a connection with the content of the lesson nor the context of learning.	No language function is identified.	_____
Language Supports: Language Product (Discourse)	Support(s) are provided that demonstrate a connection to the content and context of student learning.	Support(s) are provided that demonstrate a connection to the content or context of student learning.	Support(s) are provided but the connection to the context of student learning and/or the content is unclear.	No support(s) are provided.	_____
Academic Language: Language Product Expectations (Syntax)	The language product expectations identified demonstrates a connection is made to the content and the context of learning.	The language product expectations identified demonstrates a connection is made to the content or the context of learning.	The language product expectations are identified but does not demonstrate a connection with the content of the lesson nor the context of learning.	No language product expectations were provided.	_____

Language Supports: Language Product Expectations (Syntax)	Support(s) are provided that demonstrate a connection to the content and context of student learning.	Support(s) are provided that demonstrate a connection to the content or context of student learning.	Support(s) are provided but the connection to the context of student learning and/or the content is unclear.	No support(s) are provided.	_____
Resources, Materials, and Technology	A specific list of resources and materials is provided as well as a brief explanation of how they will be utilized within this lesson including the use of technology (if applicable). Information is provided on why these specific materials, resources, and technology (if applicable) were utilized for this lesson.	A list of resources, materials, and technology (if applicable) are provided as well as a brief explanation of how they will be utilized within this lesson.	A list of resources, materials, and technology (if applicable) are provided for this lesson with no explanation of how they will be utilized within this lesson.	No resources, materials, or technology are listed for this lesson.	_____
Anticipatory Set	Includes a clear description of how the lesson begins including a variety of questions, texts, inquiry, modeling, and other techniques that connect the strategy to the instruction of the lesson with evidence of P-12 student engagement.	Includes a clear description of how the lesson begins including a variety of questions, texts, inquiry, modeling, and other techniques that connect the strategy to the instruction of the lesson with NO evidence of P-12 student engagement.	Includes a short description of how the lesson begins but does not include possible questions, texts, inquiry, modeling, and other techniques that connect the strategy to the instruction of the lesson.	Includes a description of how the lesson begins with no direct connection leading into the instruction. OR Does not include an anticipatory set.	__X2= __
Instruction and Student Learning Task(s)	Includes a clear step-by-step description of instruction that guides the P-12 students toward meeting stated objectives and learning targets and a description of how the P-12 students will apply and practice the content.	Includes a description of instruction that guides the P-12 students toward meeting stated objectives and learning targets with a description of how the P-12 students will apply and practice the content.	Includes only a description of instruction that guides the P-12 students toward meeting stated objective and learning targets OR a description of how the P-12 students will apply and practice the content.	Includes no description of instruction that guides the P-12 students toward meeting stated objectives and learning targets OR a description of how the P-12 students will apply and practice the content.	__X2= __
Differentiation	Includes specific instruction addressing the differentiation of content, process, product, and environment based on pre-assessment analysis.	Includes specific instruction addressing differentiation of content, process, product, OR environment based on pre-assessment analysis.	Includes specific instruction addressing differentiation of content, process, product, OR environment but is not based on pre-assessment analysis.	Includes no differentiation of content, process, product, or environment.	__X2= __
Closure	Includes summary of major points, ties those points into a coherent whole, and provides a preview of future lessons.	Includes summary of major points and ties those points into a coherent whole but includes no preview of future lessons.	Includes a summary of major points from the lesson but does not tie them into a coherent whole with a preview of future lessons.	Includes no summary of major points or preview of future lessons.	_____
Re-Engagement	Clearly describes multiple strategies in addition to the lesson to assist those P-12 students who are struggling to gain understanding of the lesson content.	Clearly describes one strategy in addition to the lesson to assist those P-12 students who are struggling to gain understanding of the lesson content.	Clearly describes strategies that are more of the same opportunities as the lesson to assist those P-12 students who are struggling to gain understanding of the lesson content.	Includes no plan for additional strategies to assist those P-12 students who are struggling to gain understanding of the lesson content.	_____

Assessment	Includes evidence of multiple measures for formal and informal assessment that are individually measurable with accommodations for students with IEPs or 504 plans, as well as ELs, underperforming students, and gifted students as needed based on preliminary information in the lesson plan.	Includes evidence of a formal and an informal assessment that are individually measurable with accommodations for students with IEPs or 504 plans, as well as ELs, underperforming students, and gifted students as needed based on preliminary information in the lesson plan.	Includes evidence of formal OR informal assessments that are individually measurable with accommodations for students with IEPs or 504 plans, as well as ELs, underperforming students, and gifted students as needed based on preliminary information in the lesson plan.	Includes no evidence of formal or informal assessment OR Includes evidence of formal and/or informal assessments that are individually measurable with NO accommodations for students with IEPs or 504 plans, as well as ELs, underperforming students, and gifted students as needed based on preliminary information in the lesson plan	__X2=__
Research and/or Theory that Justify Instruction	Multiple pieces of research are cited which support instructional decisions in this lesson and address both content and pedagogical areas.	Multiple pieces of research are cited which support instructional decisions in this lesson and address either content OR pedagogical areas.	A piece of research is cited which supports instructional decisions OR Multiple pieces of research are cited but these are not shown to be connected to instructional decisions in this lesson.	No research is cited OR A brief reference to a researcher or theorist ('name-dropping') is made without supporting information and/or reference to specific research.	_____
Reflection	A thorough reflection is provided including rationale for instructional decisions and identification of areas of strength and need. Specific plans for improvement are listed and documented.	A thorough reflection is provided including rationale for instructional decisions and identification of areas of strength and need.	A general reflection is provided with little or no rationale for instructional decisions or identification of areas of strength or need.	Very little or no reflection is provided regarding this lesson.	_____

TCOI – APBD – SABD – CUMULATIVE SCORE SHEET							
Name _____		School _____			Block ____		
Mentor Teacher _____			Grade ____		Semester _____		
Indicators	TCOI	TCOI	TCOI	TCOI	APBD	APBD	
	#1	#2	#3	#4	#1	#2	SABD
1. Subject-Specific Content/Concepts							
2. Lesson Plan and Instruction							
3. Content Connections							
4. Instructional Strategies							
5. Pedagogical Content (Inst. Methods)							
6. Differentiated-Instruction							
7. Positive Learning Env/Clstrm Mgmt							
8. Academically Challenging Environment							
9. Assessment							
10. Monitoring and Adjustments							NA
11. Reflection							
12. Communication							NA
Averages							
Comments:							
Designed by Paulette Bonds for SS use							

TCOI Scores

To convert your LiveText points score to a score that fits this format: divide your total points by 12. For example: If your total pts. at the bottom of the LiveText score sheet were 37.000 pts, $37 / 12 = 3.083$. This would be an acceptable score for Level II, but there would need to be improvement for a level III or IV.

Teacher Candidate Observation Instrument

Dalton State College

School of Education

Candidate: _____ Observer: _____

School: _____ Subject/Grade Level: _____ Date: _____

Standard	1 Not Demonstrated	2 Partially Demonstrated	3 Effectively Demonstrated	4 Exceptionally Demonstrated
PLANNING:				
1. Subject-Specific Content/Concepts	Uncorrected teacher/content/concept errors; uncorrected student errors.	Shows knowledge of content/concepts; corrects teacher and student errors.	Shows knowledge of content/concepts; corrects teacher and student errors. Recognizes and gives appropriate feedback to correct and incorrect student responses/errors.	Shows knowledge of content/concepts; corrects teacher and student errors. Recognizes and gives appropriate feedback to correct and incorrect student responses/errors. All content was accurate; offers explanations that clarify the concepts and address misconceptions; prompts students to recognize and correct errors. • Is prepared to answer questions not inclusive of the lesson.
Score: NATR 1 2 3 4	Evidence/Comments:			
2. Lesson Plan and Instruction	Lesson plan not turned in at least 72 regular business hours before lesson is to be taught.	Lesson plan is received on time but lacks clear organization and sequence; inefficient pacing of lesson; instruction does not extend most students' understanding of concepts and/or content; components of the lesson plan are not aligned.	Lesson plan and instruction are logically organized and sequenced and built based on pre-assessment data; pacing appropriate; instruction extends students' understanding of concepts and/or content; all components of the lesson plan are aligned.	Lesson plan and instruction reflect findings from scientifically based research (includes citation); appropriate organization and sequencing; appropriate pacing.
Score: NATR 1 2 3 4	Evidence/Comments:			

3. Content Connections	Makes no connections to other content areas or everyday life.	Makes irrelevant connections that do not advance student learning.	States explicit connections to other subject matter that advance student learning.	States explicit connections to other subject matter that advance student learning. States and explains connections to other subject areas; states and explain connections in everyday lives to advance student learning. Uses authentic examples and activities.
Score: NATR 1 2 3 4	Evidence/Comments:			
INSTRUCTIONAL DELIVERY:				
4. Instructional Strategies	Inappropriate instructional strategies; strategies inappropriately matched to subject matter; no technology and/or resources evident	Inappropriate instructional strategies; strategies inappropriately matched to subject matter; technology and/or resources do not advance student learning outcomes.	Plans for and uses appropriate strategies that engage and support student learning; strategies appropriately matched to subject matter; strategies used appropriately; technology or resources used effectively.	Plans for and uses various strategies that authentically engage and support diverse learners; provides multiple perspectives on key concepts, problems, and areas of knowledge; technology or resources enhances student learning.
Score: NATR 1 2 3 4	Evidence/Comments:			
5. Pedagogical Content (Instructional Methods)	Uses inappropriate instructional method; little evidence of making content appropriate for diverse learners.	Uses appropriate instructional methods but lacks connections to students' prior knowledge and how they apply to the lesson.	Uses appropriate methods and knowledge of the learner for effective instruction. Uses appropriate combinations of auditory, visual, tactile, and kinesthetic instructional methods.	Uses appropriate methods and knowledge of the learner for effective instruction. Uses appropriate combinations of auditory, visual, tactile, and kinesthetic instructional methods. Uses a variety of appropriate instructional methods to make content appropriate for diverse learners.
Score: NATR 1 2 3 4	Evidence/Comments:			

<p>6. Differentiated Instruction- The teacher meets the individual developmental needs of all learners by differentiating the instructional content, process, product, and learning environment.</p> <p><i>Flexible grouping strategies include:</i></p> <ul style="list-style-type: none"> - Whole group - Small group - Partners - Heterogeneous - Homogeneous - Cross-class - Cross-grade - Centers/ Independent Activities 	<p>The teacher does not challenge students by providing appropriate content or by developing skills which address individual learning differences.</p> <ul style="list-style-type: none"> • Instructional format(s) did not reflect an attempt to meet individual student needs and was not effective to meet the needs of all learners. • Does not communicate expectations for learning. 	<p>The teacher attempts to challenge students by providing appropriate content or by developing skills which address individual learning differences.</p> <ul style="list-style-type: none"> • Attempts to use flexible grouping strategies. • Attempts to facilitate student engagement. • Communicates expectations for learning. 	<p>The teacher challenges and supports each student's learning by providing appropriate content or by developing skills which address individual learning differences.</p> <ul style="list-style-type: none"> • Uses flexible grouping strategies. • Facilitates student engagement. • Provides alternatives for students who finish tasks early <u>or</u> late as needed. • Demonstrates challenging learning expectations for all students. 	<p>The teacher facilitates each student's opportunities to learn by engaging him/her in critical and creative thinking and challenging activities tailored to address individual learning needs and interests.</p> <ul style="list-style-type: none"> • Uses flexible grouping strategies to accommodate learning goals/needs. • Facilitates active student engagement. • Provides alternatives for students who finish early <u>and</u> late as needed. • Uses assessment data (diagnostic, formative, summative) to inform instructional modifications for individual students. • Prepares modified materials for individual students' needs in advance. • Demonstrates challenging learning expectations for all students proportionate to their developmental level.
<p>Score: NATR</p> <p>1 2 3 4</p>	<p>Evidence/Comments:</p>			

LEARNING ENVIRONMENT:				
7. Positive Learning Environment/ Classroom Management- The teacher creates a well-managed, safe, and orderly learning environment that encourages positive social interactions, active engagement in learning, and self-motivation.	The teacher inadequately addresses student behavior, displays a negative attitude toward students, ignores safety standards, or does not otherwise provide an orderly environment that is conducive to learning or encourages respect for all.	The teacher attempts to provide a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	The teacher involves students in a collaborative and self-directed learning environment where students are encouraged to take risks and ownership of their own learning behavior.
	<ul style="list-style-type: none"> • Uses/manages time, space, and learning resources inefficiently. • Manages class reactively rather than proactively. • Inconsistent or inappropriate responses to student behavior. • Does not productively engage students. • Expectations for classroom rules, routines, and procedures are not clearly defined or enforced. • Lack of classroom arrangement causes students to be isolated, keeps teacher from being able to see all students, or keeps students from being able to see the presentation or have access to materials. 	<ul style="list-style-type: none"> • Attempts to manage time, space, and learning resources in order to engage students. • Uses classroom rules as a discipline tool rather than a classroom management tool. • Attempts to arrange the classroom in a way that allows students to be involved in the lesson. 	<ul style="list-style-type: none"> • Establishes clear expectations for classroom rules, routines, and procedures and enforces them consistently and appropriately. • Cultivates a climate of caring, fairness, respect, and enthusiasm for learning. • Promotes a climate of trust and teamwork within the classroom. • Promotes respect for and understanding of students' diversity. • Actively listens and pays attention to students' needs and responses. • Creates a warm, attractive, inviting, and supportive classroom environment. • Models caring, fairness, respect, and enthusiasm for learning. • Prepares materials in advance. 	<ul style="list-style-type: none"> • Manages time, space, and learning resources to keep students actively engaged. • Posts classroom rules and refers to them as needed to direct students to expected behavior. • Responds to disruptions in a timely, appropriate manner to minimize loss of instructional time. (e.g., eye contact, nonverbal gesture, physical proximity, brief pause, short verbal reminder, etc.) • Arranges the classroom materials and resources to facilitate group and individual activities.
Score: NATR 1 2 3 4	Evidence/Comments:			

<p>8. Academically Challenging Environment- The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.</p>	<p>The teacher does not provide a student-centered, academic environment in which teaching and learning occur at high levels, or where students are self-directed learners.</p> <ul style="list-style-type: none"> • Loses instructional time during transitions due to lack of routines and procedures for daily tasks (e.g., distributing and collecting materials, leaving and entering the classroom, transitioning to group work or work stations, etc.) • Presents lessons that are teacher-directed rather than student-centered. 	<p>The teacher attempts to provide a student-centered, academic environment in which teaching and learning occur at high levels or where students are self-directed learners.</p> <ul style="list-style-type: none"> • Attempts to begin and end lessons on time, but may struggle with pacing. • Attempts to establish procedures for transitions. • Plans student-focused lessons that lack higher levels of learning OR plans lessons with higher levels of learning that lack a focus on students. 	<p>The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.</p> <ul style="list-style-type: none"> • Begins and ends lessons on time and paces lessons appropriately to keep students engaged. • Provides transitions that minimize loss of instructional time. • Communicates high, but reasonable, expectations for student learning. • Encourages productivity by providing students with appropriately challenging and relevant material and assignments. • Facilitates student goal-setting. 	<p>The teacher creates an academic learning environment where students are encouraged to set challenging learning goals and tackle challenging materials.</p> <ul style="list-style-type: none"> • Maximizes instructional time. • Conveys the message that mistakes should be embraced as a valuable part of learning. • Provides academic rigor, encourages critical and creative thinking, and pushes students to achieve goals. <p>Encourages students to explore new ideas and take academic risks.</p>
<p>Score: NATR 1 2 3 4</p>	<p>Evidence/Comments:</p>			
<p>ASSESSMENT OF AND FOR LEARNING:</p>				
<p>9. Assessment</p>	<p>Inappropriate or no assessment of instructional objectives/essential questions.</p>	<p>Uses assessment that does not align with instructional objectives/essential questions.</p>	<p>Prepares formative and summative assessments in advance (pre-assessment, post assessment, checklists, anecdotal notes or rubrics)</p>	<p>Prepares formative and summative assessments in advance (pre-assessment, post assessment, checklists, anecdotal notes or rubrics) and uses assessment data to modify learning goals for all students.</p>
<p>Score: NATR 1 2 3 4</p>	<p>Evidence/Comments:</p>			

10. Monitoring and Adjustments	Does not monitor student learning, no adjustment for students who do not understand and students who have mastered the content.	Monitors student learning but no adjustment for students who do not understand or for students who have mastered the content. <i>Example: adjustments made for the students who didn't understand but left the gifted students at same level.</i>	Monitors student learning; makes appropriate modifications to instructional plans during the lesson to address students' needs; probes for understanding; uses students' questions to direct instruction.	Consistently monitors student learning and provides constructive and ongoing feedback; consistently and successfully makes accommodations before and during the lesson to address student needs.
Score: NATR 1 2 3 4	Evidence/Comments:			
PROFESSIONALISM AND COMMUNICATION:				
11. Reflection	Does not examine his/her teaching; does not suggest modifications to improve teaching practices and student achievement.	Examines own teaching without modification.	Examines own teaching. Explains rationale for choosing instructional strategies. Suggests modification to improve teaching practices. Identifies strengths and weaknesses of lesson's effectiveness and student engagement. Offers rationale for the materials, resources, and/or technology used.	Examines own teaching without. Explains rationale for choosing instructional strategies. Suggests modification to improve teaching practices. Identifies strengths and weaknesses of lesson's effectiveness and student engagement. Offers rationale for the materials, resources, and/or technology used. Examines own performance and provides evidence and modifies teaching practices to increase student achievement.
Score: NATR 1 2 3 4	Evidence/Comments:			

12. Communication	The teacher candidate models glaring errors in oral or written standard English. For example, subject verb agreement errors are common.	The teacher candidates has no glaring errors in standard English usage but utilizes colloquialisms or non- standard pronunciation that does not interfere with the message.	The teacher candidate models Standard English in written and oral form. The teacher candidate attempts to correct student errors in spoken English. The teacher candidate refrains from colloquialisms and non- standard pronunciation of words.	The teacher candidate models Standard English in written and oral form. The teacher candidate refrains from colloquialisms and non- standard pronunciation of words. The teacher candidate refrains from correcting non- standard English used by students and instead models the standard form back to the students. The teacher candidate uses a variety of level of questions to stimulate learning.
Score: NATR 1 2 3 4	Evidence/Comments:			

TCOI Aligned with Conceptual Framework and InTASC Principles

- | | |
|---|----------------------------------|
| 1. Competent | <u>InTASC #4</u> |
| 2. Competent | <u>InTASC #7, #1, #2, #6, #9</u> |
| 3. Competent, Caring | <u>InTASC #5, #2, #4</u> |
| 4. Competent, Caring | <u>InTASC #2, #8, #3, #4</u> |
| 5. Competent, Caring | <u>InTASC #8</u> |
| 6. Competent, Caring, Reflective | <u>InTASC #1, #2, #7, #8</u> |
| 7. Competent, Caring, Reflective, Collaborative | <u>InTASC #3</u> |
| 8. Competent, Caring, | <u>InTASC #3</u> |
| 9. Competent, Caring, Reflective | <u>InTASC #6, #1, #9</u> |
| 10. Competent, Caring, Reflective | <u>InTASC #6</u> |
| 11. Reflective | <u>InTASC #9, #4, #7</u> |
| 12. Competent, Caring | <u>InTASC #5, #3, #8</u> |

TCOI INSTRUCTIONS

The Teacher Candidate Observation Instrument (TCOI) is used to evaluate the teacher candidate on lesson plan development and implementation. At present, the teacher candidates in Block/PES II, III & IV will be observed and evaluated at least 3 times each semester. 2 of those observations will be Virtual and the 3rd observation will be F2F (the order of virtual vs. F2F observations will vary). Teacher candidates will video each (all 3) scheduled lessons and upload the videos to GoReact. Site Supervisors will evaluate each lesson using the TCOI and submit the results electronically into the student’s LiveText database. Each candidate receives a minimum of 9 TCOI assessments while enrolled in the Professional Education Program. The TCOI is a rubric that looks at specific aspects of the Lesson Plan or Implemented Lesson. Please reference the SoE Handbook guidelines outlined previously on Page 20, for minimum scoring requirements.



Assessment of Professional Behaviors and Dispositions (APBD)

Teacher Candidate: _____
 Date: _____
 Check One: Mid Term: _____
 Final: _____

Block I: _____ PES I: _____
 Block II: _____ PES II: _____
 Block III: _____ PES III: _____
 Block IV: _____ PES IV: _____

Prof. Behavior / Disposition	Unacceptable (1)	Developing/Evolving (2)	Standard (3)	Proficient (4)	Exemplary (5)	Score
1. Exhibits sound judgment and moral reasoning, especially in relating to and safe-guarding students CF-Caring, Reflective	Uses objectionable language (name calling or relates to P-12 students as peers) or makes decisions that puts students in harm's way.	Relates to P-12 students in an adult and professional manner when prompted by others.	Relates to P-12 students in an adult and professional manner.	Models language that is exemplary and deals individually with P-12 students who exhibit inappropriate behavior; maintains a warm but professional attitude with students; maintains control and assumes responsibility for classroom environment.	Purposefully creates opportunities to assist in the development in sound judgment and reasoning of others. Models language that is exemplary and deals individually with P-12 students who exhibit inappropriate behavior; maintains a warm but professional attitude with students; maintains control and assumes responsibility for classroom environment.	
2. Interacts appropriately and positively with others CF-Collaborative	Interactions with others (students, peers, colleagues, or authority figures) are unprofessional (demeaning, sarcastic, combative, or inappropriate).	Interactions with others (students, peers, colleagues, or authority figures) can be negative or inappropriate.	Interactions with others (students, peers, colleagues, or authority figures) are appropriate and positive .	Interactions with others (students, peers, colleagues, or authority figures) are appropriate, positive, and respectful of differing opinions.	Initiates interactions with others (students, peers, colleagues, or authority figures) that are appropriate, positive, and respectful of differing opinions.	
3. Treats others with courtesy, respect, empathy, and open-mindedness CF-Caring	Treats others rudely or with disrespect. Words or actions are insulting or show contempt for others.	Struggles to treat others with courtesy, respect, empathy, and open-mindedness. Words or actions are insulting or show contempt for others.	Treats others with courtesy and respect. Words and actions are polite and professional.	Treats others with courtesy, respect and open-mindedness. Listens to and shows interest in the ideas and opinions of others.	Makes proactive efforts to treat others with courtesy, respect and open-mindedness.	
4. Displays the ability to work with diverse individuals CF-Caring/Collaborative	Communicates an inability or unwillingness to work with diverse individuals (students, teachers, or school personnel.)	Struggles to work harmoniously and effectively with diverse individuals (students, teachers, or school personnel.)	Works harmoniously and effectively with diverse individuals (students, teachers, or school personnel.)	Works harmoniously and effectively with diverse individuals (students, teachers, or school personnel) and seeks opportunities to include or show appreciation for those excluded.	Works harmoniously and effectively with diverse individuals (students, teachers, or school personnel) and creates opportunities to include or	

					show appreciation for those excluded	
5. Displays maturity and independence by following appropriate protocol when seeking solutions to problems CF- Reflective	Fails to identify the appropriate personnel with whom to address the problem; focuses on blaming others rather than seeking solutions.	Enlists the help of faculty or staff to solve problems and depends upon them for solutions.	Enlists the help of faculty or staff in identifying the appropriate personnel to assist in developing a solution rather than assigning blame.	Independently takes initiative to develop an appropriate solution to the problem. Seeks feedback from others if needed and follows through with recommendations.	Independently generates effective solutions to problems and works with appropriate personnel to carry out resolutions.	
6. Accepts and uses constructive criticism (feedback) CF-Collaborative	Is not receptive to constructive comments and shows no sign of acknowledging a need for change.	May verbally acknowledge constructive comments but makes no effort to implement changes.	Is receptive to constructive comments and implements changes.	Is receptive to constructive comments, implements changes, and seeks feedback from others for improvement.	Reflects on professional growth and purposefully creates opportunities for additional constructive comments from others.	
7. Demonstrates initiative CF - Caring	Does not show initiative.	Shows initiative if prompted by teachers and/or administrators.	Shows initiative in the classroom. <i>Example: chooses to help throughout teaching without prompts in various duties such as passing out papers, finding activities for lessons, and/or collecting equipment for lessons.</i>	Takes responsibility in duties within school hours outside of regular teacher candidate duties . <i>Example: taking students to pick-up, supervising lunch, attend grade level meetings.</i>	Takes responsibility in duties outside of school hours . <i>Example: assist in pre-planning, extra-curricular activities, school committees, volunteer for parent nights</i>	
8. Demonstrates appropriate self-monitoring and control of emotions and behavior CF - Reflective	Visibly demonstrates a lack of emotional control: becomes upset, uses put-downs, or displays anger in the work/school environment or activities. <i>Example: with students present, at school during sporting events, collaboration with colleagues.</i>	Visibly demonstrates a lack of emotional control when students are not present. <i>Example: planning with other teachers, conversations with mentor teacher</i>	Models appropriate emotional and behavioral control within the work/school environment and activities.	Models appropriate emotional and behavioral control and helps others become more emotionally aware. <i>Example: Identifying and correcting student behavioral needs within the classroom.</i>	Models appropriate emotional and behavioral control and cultivates opportunities to develop emotional responsiveness in others. <i>Example: Intentionally incorporates appropriate student behaviors and emotions in lesson plans that are taught within the classroom.</i>	
9. Demonstrates professional appearance and uses appropriate hygiene	Appearance, attire, and hygiene of the teacher candidate are inappropriate for the learning environment.	Appearance, attire or hygiene of the teacher candidate is inappropriate for the learning environment.	Appearance, attire, and hygiene of the teacher candidate are appropriate for the learning environment.	Appearance, attire, and hygiene of the teacher candidate are appropriate for the learning environment and the teacher candidate helps students be more aware of appropriate appearance, attire, and/or hygiene. <i>Example: Teacher candidate talks with a student about what is</i>	Appearance, attire, and hygiene of the teacher candidate are appropriate for the learning environment and cultivates opportunities to help others learn about appearance, attire, and/or hygiene. <i>Example:</i>	

				<i>appropriate based on appearance, attire and/or hygiene.</i>	<i>teacher candidate cultivates a lesson plan for students based on health standards.</i>	
10. Maintains confidentiality of records, correspondence and conversations CF-Knowledge	Does not maintain confidentiality of records or participates in gossip about P-12 students, school employees, other teacher candidates or does not respect confidentiality of school correspondence/conversation	Progressing knowledge level regarding confidentiality expectations; inadvertently discloses confidential information	Maintains confidentiality of P-12 student records and of professional correspondence and conversations; refrains from gossiping.	Is able to verbalize knowledge of issues and expectations of confidentiality as evidenced by professional guidelines.	Maintains confidentiality of P-12 student records and of professional correspondence and conversations, and does not tolerate gossiping or abuses of confidentiality by others.	
11. Prepares thoroughly and consistently (N/A for Block I) CF-Competent	Lesson plan, including pre-assessment analysis submitted after 72-hour deadline.	Deadlines are met, but LPs and/or analysis may be incomplete or insufficient.	Prepares for all learners and abides by deadlines.	Prepares for all learners based on pre-assessment data, knowledge of subject matter, student needs, and curriculum standards and abides by deadlines.	Designs instruction based on pre-assessment data that helps students self-select their learning roles; designs instruction that allow students to take responsibility for their learning based upon the students' learning styles, background knowledge, and learning needs.	
12. Exhibits a strict code of honesty CF-Competent	Allows students to plagiarize, cheat on tests, or copy another's work or falsified professional documents for the SoE or the placement school.	Inadvertently allows students to plagiarize, cheat on tests, or copy another's work or falsifies professional documents for the SoE or the placement school.	Demonstrates behaviors that exemplify honesty and integrity.	Utilizes opportunities to teach the values of honesty and integrity to others as they occur in the classroom environment.	Creates opportunities to teach the values of honesty and integrity to others.	
13. Demonstrates punctuality and good attendance CF-Competent	Is tardy or has unexcused absences or leaves early	(eliminated on purpose)	Is punctual without unexcused absences; excused absences are made up.	(eliminated on purpose)	Arrives early or stays late without absences in order to support the learning environment.	
14. Demonstrates fair treatment for all	Shows overt bias, prejudice, or lack of fairness toward	Shows understanding of the importance of developing	Is willing to work at establishing positive	Begins to independently work at establishing positive relationships	Independently fosters and maintains equity and	

students CF-Caring	some students (i.e. gender, ethnicity, religion, learning abilities, socioeconomic status, and English Language Learners)	caring and respectful relationships that demonstrate equity.	relationships with diverse groups of students (under the direction of the mentor teacher)	with diverse groups of students with mentor teacher approval.	respect among all learners to sustain a positive learning climate (environment.)	
15. Expresses self orally using standard English to communicate effectively with diverse audiences CF-Competent/ Collaborative	Uses non-standard English in the school setting that interferes with the understanding of the audience.	Uses non-standard English in the school setting, but the intended message is clear.	Uses standard English in the school setting.	Models and teaches standard English in the school setting and is able to move with ease between audiences/registers.	Uses knowledge of audience, context and content to communicate ideas to ensure understanding by using standard English.	
16. Expresses self in written format using standard English in order to communicate effectively with diverse audiences CF-Competent & Collaborative	Uses non-standard English in written communication in the school setting that interferes with understanding of the audience.	Uses non-standard English in written format in the school setting but the intended message is clear.	Uses standard English in written format in the school setting.	Uses standard English in written format in the school setting and is able to move with ease between audiences/registers.	Uses knowledge of audience, context and content to communicate ideas to ensure understanding of standard English in written format.	
17. Reflects upon own behavior, instruction, and student learning CF - Reflective	Has a lack of awareness to evaluate the effects of choices and actions on self and others; reacts without prior thought; may be unaware of effects of own behavior.	Recognizes the need to evaluate the effects of choices and actions on self and others	Evaluates the effects of choices and actions on self and others	Models a skill of self-reflection in the learning environment.	Creates opportunities for others to self-reflect on their actions and provides guidance on how to do so.	
18. Demonstrates belief that all students can learn. CF-Caring	Unable or unwilling to adapt content instruction, and assessment for all students; makes negative comments about students' abilities to learn	Aware of differing needs but is unsuccessful in attempts to adapt instruction that meet the learning needs of all; may make minor adaptations to content/instruction	Adapts content, instruction, and assessment for all learners; has positive attitude in helping all students achieve at a higher level.	Adapts content, instruction and assessment for all learners; displays competency, enthusiasm and responsibility for helping all students achieve at a higher level	Creates a learning environment where the learners' primary languages and cultures are valued and seamlessly integrated into learning; creates a learning environment where learners are seen as individuals with unique skills, abilities perspectives and interests.	

All teacher candidates are expected to adhere to the Georgia Professional Code of Ethics (www.gapsc.com).

(Name of Evaluator – Site Teacher)

(Signature)

(Date)

Professional Behaviors and Dispositions Aligned with Conceptual Framework and INTASC Principles

1. CF-Caring	INTASC 9
2. CF-Collaborative	INTASC 9
3. CF-Caring	INTASC 9
4. CF-Caring/Collaborative/Reflective	INTASC 2, 7, 8, 9, 10
5. CF-Reflective	INTASC 9
6. CF-Collaborative/Reflective	INTASC 9, 10
7. CF-Caring	INTASC 9
8. CF-Reflective	INTASC 9
9. CF- Caring	INTASC 9
10. CF – Knowledge	INTASC 6, 9
11. CF – Competent	INTASC 1, 2, 3, 5, 6, 7, 8
12. CF – Competent	INTASC 6, 9
13. CF – Competent	INTASC 9
14. CF – Caring	INTASC 9
15. CF – Competent	INTASC 1, 3, 8
16. CF – Competent & Collaborative	INTASC 1, 3, 8
17. CF – Reflective	INTASC 9,10
18. CF – Caring	INTASC 1, 2, 4, 9, 10

UPDATED 7/2017

INSTRUCTIONS TO SITE TEACHERS

The Assessment of Professional Behaviors and Dispositions (APBD) is used to assess candidate’s behaviors and professional dispositions in field settings. Candidates are assessed at mid-term and end of placement (final) by the Site Supervising Teacher. Site Teachers submit the APBD

APBD INSTRUCTIONS

The Assessment of Professional Behaviors and Dispositions (APBD) is used to assess candidate’s behaviors and professional dispositions in field settings. Candidates are assessed at mid-term and the end of placement (final) by the Mentor Teacher. Once Mentor Teachers have had an opportunity to discuss the scores with each candidate, the candidates’ APBDs are submitted electronically into the LiveText database and data is aggregated at the end of each semester. Each candidate receives a minimum of 8 assessments while enrolled in the Professional Education Program. The scoring guide is the rubric that describes each Professional Behavior/Disposition expected behavior. Please reference the SoE Handbook guidelines outlined previously on Page 19, for minimum scoring requirement



Site Supervisor Assessment of Professional Behaviors and Dispositions (SABD)

Teacher Candidate: _____
 Date: _____
 Check One: Mid Term: _____
 Final: _____

Block I: _____ PES I: _____
 Block II: _____ PES II: _____
 Block III: _____ PES III: _____
 Block IV: _____ PES IV: _____

Prof. Behavior / Disposition	Unacceptable (1)	Developing/Evolving (2)	Standard (3)	Proficient (4)	Exemplary (5)	Score
1. Exhibits sound judgment and moral reasoning, especially in relating to and safe-guarding students CF-Caring	Uses objectionable language (name calling or relates to P-12 students as peers) or makes decisions that puts students in harm's way.	Relates to P-12 students in an adult and professional manner when prompted by others.	Relates to P-12 students in an adult and professional manner.	Models language that is exemplary and deals individually with P-12 students who exhibit inappropriate behavior; maintains a warm but professional attitude with students; maintains control and assumes responsibility for classroom environment.	Purposefully creates opportunities to assist in the development in sound judgment and reasoning of others. Models language that is exemplary and deals individually with P-12 students who exhibit inappropriate behavior; maintains a warm but professional attitude with students; maintains control and assumes responsibility for classroom environment.	
2. Interacts appropriately and positively with others CF-Collaborative	Interactions with others (students, peers, colleagues, or authority figures) are unprofessional (demeaning, sarcastic, combative, or inappropriate).	Interactions with others (students, peers, colleagues, or authority figures) can be negative or inappropriate.	Interactions with others (students, peers, colleagues, or authority figures) are appropriate and positive .	Interactions with others (students, peers, colleagues, or authority figures) are appropriate, positive, and respectful of differing opinions.	Initiates interactions with others (students, peers, colleagues, or authority figures) that are appropriate, positive, and respectful of differing opinions.	
3. Treats others with courtesy, respect, empathy, and open-mindedness CF-Caring	Treats others rudely or with disrespect. Words or actions are insulting or show contempt for others.	Struggles to treat others with courtesy, respect, empathy, and open-mindedness. Words or actions are insulting or show contempt for others.	Treats others with courtesy and respect. Words and actions are polite and professional.	Treats others with courtesy, respect and open-mindedness. Listens to and shows interest in the ideas and opinions of others.	Makes proactive efforts to treat others with courtesy, respect and open-mindedness.	
4. Displays the ability to work with diverse individuals CF-Caring/Collaborative	Communicates an inability or unwillingness to work with diverse individuals (students, teachers, or school personnel.)	Struggles to work harmoniously and effectively with diverse individuals (students, teachers, or school personnel.)	Works harmoniously and effectively with diverse individuals (students, teachers, or school personnel.)	Works harmoniously and effectively with diverse individuals (students, teachers, or school personnel) and seeks opportunities to include or show appreciation for those excluded.	Works harmoniously and effectively with diverse individuals (students, teachers, or school personnel) and creates opportunities to include or	

					show appreciation for those excluded	
5. Displays maturity and independence by following appropriate protocol when seeking solutions to problems CF- Reflective	Fails to identify the appropriate personnel with whom to address the problem; focuses on blaming others rather than seeking solutions.	Enlists the help of faculty or staff to solve problems and depends upon them for solutions.	Enlists the help of faculty or staff in identifying the appropriate personnel to assist in developing a solution rather than assigning blame.	Independently takes initiative to develop an appropriate solution to the problem. Seeks feedback from others if needed and follows through with recommendations.	Independently generates effective solutions to problems and works with appropriate personnel to carry out resolutions.	
6. Accepts and uses constructive criticism (feedback) CF- Collaborative	Is not receptive to constructive comments and shows no sign of acknowledging a need for change.	May verbally acknowledge constructive comments but makes no effort to implement changes.	Is receptive to constructive comments and implements changes.	Is receptive to constructive comments, implements changes, and seeks feedback from others for improvement.	Reflects on professional growth and purposefully creates opportunities for additional constructive comments from others.	
7. Demonstrates initiative CF - Caring	Does not show initiative.	Shows initiative if prompted by teachers and/or administrators.	Shows initiative in the classroom. <i>Example: chooses to help throughout teaching without prompts in various duties such as passing out papers, finding activities for lessons, and/or collecting equipment for lessons.</i>	Takes responsibility in duties within school hours outside of regular teacher candidate duties . <i>Example: taking students to pick-up, supervising lunch, attend grade level meetings.</i>	Takes responsibility in duties outside of school hours . <i>Example: assist in pre-planning, extra-curricular activities, school committees, volunteer for parent nights</i>	
8. Demonstrates appropriate self-monitoring and control of emotions and behavior CF - Reflective	Visibly demonstrates a lack of emotional control: becomes upset, uses put-downs, or displays anger in the work/school environment or activities. <i>Example: with students present, at school during sporting events, collaboration with colleagues.</i>	Visibly demonstrates a lack of emotional control when students are not present. <i>Example: planning with other teachers, conversations with mentor teacher</i>	Models appropriate emotional and behavioral control within the work/school environment and activities.	Models appropriate emotional and behavioral control and helps others become more emotionally aware. <i>Example: Identifying and correcting student behavioral needs within the classroom.</i>	Models appropriate emotional and behavioral control and cultivates opportunities to develop emotional responsiveness in others. <i>Example: Intentionally incorporates appropriate student behaviors and emotions in lesson plans that are taught within the classroom.</i>	
9. Demonstrates professional appearance and uses appropriate hygiene	Appearance, attire, and hygiene of the teacher candidate are inappropriate for the learning environment.	Appearance, attire or hygiene of the teacher candidate is inappropriate for the learning environment.	Appearance, attire, and hygiene of the teacher candidate are appropriate for the learning environment.	Appearance, attire, and hygiene of the teacher candidate are appropriate for the learning environment and the teacher candidate helps students be more aware of appropriate appearance, attire, and/or hygiene. <i>Example: Teacher candidate talks with a student about what is</i>	Appearance, attire, and hygiene of the teacher candidate are appropriate for the learning environment and cultivates opportunities to help others learn about appearance, attire, and/or hygiene. Example:	

				<i>appropriate based on appearance, attire and/or hygiene.</i>	<i>teacher candidate cultivates a lesson plan for students based on health standards.</i>	
10. Prepares thoroughly and consistently (N/A for Block I) CF-Competent	Lesson plan, including pre-assessment analysis submitted after 72-hour deadline.	Deadlines are met, but LPs and/or analysis may be incomplete or insufficient.	Prepares for all learners and abides by deadlines.	Prepares for all learners based on pre-assessment data, knowledge of subject matter, student needs, and curriculum standards and abides by deadlines.	Designs instruction based on pre-assessment data that helps students self-select their learning roles; designs instruction that allow students to take responsibility for their learning based upon the students' learning styles, background knowledge, and learning needs.	
11. Demonstrates punctuality and good attendance CF-Competent	Is tardy or has unexcused absences or leaves early	(eliminated on purpose)	Is punctual without unexcused absences; excused absences are made up.	(eliminated on purpose)	Arrives early or stays late without absences in order to support the learning environment.	
12. Demonstrates fair treatment for all students CF-Caring	Shows overt bias, prejudice, or lack of fairness toward some students (i.e. gender, ethnicity, religion, learning abilities, socioeconomic status, and English Language Learners)	Shows understanding of the importance of developing caring and respectful relationships that demonstrate equity.	Is willing to work at establishing positive relationships with diverse groups of students (under the direction of the mentor teacher)	Begins to independently work at establishing positive relationships with diverse groups of students with mentor teacher approval.	Independently fosters and maintains equity and respect among all learners to sustain a positive learning climate (environment.)	
13. Expresses self orally using standard English to communicate effectively with diverse audiences CF-Competent/ Collaborative	Uses non-standard English in the school setting that interferes with the understanding of the audience.	Uses non-standard English in the school setting, but the intended message is clear.	Uses standard English in the school setting.	Models and teaches standard English in the school setting and is able to move with ease between audiences/registers.	Uses knowledge of audience, context and content to communicate ideas to ensure understanding by using standard English.	
14. Expresses self in	Uses non-standard English in	Uses non-standard English in	Uses standard English in	Uses standard English in written	Uses knowledge of	

written format using standard English in order to communicate effectively with diverse audiences CF-Competent & Collaborative	written communication in the school setting that interferes with understanding of the audience.	written format in the school setting but the intended message is clear.	written format in the school setting.	format in the school setting and is able to move with ease between audiences/registers.	audience, context and content to communicate ideas to ensure understanding of standard English in written format.	
15. Reflects upon own behavior, instruction, and student learning CF - Reflective	Has a lack of awareness to evaluate the effects of choices and actions on self and others; reacts without prior thought; may be unaware of effects of own behavior.	Recognizes the need to evaluate the effects of choices and actions on self and others	Evaluates the effects of choices and actions on self and others	Models a skill of self-reflection in the learning environment.	Creates opportunities for others to self-reflect on their actions and provides guidance on how to do so.	
16. Demonstrates belief that all students can learn. CF-Caring	Unable or unwilling to adapt content instruction, and assessment for all students; makes negative comments about students' abilities to learn	Aware of differing needs but is unsuccessful in attempts to adapt instruction that meet the learning needs of all; may make minor adaptations to content/instruction	Adapts content, instruction, and assessment for all learners; has positive attitude in helping all students achieve at a higher level.	Adapts content, instruction and assessment for all learners; displays competency, enthusiasm and responsibility for helping all students achieve at a higher level	Creates a learning environment where the learners' primary languages and cultures are valued and seamlessly integrated into learning; creates a learning environment where learners are seen as individuals with unique skills, abilities perspectives and interests.	

All teacher candidates are expected to adhere to the Georgia Professional Code of Ethics (www.gapsc.com).

(Name of Evaluator – Site Teacher)

(Signature)

(Date)

Professional Behaviors and Dispositions Aligned with Conceptual Framework and INTASC Principles

- | | |
|---------------------------------------|----------------------------|
| 1. CF-Caring | INTASC 9 |
| 2. CF-Collaborative | INTASC 9 |
| 3. CF-Caring | INTASC 9 |
| 4. CF-Caring/Collaborative/Reflective | INTASC 2, 7, 8, 9, 10 |
| 5. CF-Reflective | INTASC 9 |
| 6. CF-Collaborative/Reflective | INTASC 9, 10 |
| 7. CF-Caring | INTASC 9 |
| 8. CF-Reflective | INTASC 9 |
| 9. CF- Caring | INTASC 9 |
| 10. CF – Competent | INTASC 1, 2, 3, 5, 6, 7, 8 |
| 11. CF – Competent | INTASC 9 |
| 12. CF – Caring | INTASC 9 |
| 13. CF – Competent | INTASC 1, 3, 8 |
| 14. CF- Competent & Collaborative | INTASC 1, 3, 8 |
| 15. CF- Reflective | INTASC 9,10 |
| 16. CF- Caring | INTASC 1, 2, 4, 9, 10 |

UPDATED 7/2017

SABD INSTRUCTIONS

The Site Supervisor Assessment of Professional Behaviors and Dispositions (SABD) is used to assess candidates' behaviors and professional dispositions in field settings. Candidates are assessed by the Site Supervisors once each semester. Site Supervisors submit the SABD electronically into a LiveText database. Each candidate receives a minimum of 8 assessments while enrolled in the Professional Education Program. The scoring guide is the rubric that describes each Professional Behavior/Disposition expected behavior. Please reference the SoE Handbook guidelines outlined previously on Page 19, for minimum scoring requirements

TIME SHEET

DALTON STATE COLLEGE ~ SCHOOL OF EDUCATION
 Field Experience Reporting Timesheet: ECE or Secondary

Name _____ ID# _____ Semester/ Year _____ Course or Block _____
 School where field experience took place _____ Grade Level _____ Site Teacher (s) _____

Below, please indicate the actual clock hours and your level of involvement with students then enter your hours in the field in LiveText.

Please briefly, but specifically, summarize what occurred during your time in the public-school setting in LiveText.

Level of Involvement

O – Observation P – Participation (co-teaching, small group instruction, tutoring, etc.) I – Full Instructional Responsibility

Estimated Number of Students in the class _____ Estimated Age Range of Students _____

Date	Level of Involvement	Time arrive/leave	Supervising Teacher Signature	Total Time
TOTAL HOURS				

Date	Level of Involvement	Time arrive/leave	Supervising Teacher Signature	Total Time
TOTAL HOURS				

Total Hours on Page 1	
Total Hours on Page 2	
Total Hours on Page 3	
Total Hours on _____ Attached Pages	
TOTAL HOURS COMPLETED	

My signature verifies that I completed the field placement hours entered on this log and that school personnel signatures are valid. I understand this documentation is subject to verification by the School of Education Field Director. I understand that falsifying field placement hours may result in being dismissed from the Dalton State College School of Education Program.

TCs' Signature

Date



Photo or Video Recording Permission Form

Dear Parent/Guardian:

_____ is a teacher candidate in the School of Education at Dalton State College and is being mentored by your child's classroom teacher. One of the required course work activities for the DSC teacher candidate may require the photographing of student work or the video recording of a lesson, small group activity, or other student interaction in the classroom. The recording will be used to help the DSC teacher candidate identify strengths and weaknesses in instruction and teaching methods. The primary focus of the photograph or recording will be the DSC teacher candidate, not your child or other students in your child's class. Dalton State College faculty will only use the photo or video for teacher candidate evaluation and program improvement purposes. No student names will appear in any written material about the photo or recording. This is not intended for public viewing or mass distribution; this is for departmental use ONLY. Teacher candidates understand that no photos or videos can be posted on Facebook, You Tube, or any other social media websites.

The form below will be used to document your knowledge of this activity and to grant or deny your permission for your child or your child's work to appear on the photo or video recording. Your child's teacher will keep a copy of this form on file.

Sincerely,

Elizabeth Phelps & Erik Elakman
Clinical Professionals
School of Education
Dalton State College

Sharon Hixon, Ph.D.
Dean
School of Education
Dalton State College

=====

PERMISSION FORM

Student Name _____

Teacher/School _____

I am the parent/legal guardian of the child named above. I have received and read your letter regarding the DSC teacher candidate in my child's classroom and agree to the following: *(Please check the appropriate blank below.)*

_____ **I DO** give permission for my child's work, image or voice to appear on a photograph or video recording and understand my child's name will not appear in any material written about the recording.

_____ **I DO NOT** give permission for my child to appear on the photograph or video recording.

Signature of Parent or Guardian

Date

Forma de permiso para la grabación fotográfica o videográfica



Querido padre o tutor legal:

_____ es un(a) candidato(a) docente en la Facultad de la Educación en Dalton State College y está siendo apadrinado por el maestro de la clase de su hijo(a). Una de las actividades de los cursos requeridos para el/la candidato(a) docente DSC pueden requerir la fotografía de trabajo estudiantil o la grabación en video de una lección, una actividad en grupos pequeños, u otra interacción de los estudiantes en el aula. Las grabaciones se utilizarán para ayudar a los candidatos docentes DSC a identificar las fortalezas y las debilidades de los métodos de instrucción y enseñanza. El enfoque principal de la fotografía o la grabación será el/la candidato(a) docente DSC, no su hijo(a) ni otros estudiantes en la clase de su hijo(a). La facultad de Dalton State College sólo utilizará las fotos o los videos para fines de la evaluación de los candidatos docentes y la mejora del programa. Los nombres de los estudiantes no van a aparecer en cualquier material escrito sobre la foto o la grabación. Esto no está diseñado para la visualización pública ni la distribución de la masa, es para el uso departamental SOLAMENTE. Los candidatos docentes entienden que los fotos y videos no se pueden publicar en Facebook, You Tube, ni cualquier otro sitio web de medios sociales.

El siguiente formulario se utilizará para documentar su conocimiento de esta actividad y de otorgar o negar su permiso para que su hijo(a) o el trabajo de su hijo(a) aparezca en una foto o un video. El/la maestro(a) de su niño(a) va a guardar una copia de este formulario en el archivo.

Sinceramente,

Elizabeth Phelps & Erik Elakman
Clinical Professionals
Facultad de la Educación
Dalton State College

Sharon Hixon, Ph.D.
Decana
Facultad de la Educación
Dalton State College

FORMA DE PERMISO

Nombre de estudiante _____

Maestro(a)/Escuela _____

Soy el padre / la madre / el/la tutor(a) legal del niño(a) mencionado(a) arriba. He recibido y leído su carta sobre el/la candidato(a) docente de DSC en el salón de clases de mi hijo(a) y estoy de acuerdo con lo siguiente: *(Por favor marque el blanco apropiado a continuación.)*

_____ **SÍ**, doy mi permiso para que el trabajo, la imagen o la voz de mi hijo(a) aparezca en una foto o un video y entiendo que el nombre de mi hijo(a) no aparecerá en ningún material escrito sobre la grabación.

_____ **NO**, no doy mi permiso para que mi hijo(a) aparezca en ni una foto ni un video.

Firma de padre / madre / tutor legal

Fecha

Dalton State College School of Education

Mentor Teacher Feedback Form

As a mentor teacher, your input is greatly appreciated and valued. We would love to have your positive comments as well as your concerns. We want to work together to reach our goal of guiding each of our teacher candidates to become a competent, reflective, collaborative and caring teaching professional. Please do not hesitate to email or phone me if you feel we need to speak privately.

Thank you, DSC Site Supervisor

Date:
Name of DSC Teacher Candidate (TC):
Name of Mentor Teacher (MT):

	YES	NO
Is the TC on time to placement every time?		
Is the TC an active participant in your classroom?		
Is the TC professionally dressed and groomed all the time?		
Has the TC asked you to sign their time sheet daily?		
Did you see the Lesson Plan 5 Days prior to delivery?		

Please list Positive Highlights of the TC:

I have no concerns to address with this Teacher Candidate at this time!

Please list Concerns that need to be Addressed with the TC:

Please check this box if there is an Urgent Situation or Concern that needs to be addressed immediately and I will remain after the observation conference to speak privately with you or contact you later today at a more convenient time.

Guide to the 2-Week Takeover Lesson Plans

2 WEEKS!!

Two Week Takeover Lesson Plans – Initially this was designed to be used to score lesson plans for candidates who due to the circumstances of the pandemic were unable to engage in a two-week takeover (face-to-face or virtually). At present this can be used by the TC-Student Teacher, MT, & SS as a guide for what the 2-week lesson plans should include. The components listed below should be included in the 2-week lesson plans no matter what format the TC chooses to use.

Completeness – Are the lesson plans complete? In other words, is there relevant, appropriate, and engaging content for every period or every subject of every day? **Yes / Somewhat / No**

Explain:

Organization – Are the daily lessons logically sequenced? **Yes / Somewhat / No**

Explain:

Learning Strategies – Is it obvious that the candidate is using student-centered learning? The strategies should address several modalities of learning. **Yes / Somewhat / No**

Explain:

“Observation” Lesson – Did the candidate submit one lesson fleshed-out using the DS stream-lined lesson plan for their Block/PES IV observed lessons? **Yes / No**

Explain:

Possible Delivery Options:

1. Were you able to observe the Student Teacher during their 2-week takeover and score their TCOI accordingly and are the 2-week lesson plans appropriate? **Yes / No**
2. If pandemic conditions were to return - Do you see any issues the candidate may have had if he/she would have delivered these lessons for a TCOI observation score? **Yes / No**

Explain:

Please comment on any issues with the streamlined lesson plan or the two-week take-over lesson plans.

Student Reflection and Feedback

Student: _____ Date: _____

Please respond to each question based on the observation today. Be as thorough as you can.

1. Explain your rationale for choosing the instructional strategies implemented?
2. What Modifications might you consider the next time you teach this concept?
3. What were the Strengths / Weaknesses of the lesson's effectiveness and student engagement?
4. Why did you choose the material, resources, and / or technology used? (Include benefits & limitations)
5. How do you feel about the effectiveness of your performance?
6. Is there anything going on in your Placement or Life in General that I need to know, or I might be able to assist you with?



WHAT MAKES A GREAT MENTOR TEACHER?

Effective mentor teachers maintain a trusting professional relationship with teacher candidates and others.

Effective mentor teachers are willing to model effective classroom management strategies.

Effective mentor teachers exhibit compassion and a variety of good teaching habits; they are tactfully honest, welcoming, cooperative, and willing to answer questions as to why certain approaches are taken.

Effective mentor teachers are capable of critiquing honestly and supportively as well as acknowledging good performance.

Effective mentor teachers work with candidates in planning and developing lessons and their own style of classroom management; these mentors also allow candidates opportunities in the classroom.

Effective mentor teachers model lessons and allow candidates to teach the same lesson and discuss outcomes.

Effective mentor teachers model good professional relationships and communication with students, Site Supervisors, peers, parents, and administrators sharing ways to positively work as a part of a team.

Effective mentor teachers allow candidates, to the extent possible, to be a part of teacher meetings, planning sessions, parent conferences, and any other aspects of what might constitute a teacher's workday.

Effective mentor teachers arrange for candidates to meet and have a conversation with the school principal, other administrators, media specialist, counselor and any others within the school that would be able to provide different perspectives and insight for the candidate.

Effective mentor teachers push candidates to try things outside of their comfort zone.

Effective mentor teachers are observant, good listeners and honest when assessing candidates.

Effective mentor teachers are willing to relinquish some control in the classroom to enable learning by the candidate.

Effective mentor teachers are approachable so communications with candidates will be successful.

Effective mentor teachers show an interest in helping candidates grow professionally, personally, and emotionally when working with students.

Effective mentor teachers share their knowledge, past experiences, classroom management strategies, classroom, and resources.

Effective mentor teachers communicate important aspects of the school culture and institutional norms related to the school environment.

Effective mentor teachers have classrooms that reflect professionalism, organization, rigor, motivation for learning, and kindness for one another.

Effective mentor teachers acquaint candidates with the diversity of the learners in the classroom and how to plan instruction to meet their needs.

Effective mentor teachers enable candidates to assume classroom responsibilities on an appropriate basis to enhance creativity and originality.

Effective mentor teachers submit candidate assessments/attendance approvals in a timely manner/weekly if possible.

Effective mentor teachers co-teach with the candidates when possible and appropriate.

Effective mentor teachers provide appropriate support for the completion of TC's Capstone Project in PES/Block IV.

Effective mentor teachers communicate concerns regarding the candidates with Site Supervisors or CP/FD's.

Mentor Teacher / Site Supervisor / Teacher Candidate Initial Meeting Check List

It is important that the MT and TC find time to review the information provided in the related course syllabi, this handbook and through meeting with the DSC SS (this is highly recommended whether Virtual or F2F). During this meeting, participants should discuss the following:

✓	#	Description of item to discuss.
	1	<i>An overview of the Handbook.</i> Pay particular attention to pages:
	2	<i>Responsibilities & Expectations</i> specific to the TC, MT & SS. (Refer to individual responsibility charts in handbook.)
	a	<u><i>Time Sheet</i></u> (MT signs off daily, TC records paper time sheet, has MT sign approval & records in LiveText, TC uploads time sheet weekly to LiveText. SS will approve hours in LiveText at least every other week)
	b	<u><i>Lesson Plans</i></u> (pre-assessment, post assessment, differentiation, etc.) Scored with the TCOI by the SS as part of the lesson evaluation. Make sure all parts are complete and aligned. For example: Your pre-test data & citations should support and guide what you are teaching and why.
	c	<u><i>APBD</i></u> (MT evaluation of TC, mid and end of the semester. Important it is used as a tool for TC growth. It's not likely for teachers to get all superior (5's) scores, nor is it likely our TC's should get all superiors. Be realistic and honest, discuss with TC where they need to improve and why.)
	d	<u><i>Classroom Interaction – do's & don'ts</i></u> (Facilitate a conversation so MT/TC cover classroom management, what the TC will/will not be able to participate in, schedule, time commitment, collaboration, lesson planning, etc.)
	E	<u><i>Schoolwide participation</i></u> – faculty meetings, duties, P/T conference, access to records, etc. (add to above conversation)
	f	<u><i>Assessment scores</i></u> – minimums, the need for follow-up conversations, like out in the schools it is unlikely for a teacher to get all perfect scores it is important for teacher candidates to realize this as well, please provide fair and true feedback, your comments are important (especially if score of 1, 2, or 5). (Reference Sheet in Appendix.)
	3	<i>Expected hours.</i> When the MT can count on the TC, remember this is a binding contract!)
	4	<i>LiveText / GoReact</i> - Platforms used by TC's, LT-records hours, documents, critical assignments, etc. Both MT & TC will sign-off that they received, reviewed, and understand the handbook. GR-upload the recording of all 3 lessons.
	5	<i>Schedule ALL observed Lessons.</i> Get all 3 observations scheduled and on all participants calendars.
	6	<i>Anything else that might be a concern or question.</i> Any and all Q&A.

**Disposition Committee
Recommendations for Addressing Student Behaviors**

Ad-Hoc APBD Committee met on 3/17/21 via TEAMS.

Committee members present: Dr. Aimee Cribbs, Dr. Andrea Ridley, Dr. Gregory Smith

- A. The Committee recommends the formation of a standing School of Education (SOE) Dispositions Committee to address dispositional concerns of teacher education candidates (including Area F students) in class.
- B. The Dispositions Committee will convene each time one student receives **two** Dispositions Infraction Forms submitted by an SOE faculty or staff member.
- C. The Dispositions Committee will review each infraction and conduct a hearing with the student (and potentially the instructor) to review the infractions.
- D. The Dispositions Committee will make a recommendation (e.g., growth plan, removal from Education Program, etc.) to the SOE Chair and Dean upon completion of the hearing.
- E. Potential membership of the Dispositions Committee shall be representative of the SOE (and DSC) and shall include at least 1 & 2 (but is not limited to):
 - 1. Three (3) full-time faculty representatives from the SOE (one serving as the Chair of the Dispositions Committee)
 - 2. One (1) SOE Field Supervisor
 - 3. One (1) DSC faculty representative from outside of the SOE (a pool of potential members could be created...to serve on an as-needed basis, depending on availability)
 - 4. One (1) SOE student currently admitted (and in good standing) to the Education Program
 - 5. One (1) full-time DSC staff member from Student Life (a pool of potential members could be created...to serve on an as-needed basis, depending on availability)

Violation of the following dispositions will result in the submission of a formal Dispositions Infraction Form by an SOE instructor:

- 1. Exhibits sound judgment and moral reasoning.
- 2. Interacts appropriately and positively with others
- 3. Treats others with courtesy, respect, empathy, and open-mindedness
- 4. Displays the ability to work with diverse individuals
- 5. Displays maturity and independence by following appropriate protocol when seeking

solutions to problems

6. Accepts and uses constructive criticism
 7. Demonstrates initiative
 8. Demonstrates appropriate self-monitoring and control of emotions and behavior
 9. Demonstrates professional appearance and uses appropriate hygiene
 10. Maintains confidentiality of records, correspondence and conversations
 11. Prepares thoroughly and consistently
 12. Exhibits a strict code of honesty
 13. Demonstrates punctuality and good attendance
 14. Expresses self verbally using standard English to communicate effectively with diverse audiences
 15. Expresses self in written format using standard English
 16. Reflects upon own behavior, instruction, and student learning
-

Lastly, the Ad-Hoc APBD Committee addressed the following charges per the SOE Faculty Meeting on 2/26/21:

- (A) written policy: Dispositional Expectations Policy (to be utilized when a listed disposition becomes apparent and problematic) submitted to Disposition Committee (formal Committee).
 - (B) number of warnings: left to debate / decision left to Dispositional Committee?
 - (C) growth plan criteria: Disposition Committee create growth plan depending on infraction, hearing result, etc.
 - (D) number of growth plans allowed: 2?
 - (E) added in syllabi and handbook: YES, including Area F (will be included in application to SOE)
 - (F) does reflect on grade: NO
 - (G) inclusion in orientation: YES
 - (H) student sign-off (potentially in handbook): YES
-

PBDR-Professional Behavior & Dispositions Referral

Violation of the following dispositions will result in the submission of a formal Dispositions Referral Form by a SOE faculty or staff member: Use this form to document persistent classroom (or other) disruptions or unprofessional behavior. Check YES for those dispositions that are an issue. For those that you check YES, include a short-written description of the behavior (the box will expand to accept your description). Forms are turned in to Mr. Elakman. Once a student accumulates 2 or more referrals the Behavior & Dispositions Committee will convene to carry out a hearing and make a recommendation to the SoE Chair.

_____ Student's Name _____ Date _____ Time of Incident _____ Where Incident Occurred
 (If applicable ----->)

_____ Faculty/Staff Member making Referral

#	Dispositions	YES
1	Exhibits sound judgment and moral reasoning.	
2	Interacts appropriately and positively with others.	
3	Treats others with courtesy, respect, empathy, and open-mindedness.	
4	Displays the ability to work with diverse individuals.	
5	Displays maturity and independence by following appropriate protocol when seeking solutions to problems.	
6	Accepts and uses constructive criticism.	
7	Demonstrates initiative.	
8	Demonstrates appropriate self-monitoring and control of emotions and behavior.	
9	Demonstrates professional appearance and uses appropriate hygiene.	
10	Maintains confidentiality of records, correspondence, and conversations.	
11	Prepares thoroughly and consistently.	
12	Exhibits a strict code of honesty.	
13	Demonstrates punctuality and good attendance.	
14	Expresses self verbally using standard English to communicate effectively with diverse audiences.	
15	Expresses self in written format using standard English.	

16	Reflects upon own behavior, instruction, and student learning.	
----	--	--

Reference Tables for TCs, MTs, & SSs

BLOCK Field Experience Hours & Number of Observations

Block	Total Required Hours*	Observations	
		Virtual (GoReact)	F2F
I	150 (120-reg. classroom, **15-SpEd classroom, ***15-ESOL classroom)	0	0
II	133 (118-reg. classroom, ***15-ESOL classroom)	2	1
III	133	2	1
IV	550	2	1

*NOTE – Reaching the total # of hours above does NOT constitute a completed placement. You Must stay in placement until the final date determined by the DSC SoE.

**It is suggested you try to get your *SpEd* hours early rather than wait till the end, but you can spread them out over the program, so you can focus on mostly Inclusion experiences as this will be the norm for you as a classroom teacher.

***The ESOL hours are only required if you are getting the ESOL Endorsement; however, it is highly recommended you observe those classrooms as you will undoubtedly have ESOL students.

Regardless of endorsements, the total # of hours (in bold) must be completed as a minimum requirement for each block.

PES Field Experience Hours & Number of Observations

PES	Total Hours*	Observations	
		Virtual (GoReact)	F2F
I	133	0	0
II	133	2	1
III	133	2	1
IV	550	2	1

*NOTE – Reaching the total # of hours above does NOT constitute a completed placement. You must stay in placement until the final date determined by the DSC SoE.

ESOL / SpEd Hours

SpEd Hours (15 total) can and should be spread out over Blocks I-III of your program with a minimum of 5 per semester.

Both ESOL & SpEd hours need to be entered into LiveText under their appropriate drop down, so they get counted appropriately. If you enter them where you enter your other hours they will only count toward the total hours.

Recommended Timeline for Lesson Observations*

Fall Semester 2021		Spring Semester 2022	
8/2 – 8/6 (or before)	Pre-planning (Block/PES 3 & 4 must attend at least 2 days and could start with students prior to 8/9.	1/3 – 1/7	Pre-planning (Block/PES 3 & 4 must attend at least 2 days and could start with students prior to 1/7.
8/9 – 8/27	Acclimate – Get to know your school/students.	1/10 – 1/21	Acclimate – Get to know your school/students. (If needed)
8/30 – 9/24	Observation #1	1/24 – 2/11	Observation #1
9/27 – 10/22	Observation #2	2/14 – 3/4	Observation #2
10/25 – 11/12	Observation #3	3/7 – 3/25	Observation #3
11/15 – 11/19	Extra Week	3/28 – 4/1	Extra Week
11/19	Last Day of Placement	4/29	Last Day of Placement

*NOTE this is meant to be guide (not set in stone) to help you plan out your semester and get all observations completed prior to the end of the semester when you have other assignments and finals to worry about. Any questions or concerns please see your SS or the CP/FDs.

Lesson Plans Due:

ALL LESSON PLANS DUE AT 8:00 AM		
<i>Lesson Taught</i>	<i>Lesson Due to MT at 8:00 AM on</i>	<i>Lesson Due to SS at 8:00 AM on</i>
Monday	Monday of Previous Week	Wednesday of Previous Week
Tuesday	Tuesday of Previous Week	Thursday of Previous Week
Wednesday	Wednesday of Previous Week	Friday of Previous Week
Thursday	Thursday of Previous Week	Monday of Same Week
Friday	Friday of Previous Week	Tuesday of Same Week

Of course, the earlier you get the LP to your MT or SS the more time they will have to review and provide feedback prior to the lesson being taught.

TCOI Minimum Scores:

TCOI Minimum Average Score	
BLOCK/ PES SECTION	REQUIRED MINIMUM SCORE
I	N/A
II	2.8
III	3.1
IV	3.25*

** NOTE: Any individual Score of "1" in any Block/PES (II – IV) will require a PGP. In addition, candidates should not have any individual ratings of "2" or less in Block/PES IV on any criterion during the semester, a score of 1 or 2 will require a PGP.*

APBD / SABD Minimum Scores:

APBD / SABD	
BLOCK/ PES SECTION	REQUIRED MINIMUM SCORE
I	3
II	3.25
III	3.5*
IV	3.75*

** NOTE: Any individual Score of "1" in any Block/PES (I – IV) will require a PGP. In addition, candidates should not have any individual ratings of "2" or less in Block/PES III or IV on any criterion during the semester, a score of 1 or 2 will require a PGP.*

Handbook Sign-off

Check the Box to indicate you have received, read, and understood the DSC SoE Field Experience Handbook. By checking the box and typing in your name and the date you are accepting the responsibilities addressed toward you in this handbook. If you have any questions or concerns, please contact one of the Clinical Professionals @ fielddirector@daltonstate.edu or submit a Student Outcome Form. The Form can be accessed at: https://cm.max-ient.com/reportingform.php?DaltonStateCollege&layout_id=8

MT - TC - SS

Type (or sign) Name

Circle One

Date

This may be available in LiveText for MT & TC, if so please sign off there.

If it is not available, please remove this page from the manual, complete it and either bring it physically to campus and give it to one of the Clinical Professionals (hand to them personally or slide it under one of their doors) or scan it and email it to fielddirector@daltonstate.edu. If you need clarification on something, have any questions or concerns please contact one of the CP/FDs.