Field Experience Handbook
Office of Field and Clinical Experiences
Adopted 08/10/12
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Georgia Southwestern State University
School of Education

Mission Statement

The mission of the School of Education is the preparation and continuous development of candidates from diverse populations to high levels of achievement.

The School of Education is committed to:

- developing candidates who accurately assess, reflect, and make appropriate decisions about instruction resulting in achievement for all learners.
- motivating lifelong learning and offering high quality programs based upon exemplary instruction and relevant research.
- collaborating with schools, businesses, communities, civic organizations, and other organizations to improve the preparation of candidates and the effectiveness of practicing teachers.
- developing leaders in education who are skilled, reflective decision makers, and who view student learning as the focus for their work.

The School of Education endorses the mission statement of Georgia Southwestern State University and envisions its missions within the context of those principles.

Conceptual Framework

*Concept #1 – Knowledge, skills, and dispositions essential for the teaching profession*

We believe candidates need knowledge, skills, and dispositions of the academic disciplines they are to teach. Candidates need background knowledge of the history and philosophy of American public education in order to help guide their decision-making and to communicate these beliefs to parents, students, and other professionals. Candidates must develop a knowledge base of human growth and development. Candidates need knowledge of how to treat students fairly and how to adapt instruction to meet the needs of all students. All these factors will further support their development of the knowledge, skills, and dispositions for effective teaching and learning including the use of current technology, and in applying best practices in classroom organization and management, and assessing student learning. All of these factors in combination will lead to mastery and the demonstration of essential skills needed for effective teaching.
Concept #2 – Diversity

We believe our society is diverse, complex, and ever changing. Faculty and candidates see diversity and complexity as a source of enrichment and are committed to capitalizing on this strength to advance lifelong learning for all students. We believe candidates must recognize teaching and learning are affected by one’s own cultural attitudes and beliefs and be sensitive when working with diverse populations in diverse settings. Candidates should be prepared to use instructional strategies that incorporate fairness, critical thinking, problem solving, and performance skills of all students regardless of their differences.

Concept #3 – Continuous reflection and assessment

We believe the educational preparation of candidates must involve continuous reflection and assessment. Candidates should be involved in extensive clinical experiences and be immersed in a learning process involving continuous reflection and assessment of themselves, their teaching skills, and the results of their instruction during their teacher preparation program. Candidates must understand and use formal and informal assessment strategies to diagnose students’ strengths and weaknesses, monitor students’ progress, assign grades, and determine one’s own instructional effectiveness (Popham, 2008). Candidates should demonstrate the ability to assess, reflect, and revise their practices as necessary to accommodate the educational needs of all students.

Concept #4 – Professionalism

We believe candidates should demonstrate professional behavior throughout their teacher preparation program. Professional dispositions are continuously discussed, demonstrated, and fairly assessed. Professional dispositions include, but are not limited to, attitude, responsibility, collaboration, and responsiveness to feedback and sensitivity to diversity. Candidates should demonstrate skills necessary to work with various stakeholders to support the achievement of all students and advocate for the teaching profession.
Student Learning Outcomes for Beginning Teachers

The following outcomes detail the expectations for teacher candidates graduating from a teacher preparation program in the School of Education at Georgia Southwestern State University:

Graduates of the School of Education will demonstrate:

1. the skills and central concepts of their disciplines and abilities to incorporate those concepts into an integrated curriculum to facilitate holistic learning (CONTENT).

2. a knowledge of the growth and development of characteristics of children and adolescents and a knowledge of content and critical historical, philosophical, and theoretical themes in education (KNOWLEDGE OF HUMAN DEVELOPMENT AND LEARNING).

3. an ability to effectively instruct students from diverse populations who vary in rate, ability, compatibility, cultural background, and style of learning (ADAPTING INSTRUCTION FOR DIVERSE LEARNERS).

4. critical and reflective thinking skills and the ability to use a variety of instructional strategies to promote critical thinking, problem solving, and performance skills in students (INSTRUCTION).

5. classroom management skills using various techniques including the ability to manage the physical classroom (CLASSROOM MANAGEMENT).

6. effective communication strategies to insure active participation of diverse learners (COMMUNICATION SKILLS).

7. the ability to make skilled, reflective decisions in planning, creating, and evaluating materials appropriate for effective instruction using a variety of teaching strategies and technologies (REFLECTIVE INSTRUCTIONAL PLANNING).

8. effective assessment techniques for the purpose of diagnosing and prescribing teaching strategies resulting in high levels of student achievement (ASSESSMENT).

9. professionalism and the knowledge and ability to use reflection, research, and inquiry to refine their own development and to support professional practice (PROFESSIONALISM).

10. appropriate and effective collaboration, communication, and interpersonal skills with students, teachers, parents, administrators, and others in the community (COLLABORATION).

11. dispositions, including beliefs, values, and behaviors that guide ethical practice (DISPOSITIONS).

12. integration of instructional technology to foster learning and high levels of student achievement (TECHNOLOGY).
Georgia Southwestern State University
Field Experience

Definition of Field Experience

The purpose of educational field experiences is to provide each teacher candidate with multiple opportunities to engage in the practical aspects of teaching in authentic classroom settings. The School of Education faculty, the Director of Field and Clinical Experiences, and the partners within the Professional Development Schools Network collaborate to plan and implement selection of classrooms, and teaching/learning environments appropriate to the needs of the students, candidates, and the goals of the Professional Teacher Education Program. The demographics of the field placements are tracked in a database to ensure teacher candidates gain experiences with diverse students, locales, and varying socioeconomic levels. In conjunction with professional courses, candidates are placed in selected classroom environments. Emphasis is given to balancing each candidate’s experiences between urban and rural as well as among diverse populations served within Georgia Southwestern State University’s service area. Each candidate is expected to engage in the full range of the respective program’s teacher licensure requirements as prescribed by the Georgia Professional Standards Commission. Teacher candidates must complete field experiences in at least two or more different counties prior to graduation.

Levels of Field Experience

Field Experiences are structured to offer candidates sequenced, gradual involvement with students and role responsibilities. Four levels of field experiences are offered. During the field experiences, candidates are expected to complete assignments as specified in University courses. These assignments are listed on a designated form as a part of each course syllabus. It is the candidate’s responsibility to provide a copy of this sheet to each cooperating teacher.

- **Level 1** – Pre-service candidates are primarily involved in observing teaching and students’ response(s) to the instruction. Structured and unstructured observations may be experienced.
- **Level 2** – Pre-service candidates observe, assist the cooperating teacher, and are involved in the instruction of individual students and/or small groups of students.
- **Level 3** – Pre-service candidates are responsible for total class instruction. Instructional responsibilities are less than an entire school day.
- **Level 4** – Pre-service candidates have major planning and instructional responsibilities for all or most of the school day.
Types of Field Experience

- **Observation-Practice Teaching**

  Within various courses, teacher candidates are required to observe in Professional Development Schools as part of their courses of study. Observations give candidates ample opportunities to develop school relationships and become immersed in the teaching and learning process.

- **Practicum Experience**

  Candidates observe, assist teachers, and are involved in the instruction of individual students or small groups of students. Candidates’ junior and senior years are spent in education courses with extensive field experiences involving lesson planning and implementation, selection of materials for instruction, classroom management, and other duties assigned by the course professor(s) and/or cooperating teacher.

- **Opening School Experience**

  A “beginning of school” field experience is required in the fall, which directly precedes student teaching. Opening school experiences require candidates to work during the pre-planning period of late July, early August with the master teacher to whom they are assigned for student teaching. Opening school experiences help candidates participate in the pivotal work of framing the school year. This experience leads to a better understanding of the planning and implementation of procedures master teachers use to effectively begin a new school year. Candidates scheduled to student teach in a fall semester complete the opening school experience immediately preceding the beginning of that semester, and remain on-site from pre-planning through the completion of the semester. Candidates scheduled to student teach in the subsequent spring semester complete all pre-planning days and five days upon student arrival, then return to the campus for their semester of course work and additional field experiences. Spring teacher candidates whose Opening School Experience conflict with GSW courses, are allowed to make a modified schedule that enables them to complete the equivalent of three pre-planning days and five full days at the host site while ensuring attendance in GSW courses. Candidates are encouraged to maintain contact with the placement to which they will return in January to complete student teaching.

- **Student Teaching**

  Candidates have major planning and instructional responsibilities for all or most of the school day. Student teaching is a full-day, semester-long experience with candidates assuming more classroom responsibilities as the semester progresses.
Field Experience Placements

Candidates are assigned to schools participating in the Professional Development Schools Network (See Appendix). At the beginning of each semester, candidates in courses requiring field hours complete a Field Experience Information Card. The information provided on the card assists in making the assignment based on previous assignments. Candidates complete their programs having experiences with students in varying grade levels of their certification field, with students of varied and diverse ethnic, racial, gender, and socio-economic backgrounds and exceptionalities, and with a representative range of the curriculum or content field in which they will be certified. Candidates are required to be in at least two different counties prior to graduation in order to meet the multiple, diverse placement guidelines. If a candidate has a request for placement based on a medical condition, he/she must contact Student Support Services for appropriate paperwork and documentation.

Field Assignments are distributed to individual candidates. It is the candidate’s responsibility to notify the Office of Field and Clinical Experiences if an assignment has not been confirmed a week prior to the onset of field experiences.
Role and Responsibilities of the Field Experience Teacher Candidate

I understand and accept the following responsibilities. As a field experience teacher candidate I must:

- Report to the front office to meet the GSW liaison, Principal or other designated school officials on the first day of field experience.

**Be Responsible**

- Arrive and depart from the assigned school according to school policies.
- Follow sign-in/sign-out procedures as required. These procedures will be in addition to attendance requirements for the university.
- Attend school each day agreed upon in the field experience calendar contract. If an absence is necessitated, I will call the school secretary, mentor teacher, and the Office of Field and Clinical Experiences before 7:00 a.m. on the day of the absence.
- Complete the time log and other required assignments in the LiveText Field Experience Management Module.

**Be Prepared**

- Observe the proprieties of courtesy, politeness, cooperation, neatness of dress, and general appearance.
- Review and abide by all regulations of the schools as signified by the copies of the Teacher’s Handbook and Field Experience Handbook as well as school and district regulations.
- Exhibit initiative in assuming and carrying out all assigned duties and responsibilities.
- Establish a schedule with my mentor teacher to complete required field experience assignments.
- Seek feedback from my Mentor Teacher and University Supervisor regarding my performance and progress in order to implement their suggestions and recommendations.

**Be a Good Communicator**

- Establish friendly and professional relationships with all school personnel.
- Use formal titles when addressing members of the administration, faculty, or parents.
- Develop a respectful relationship with each student.
Role and Responsibilities of the Clinical Specialist

Clinical Specialists will:

- Support and guide you during your field experience requirement.
- Serve as a liaison between school district personnel and the University.
- Evaluate your performance if you are an upper division field experience teacher candidate.

Prepare for Field Experience

- Contact upper division teacher candidates who will be student teaching the following semester to set a formal observation time.
- Schedule times to visit all assigned schools and greet field experience teacher candidates.

Observe and Conference during the Student Teaching Practicum

- Provide direct feedback through formal and informal conferences and observations. The Clinical Specialist will conduct a formal observation on upper division teacher candidates who are student teaching the following semester. A CaPE evaluation is conducted for each formal evaluation and is imported into the LiveText Field Experience Management Module. Observations and evaluations of other teacher candidates will be scheduled as necessary.
- Monitor your progress through the LiveText Field Experience Management Module.

Assess and Evaluate the Student Teaching Practicum

- Ensure your final assessments and time logs are completed and approved by your Mentor Teacher in the LiveText Field Experience Management Module.
- Thank the Mentor Teacher and school district personnel for hosting you and working collaboratively with the university.
Role and Responsibilities of the Mentor Teacher

Mentor Teachers will:

- Serve as a role model by exemplifying the best techniques of teaching, classroom management, and interpersonal relationships with students and other educators.
- Conduct themselves in an ethical and professional manner.

Welcome you to the classroom

- Introduce you to the students in his/her classroom.
- Familiarize you with classroom rules, policies, and procedures.
- Assign you a work area and a space for your personal belongings.
- Provide you with curriculum guidelines, teachers’ editions, and student texts.
- Acquaint you with instructional supplies, teaching aids, and available equipment.
- Establish a schedule for you to complete required field experience assignments.

Provide support during your field experience

- Introduce you to management and engagement techniques.
- Discuss how to handle behavior problems.
- Allow you to perform daily classroom duties to gain confidence, generate interaction with students, and acquire organizational skills.
- Share and demonstrate a variety of assessment techniques.

Supervise your performance

- Provide feedback including both positive and negative aspects of your performance with suggestions and recommendations for improvement.
- Encourage independent and creative thinking in planning, use of materials, motivation, and teaching approaches.
- Withhold criticism during a lesson except in instances when mistakes are made.
- Model ways to address differentiation among students in the classroom to develop a sense of affiliation, security, and achievement.
- Support constant self-assessment and post-lesson analyses.

Conduct Assessments

- Approve your time log hours and complete CaPE evaluations in the LiveText Field Experience Management Module (1 CaPE for intro, 2 for upper division).
PART II

Georgia Southwestern State University
Policies and Procedures Governing Field Experiences

Prerequisites for Field Experience

- **Criminal Background Check**

  Teacher candidates are required to complete a criminal background check prior to entering the host school for the field experience requirement. Log into [www.certifiedbackground.com](http://www.certifiedbackground.com) to complete the background check. Background checks from local law enforcement agencies will not be accepted. The Office of Field and Clinical Experiences and Dean of the School of Education will review candidates who have a criminal history on a case-by-case basis. Decisions will be made based on guidelines established by the Georgia Professional Standards Commission. Students who have not completed a criminal background check will not be able to enter their host school. Failure to meet the background check requirement will result in removal from the field experience.

- **Liability and Insurance Policy**

  Georgia Southwestern State University assumes no financial responsibility or liability for its teacher candidates; therefore, it is required that liability protection be acquired by all teacher candidates during any field experience and the student teaching practicum. Candidates may obtain an independent liability policy or may obtain liability insurance through membership in the Student Chapter of the Georgia Association of Educators (SGAE) or the Student Professional Association of Georgia Educators (SPAGE). Membership information and applications are available at SGAE: [http://gae2.org/](http://gae2.org/) or SPAGE: [http://pagefoundation.org](http://pagefoundation.org). Proof of liability coverage should be turned into the Office of Field and Clinical Experiences prior to the student teaching practicum and be included in the front of the student teaching notebook. Students who have not purchased a liability and insurance policy will not be allowed to enter their host school. Failure to obtain a liability and insurance policy will result in removal from the student teaching practicum.

- **LiveText Field Experience Management Account**

  The Office of Field and Clinical Experiences will document requests and then place candidates into available field work and student teaching placements through this
system. Candidates will log their experiences, track hours, complete assessments and/or reflections, view demographics, and assess their work in the field. Candidates and University Supervisors will also have immediate feedback to Candidate performance in the field as assessed by Mentor and Master Teachers. Price - $15.00 – (one-time)

- **Field Experience Information Card**

  At the beginning of each semester, teacher candidates will be given a Field Experience Information Card in courses requiring field experience. Candidates should complete the card and return it to their professor. The information provided on the card assists in making the teacher candidate’s field experience placement based on previous placements. Candidates complete their programs having experiences with students in varying grade levels of their certification field, with students of varied and diverse ethnic, racial, gender, and socio-economic backgrounds and exceptionalities, and with a representative range of the curriculum or content field in which they will be certified. Candidates are required to be in at least two different counties prior to graduation in order to meet the multiple, diverse placement guidelines. Field Assignments are distributed to individual candidates. It is the candidate’s responsibility to notify the Office of Field and Clinical Experiences if an assignment has not been confirmed a week prior to the onset of field experiences.

- **Field Experience Calendar Contract**

  Each semester, a Field Experience Calendar Contract is provided designating specific weeks set aside for field experiences. During the specified weeks of field experience, only courses requiring field hours are suspended and candidates are not allowed to miss any other GSW courses due to field experience. All candidates must report to assigned schools during the first scheduled week of field experiences. Documentation of this visit is required by individual course instructors.

  During the initial host school visit, the calendar contract is used to devise a schedule of attendance dates and times for the teacher candidate and the mentor teacher. This contract is completed by each candidate in courses requiring field hours. The candidate is to plan how the total number of field hours will be acquired for every course requiring field experiences. Both the candidate and cooperating teacher sign the calendar contract, demonstrating an agreement on dates and times of attendance. Hard copies of the calendar contract are given to the cooperating teacher and the Office of Field and Clinical Experiences, and a copy retained for candidate’s records. Additionally, candidates should upload a copy of the completed and signed calendar contract under the assignments tab in the “View Placement” screen of their LiveText Field Experience Management account.
Field Experience Orientation

Each semester, Field Experience Orientations are scheduled. The dates and times of the orientations are verbally announced in class and posted throughout the Education Center well in advance so each candidate is provided sufficient time to make arrangements for attendance. Candidates attend one of the seminars each semester. The seminar outlines requirements, expectations, and procedures of field experiences. A representative from the Professional Association of Georgia Educators (PAGE) are available for those candidates interested in purchasing educational liability insurance from this organization. Teacher candidates may also purchase student liability online through PAGE or GAE.

Code of Ethics Workshop

The GSW School of Education requires a mandatory Code of Ethics Workshop during Fall Semester. Candidates enrolled in courses requiring field hours are required to attend the workshop. A contract is distributed as a part of each course syllabus stating the following:

**Code of Ethics Workshop** – The Code of Ethics Workshop is MANDATORY. Failure to attend may result in administrative withdrawal from courses requiring field experiences in subsequent semesters.

Candidates sign and submit the agreement verifying awareness of the date and time of the workshop. This information is verbally announced in class, posted throughout the Education Center, and noted in the Field Experience Orientation well in advance so each candidate is provided sufficient time to make arrangements for attendance.

Attendance and Participation

Field Experience Schedule: Calendar Contract

Teacher candidates’ schedules will be determined by the agreed upon dates set in their individual Field Experience Calendar Contracts. Calendar contract requirements differ by program as indicated below:

- **Intro Teacher Candidate Calendar Contracts**
  Students enrolled in intro courses must complete all field requirements during the first two specified weeks of field experiences.

- **Early Childhood Teacher Candidate Calendar Contracts**
  Students accepted into the early childhood programs at GSW and GSW at ABAC are required to attend all day, every day of the three specified weeks of upper division field experience. Exceptions to this policy will only be
permitted due to GSW course conflicts or extenuating circumstances as agreed upon by relevant faculty.

- **Special Education Teacher Candidate Calendar Contracts**
  Students accepted into the special education program are required to attend all day, every day of the three specified weeks of upper division field experience. *Exceptions to this policy will only be permitted due to GSW course conflicts or extenuating circumstances as agreed upon by relevant faculty.*

- **Middle Grades Teacher Candidate Calendar Contracts**
  Students accepted into the middle grades program are expected to fill out the calendar contract with their mentor teachers and complete the required field hours as specified by their courses. It is understood that upper division Middle Grades and Secondary students may need to complete field experiences beyond the specified weeks. All other students are required to attend field experience the entire three weeks listed on the contract.

- **Secondary Teacher Candidate Calendar Contracts**
  Students accepted into the secondary program are expected to fill out the calendar contract with their mentor teachers and complete the required field hours as specified by their courses. It is understood that upper division Middle Grades and Secondary students may need to complete field experiences beyond the specified weeks. All other students are required to attend field experience the entire three weeks listed on the contract.

- **Health and Human Performance Teacher Candidates and Music with Teacher Certification Teacher Candidate Calendar Contracts**
  Students accepted into the health and human performance program and music with teacher program are expected to fill out the calendar contract with their mentor teachers and complete the required field hours as specified by their courses. It is understood that upper division Middle Grades and Secondary students may need to complete field experiences beyond the specified weeks. All other students are required to attend field experience the entire three weeks listed on the contract.

- **Withdrawal / Incomplete Field Experience**

  Teacher candidates who withdraw from courses requiring field experience must notify the Clinical Director immediately, in writing, so that the Mentor Teacher and the Clinical Specialist/University personnel may be notified. Additionally, teacher candidates must contact personnel in the Registrar’s Office to complete paperwork to formally withdraw from coursework. Teacher candidates who do not withdraw from the course requiring field experience due to incompletion will be assigned a failing grade for these courses.
In extreme cases in which student achievement appears to be harmed or when the *Code of Ethics for Educators* appears to have been violated, the Clinical Director may, in collaboration with the Mentor Teacher, Clinical Specialist, and appropriate University personnel recommend that the field experience be suspended or terminated prior to the scheduled time. Poor or failing performance in the field experience does not guarantee withdrawal, especially if the suspension or termination occurs after the university’s published deadlines for withdrawal. Failure to complete all field experience requirements—including, but not limited to completing hours, attending all orientation workshops, completing the time log and other requirements in the LiveText Field Experience Management module, and completing assignments in the field—will result in a failure to receive course credit.

- **Absences and Tardiness**

  Full-time, punctual attendance is expected and required during field experience according to your set calendar contract. Call and/or email the Host School Secretary, Mentor Teacher, and Clinical Specialist if an absence is imminent.

  Attendance is required at your program’s field experience orientation. Absences are only excused for GSW course conflicts, personal illness and/or death in the student teacher’s immediate family. Any other absences can lead to reduction in grades and loss of credit for courses. If missed, teacher candidates are required to make up the field experience orientation and submit a typed, two page, single-spaced paper about field experience to the Office of Field and Clinical Experiences.

  Excused absences allow candidates to submit missed work and/or make up missed field experience days. All missed assignments must be made up in a timely manner to avoid grade deductions.

  Unexcused absences or tardiness at the host school and/or university requirements will negatively affect your grade. Excessive absences and/or tardiness may result in the termination of your field experience.

- **Substitute Teaching**

  Teacher candidates are not allowed to serve as substitute teachers when Mentor Teachers are absent. The Host School should provide a legal substitute for the class. Teacher candidates may not accept compensation for participating in any school activity during field experience.

- **Transportation**

  It is the responsibility of each candidate to arrange transportation to and from field experiences. The Office of Field and Clinical Experiences makes assignments based on requests, previous placements, and needs for current placements which offer varying grade levels of the certification field, exposure to students of varied and
diverse ethnic, racial, gender, and socio-economic backgrounds and exceptionalities, and a representative range of the curriculum or content field in which the candidate will be certified. The Office of Field and Clinical Experiences will not arrange transportation, or assign a candidate to an on-campus site for multiple semesters.

**Professional Behavior**

- **The Code of Ethics for Educators**

  Teacher candidates should adhere to the guidelines for professional conduct and behavior as outlined in Georgia’s *Code of Ethics for Educators*. Violation of any of these rules of conduct may result in removal from the field experience placement and will adversely affect grades for courses requiring field experience. A copy of *The Code of Ethics for Educators* is located at [http://www.gapsc.com/rules/current/ethics/505-6-.01.pdf](http://www.gapsc.com/rules/current/ethics/505-6-.01.pdf) and may be found in the Appendix. In addition teacher candidates are required to attend a *Code of Ethics Workshop* each year.

- **Dispositions**

  Dispositions will be evaluated using the rubric in the Appendix throughout the teacher candidate’s course of study (See Appendix).

  - **Conduct**

    Teacher candidates should conduct their professional and private lives in such a manner as to cast a favorable reflection on the teaching profession, the university, and the assigned school systems. Teacher candidates should abide by all guidelines as established in *The Code of Ethics for Educators* used by professional teachers. Questionable and inappropriate behaviors are not tolerated and can result in the suspension and termination of the student teaching practicum.

  - **Attitude**

    Teacher candidates are beginning professionals and should act as beginning professionals. As professionals, it is important to consider strengths and areas for improvement. Mentor Teachers, Clinical Specialists, and University personnel will provide feedback about performance that is constructive and intended to assure success. Student teachers are expected to be receptive to feedback and should be willing to incorporate suggestions about their performance into future field experiences.

  - **Professional Integrity**

    Teacher candidates are establishing professional integrity with administrators, teachers, and university personnel during field experience and should exhibit
the highest standards of professional integrity as established by *The Code of Ethics for Educators* at all times.

- **Guest Host-Relationship**

  Acceptance of an invitation to complete a field experience assignment within a host school suggests a guest/host relationship where the school district is the “host” and the teacher candidate is a “guest.” With this in mind, teacher candidates should act in a professional manner at all times. Teacher candidates should abide by the rules, procedures, and instructional practices of the host school and meet the professional and personal expectations of the school.

  - **District Policies**
    Teacher candidates are hosted in public schools under the authority of the Mentor Teachers, the administrative staff of the local school systems, and the university. Teacher Candidates are expected to demonstrate respect for and adhere to the existing rules and traditions of the assigned schools. Candidates should know the policies governing conduct provided to teachers in their districts as well as special rules and regulations that may apply specifically to them.

  - **Confidential and Privileged Information**
    Teacher candidates must respect the confidentiality of information obtained at school sites and should only discuss school business with authorized personnel. It is not ethical or proper to discuss school matters in non-professional situations, and the university insists that confidentiality be maintained.

- **School-Community Relationship**

  Teacher candidates’ opinions may differ from the host school or school district. Some of these issues may range from music preference, hairstyles, clothing trends, civil rights, morality, government, topics of discussion, and teacher-student relationships. It is the teacher candidate’s responsibility to adjust to the school culture. Teacher candidates may address any questions related to school community norms with their Mentor Teachers.

- **Teacher-Student Relationship**

  - **Confidential and Privileged Information**
    Teacher candidates are exposed to confidential and privileged information related to students. Public disclosure of this information is considered a breach of professional ethics.
- **Corporal Punishment**
  Georgia school law (Georgia Code 20-2-730 through 20-2-732) allows the use of corporal punishment as a legal means of controlling student behavior. Teacher candidates may not administer or participate in the administration of corporal punishment at any time.

- **Suspected Child Abuse**
  Teacher candidates are obligated to report suspected child abuse to Mentor Teachers and Clinical Specialists. Once reported, it is the duty of the Mentor Teacher to follow district policies and procedures regarding child abuse and should not be handled by the teacher candidate.

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**Professional Presentation of Self**

- **Dress Code Policy**
  Teacher candidates must meet the standards of dress, appearance, and professional behavior stated in the dress code policy of the Office of Field and Clinical Experiences as well as the dress code policies of their host school. Inappropriate clothing, paraphernalia, grooming, jewelry, accessories, or bodily adornments that are in any way disruptive or potentially disruptive to the learning environment are prohibited. Examples of these include, but are not limited to: visible tattoos and/or body piercings (*these items should be either removed or completely covered*), see-through clothing, halter-tops, low-cut tops, bare midriff, leggings and spandex, flip-flops, scrubs, and excessive jewelry. If a student teacher has questions about dress, appearance, and/or professional behavior, the student teacher should ask his/her Mentor Teacher, Clinical Specialists and/or the Office of Field and Clinical Experiences.

- **Internet Personalities**
  Teacher Candidates should consider the ramifications of publicly posting personal information to websites such as Facebook, Twitter, and other social websites. It is important to consider how parents, administrators, and students in their host schools may interpret this information. Posting personal information to the internet allows the data to be used publicly, which may not be to the teacher candidate’s benefit. It is important to ensure that all postings abide by the *Code of Ethics for Educators*.

  - **Please Consider**
    - Administrators, parents, and Mentor Teachers browse postings on sites such as Facebook to get impressions and judge the moral character of teacher candidates and practicing teachers.
    - Teacher candidates cannot control how others judge them, but they can control the information from which others make judgments.
Students look to teachers to model appropriate behaviors and choices. Behaviors and choices that seem appropriate in private contexts may be inappropriate in public and professional situations.

- Professional Guidelines
  - Do not accept friend requests from students or send friend requests to students on Facebook.
  - Do not allow students to follow you or follow students on Twitter.
  - Do not share username/password information with students.
  - Arrange for personal sites to be password protected and readable only by friends and chosen members.
  - Do not permit anyone to post to your site without approval. If a student tries to access your personal site, make it clear that this is an inappropriate form of communication.
  - Maintain separate sites for professional and personal use.

- Email
  The GSW Radar email account is the official method of communication between teacher candidates and the university. Therefore, it is imperative that teacher candidates check their Radar email accounts frequently for information regarding field experience and to stay in communication with Mentor Teachers, University personnel, and the Office of Field and Clinical Experiences. Teacher candidates should not use personal email addresses when communicating with university personnel or host school personnel. Teacher candidates should keep email messages professional—abide by formatting rules, use spell check, and always include a first and last name. Email messages are not text messages. Teacher candidates should spell out all words and write in complete sentences. An email message may be the first introduction to school and university personnel as well as potential employers.

- LiveText Field Experience Management (FEM) Account
  Teacher candidates should frequently check their LiveText FEM accounts to maintain contact with their Mentor Teachers, Clinical Specialists, and University personnel. Within the FEM account, teacher candidates should regularly update their time logs, complete self-CaPE evaluations, assessments and/or reflections, and view Mentor Teacher and Clinical Specialists/University personnel CaPE submissions. Teacher candidates should also ensure that their Mentor Teachers are completing CaPE evaluations and approving time log hours in LiveText FEM. Teacher candidates should notify the Office of Field and Clinical Experiences if their Mentor Teachers are having difficulty with their LiveText FEM accounts.
Cell Phone and Voicemail Messages

Teacher candidates should ensure that personal cell phone and voicemail messages are professional. These messages may be a first introduction for Clinical Specialists/University personnel, Mentor Teachers, and potential employers. Teacher candidates’ messages should contain their first and last name with a short greeting. When leaving a message for the Clinical Specialist, Mentor Teacher, Clinical Director or other school or university personnel, teacher candidates should include their first and last name, reason for calling, and a contact number.

Professional Intervention Plan (PIP)

Teacher candidates are expected to demonstrate responsibility, effective teaching skills, effective communication/interpersonal skills, and professional dispositions. The Professional Intervention Plan (PIP), found in the Appendix, provides student teachers with feedback and a plan for remediation when behavior is inconsistent with professional qualities and expectations. The concern(s) typically reflects non-compliance with professional behavior in the areas of responsibility, effective teaching skills, effective communication/interpersonal skills, and professional dispositions. The School of Education’s Professional Intervention Plan is aligned with the INTASC Principles to directly approach and target areas to strengthen best practices in teaching. The contents of the Professional Intervention Plan are determined by a committee consisting of the candidate, cooperating teacher, course instructor(s), and Director of Clinical Experiences.

Assessment of the Field Experience

Grading

Teacher candidates’ field experience grades will be determined by the professors of their field experience courses.

Teacher Candidate Progress and Evaluation Form (CaPE)

The Teacher Candidate Progress and Evaluation Form (CaPE instrument – see Appendix) is used across all formal field experiences including those completed in the pre-admission Introductory courses through culminating student teaching or internship experience. The CaPE items are clustered around standards-based knowledge, skills and dispositions, and are aligned with key elements of the unit’s Conceptual Framework and Student Learning Outcomes. Cooperating teachers are encouraged to discuss candidates’ performances with the candidates. Candidates may find this form helpful as a guide for their experiences.

In the introductory courses, candidates are evaluated a minimum of one (1) time each semester, whereas in upper division courses, e.g. 3000/4000 level, candidates are evaluated a minimum of two (2) times per semester. EDSP 3000 - The Exceptional Student, will require only one (1) CaPE to be completed. Deadlines for submission of
each CaPE are designated and identified on the calendar contract each semester. The CaPE incorporates items related to content knowledge, instructional planning and delivery, variety and appropriateness of teaching strategies, appropriate assessments and their uses to improve teaching and learning, respect and encouragement for all students, professional ethics/dispositions, collegial demeanor, systematic reflection on practice and application of reflective insights to subsequent teaching.

The CaPE is completed and submitted electronically in the LiveText Field Experience Management (FEM) Module. Cooperating teachers will be sent a username/email for their LiveText FEM account to complete the CaPE evaluations. Following a conference with the candidate to discuss the evaluation, the cooperating teacher will submit the CaPE evaluation electronically in the LiveText FEM account. Upon submission, teacher candidates will be able to see the results of their evaluations within their LiveText FEM accounts.
PART III

Field Experience Assignments

Academic Honesty

The University assumes, as a basic and minimum standard of conduct in academic matters, that candidates be honest and that they submit for credit only the products of their own efforts. All dishonest work will be rejected as a basis for academic credit. This includes work done in unauthorized collaboration with another person, falsification (for instance, misrepresented material, fabricated information, false or misleading citation of sources, falsification of the results of experiments or computer data) and multiple submissions.

Field Experience Assignments

- **Prerequisites for Field Experience**
  - Criminal Background Check (certifiedbackground.com)
  - Proof of Liability Insurance (upload a copy into FEM)
  - LiveText Field Experience Management Account (livetext.com)
  - Field Experience Information Card (should be completed in field experience courses)
  - Field Experience Calendar Contract (upload a completed/signed copy into FEM)
  - Field Experience Orientation (mandatory)
  - Code of Ethics Workshop (mandatory)

- **Field Experience Handbook**

  Teacher Candidates must thoroughly read the *Field Experience Handbook* and complete the affirmation form in the Appendix of the handbook before entering field experience. The signed affirmation form should be turned in at the end of the Field Experience orientation. A copy of the *Field Experience Handbook* may be found on LiveText.com.

- **CaPE Evaluations**

  The Mentor Teacher and Clinical Specialist/University Personnel will evaluate the teacher candidate by scoring each indicator 0-4 of the Teacher Candidate Progress and Evaluation Form (CaPE): 4 = Effectively Demonstrated, 3 = Demonstrated, 2 =
Partially Demonstrated, 1 = Not Demonstrated, 0 = Not Applicable. In the introductory courses, candidates are evaluated a minimum of one (1) time each semester, whereas in upper division courses, e.g. 3000/4000 level, candidates are evaluated a minimum of two (2) times per semester. EDSP 3000 - The Exceptional Student, will require only one (1) CaPE to be completed. Deadlines for submission of each CaPE are designated and identified on the calendar contract each semester.

- **Field Experience Assignments / Candidate Work Samples**

  All Education courses in the degree program will require Major Candidate Work Samples. Each candidate must have these samples (with rationales) and posted graded rubrics in LiveText to be eligible to student teach.

  Each course with field experience attached includes field experience assignments. These field experience assignments are included in the Field Experience Assignment booklet and will be discussed in greater detail in the course with field experience attached. The university professor who gives the assignments determines grades for these assignments.

- **Field Experience Survey**

  At the close of each semester, a survey is provided for comments, concerns, and suggestions. The surveys are administered online through LiveText (See Appendix). The survey is designed to capture candidates’ perceptions of the effectiveness and success of the host school implementation, as well as field experiences in general. This data is summarized and analyzed for use in partner school, program, and unit reviews.

- **Attendance and Participation Policies**

  Teacher candidates are expected to abide by the attendance and participation policies as listed in this *Field Experience Handbook*.

- **Professionalism Policies**

  Teacher candidates are expected to abide by all Professionalism Policies including Professional Behavior and Professional Presentation of Self as listed in this *Field Experience Handbook*. 
Part IV

Appendices

Georgia Southwestern State University
School of Education
Clinical Experiences

Professional Intervention Plan (PIP)

Candidates enrolled in teacher preparation programs at Georgia Southwestern State University are expected to demonstrate responsibility, effective teaching skills, effective communication/interpersonal skills, and professional dispositions. This Professional Intervention Plan (PIP) provides candidates with feedback when behavior is inconsistent with professional qualities and expectations. The following list reflects non-compliant behaviors of concern to Supervisors of candidates. Please select applicable items from the list below to discuss with the teacher candidate in an effort to improve teaching skills and performance.

(Mark applicable items with an X.)

__________ CONTENT (INTASC standard #1 – content)
__________ Lacks knowledge of content/subject being taught
__________ Lacks ability to make subject matter relevant to students
__________ Does not match assessment format/procedures w/ content presented (INTASC standard #8)

__________ INSTRUCTION (INTASC standard #2, 3, 4, 7)
__________ Writes poor lesson plans/has difficulty with implementation of lessons (INTASC #4-instruction)
__________ Does not implement adapted instructional opportunities (or appropriate accommodations) for diverse learners (INTASC #3 – adapting instruction)
__________ Delivers instruction at developmentally inappropriate levels (INTASC #2-development)
__________ Plans instruction without reflection on knowledge of subject matter, students, etc. (INTASC #7-reflective planning)

__________ CLASSROOM MANAGEMENT (INTASC standard #5)
__________ Has difficulty managing time, instructional groups, and/or transitions
__________ Has difficulty managing student behavior

__________ PROFESSIONALISM (INTASC standard #9)
__________ Is tardy and/or irregular in attendance
__________ Is late in submitting lesson plans and/or assignments
__________ Lacks professional behavior patterns exhibited through dress, dependability, and/or enthusiasm

__________ POSITIVE AFFECT (INTASC standard #9, 10)
__________ Has difficulty accepting constructive feedback (INTASC #9-professionalism)
__________ Has difficulty engaging in collegial relationships (INTASC #10-collaboration)
__________ Lacks respect towards learners, colleagues, self and/or others (INTASC #10-collaboration)
Person Initiating Professional Intervention Plan

Position: ___________________________________________  Date: ____________________________________________

Candidate: ___________________________________________  ID Number: ______________________________________

Program: _____________________________________________  Course(s) _______________________________________

University Instructor (s) _____________________________________________________________________

Reason(s) for Intervention:
_____________________________________________________________________________________________________
_____________________________________________________________________________________________________
_____________________________________________________________________________________________________
_____________________________________________________________________________________________________
_____________________________________________________________________________________________________

Summary of Intervention Planning Session:
_____________________________________________________________________________________________________
_____________________________________________________________________________________________________
_____________________________________________________________________________________________________
_____________________________________________________________________________________________________
_____________________________________________________________________________________________________

Intervention Plan Outline:
1. _____________________________________________________________________   Date: _____________

2. _____________________________________________________________________   Date: ______________________________

3. _____________________________________________________________________   Date: ______________________________

4. _______________________________________________________________   Date: ______________________________

Date of future follow-up/discussion of Professional Intervention Plan: __________________________________________

Comments:
_____________________________________________________________________________________________________
_____________________________________________________________________________________________________
_____________________________________________________________________________________________________
_____________________________________________________________________________________________________
_____________________________________________________________________________________________________


<table>
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<tr>
<th>Teacher Candidate</th>
<th>University Faculty Member</th>
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<td>Participant</td>
<td>Position</td>
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THE CODE OF ETHICS FOR EDUCATORS

(1) Introduction.

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

(2) Definitions

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

(3) Standards

(a) Standard 1: Legal Compliance - An educator shall abide by federal, state, and local laws and statutes. Unethical conduct includes but is not limited to the commission or conviction of a felony or of any crime involving moral turpitude; of any other criminal offense involving the manufacture, distribution, trafficking, sale, or possession of a controlled substance or marijuana as provided for in Chapter 13 of Title 16; or of any other sexual offense as provided for in Code Section 16-6-1 through 16-6-17, 16-6-20, 16-6-22.2, or 16-12-100; or any other laws applicable to the profession. As used herein, conviction includes a finding or verdict of guilty, or a plea of nolo contendere, regardless of whether an appeal of the conviction has been sought; a situation where first offender treatment without adjudication of guilt pursuant to the charge was granted; and a situation where an adjudication of guilt or sentence was otherwise withheld or not entered on the charge or the charge was otherwise disposed of in a similar manner in any jurisdiction.

(b) Standard 2: Conduct with Students - An educator shall always maintain a professional relationship with all students, both in and outside the classroom. Unethical conduct includes but is not limited to:

1. committing any act of child abuse, including physical and verbal abuse;
2. committing any act of cruelty to children or any act of child endangerment;
3. committing any sexual act with a student or soliciting such from a student;
4. engaging in or permitting harassment or misconduct toward a student that would violate a state or federal law;
5. soliciting, encouraging, or consummating an inappropriate written, verbal, electronic, or physical relationship with a student;
6. furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student; or
7. failing to prevent the use of alcohol or illegal or unauthorized drugs by students who are under the educator’s supervision (including but not limited to at the educator’s residence or any other private setting).

(c) Standard 3: Alcohol or Drugs - An educator shall refrain from the use of alcohol or illegal or unauthorized drugs during the course of professional practice. Unethical conduct includes but is not limited to:

1. being on school premises or at a school-related activity while under the influence of, possessing, using, or consuming illegal or unauthorized drugs; and
2. being on school premises or at a school-related activity involving students while under the influence of, possessing, or consuming alcohol. A school-related activity includes, but is not limited to, any activity sponsored by the school or school system (booster clubs, parent-teacher organizations, or any activity designed to enhance the school curriculum i.e. Foreign Language trips, etc).

(d) Standard 4: Honesty - An educator shall exemplify honesty and integrity in the course of professional practice. Unethical conduct includes but is not limited to, falsifying, misrepresenting, or omitting:

1. professional qualifications, criminal history, college or staff development credit and/or degrees, academic award, and employment history;
2. information submitted to federal, state, local school districts and other governmental agencies;
3. information regarding the evaluation of students and/or personnel;
4. reasons for absences or leaves;
5. information submitted in the course of an official inquiry/investigation; and
6. information submitted in the course of professional practice.

(e) Standard 5: Public Funds and Property - An educator entrusted with public funds and property shall honor that trust with a high level of honesty, accuracy, and responsibility. Unethical conduct includes but is not limited to:

1. misusing public or school-related funds;
2. failing to account for funds collected from students or parents;
3. submitting fraudulent requests or documentation for reimbursement of expenses or for pay (including fraudulent or purchased degrees, documents, or coursework);
4. co-mingling public or school-related funds with personal funds or checking accounts; and
5. using school property without the approval of the local board of education/governing board or authorized designee.
Standard 6: Remunerative Conduct - An educator shall maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation. Unethical conduct includes but is not limited to:

1. soliciting or accepting gifts or remuneration from students, parents, or patron businesses; or
2. soliciting or accepting gifts or remuneration from a vendor or potential vendor for personal use or gain where there may be the appearance of a conflict of interest; and
3. soliciting or accepting gifts or remuneration from an educator for remuneration unless approved by the local board of education/governing board or authorized designee; and
4. soliciting, instructing, promoting athletic camps, summer leagues, etc. that involves students in an educator’s school system and from whom the educator receives remuneration unless approved by the local board of education/governing board or authorized designee. These types of activities must be in compliance with all rules and regulations of the Georgia High School Association. 505-6-.02

Standard 7: Confidential Information - An educator shall comply with state and federal laws and state school board policies relating to the confidentiality of student and personnel records, standardized test material and other information. Unethical conduct includes but is not limited to:

1. sharing of confidential information concerning student academic and disciplinary records, health and medical information, family status and/or income, and assessment/testing results unless disclosure is required or permitted by law;
2. sharing of confidential information restricted by state or federal law;
3. violation of confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, violating local school system or state directions for the use of tests or test items; and
4. violation of other confidentiality agreements required by state or local policy.

Standard 8: Abandonment of Contract - An educator shall fulfill all of the terms and obligations detailed in the contract with the local board of education or education agency for the duration of the contract. Unethical conduct includes but is not limited to:

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

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

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

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

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

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

(4) Reporting

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

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

(5) Disciplinary Action

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

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

(b) An individual whose certificate has been revoked, denied, or suspended may not serve as a volunteer or be employed as an educator, paraprofessional, aide, substitute teacher or in any other position during the period of his or her revocation, suspension or denial for a violation of The Code of Ethics. The superintendent and the superintendent’s designee for certification shall be responsible for assuring that an individual whose certificate has been revoked, denied, or suspended is not employed or serving in any capacity in their district. Both the superintendent and the superintendent’s designee must hold GaPSC certification. Authority O.C.G.A. § 20-2-200; 20-2-981 through 20-2-984.5
Teacher candidates must develop content area knowledge above and beyond that which they are expected to teach to their students; they must have the pedagogical and professional knowledge and skills to apply effective methods to teach students who are at different developmental stages, have different learning styles, and come from diverse backgrounds; and they must demonstrate fairness in meeting the needs of all students in an equitable manner. In addition, teacher candidates must have appropriate attitudes, values, and dispositions to use their knowledge and skills to be an effective teacher.

The National Council for the Accreditation of Colleges of Education (NCATE) defines dispositions as:

*Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development.*

The GSW School of Education has adopted the following procedures for the comprehensive evaluation of dispositions for its teacher candidates throughout their programs of study. All teacher candidates will be evaluated for continuous growth and development of dispositions. The GSW School of Education Teacher Candidate Dispositions Evaluation Procedures will assist faculty in ensuring fairness for each candidate. Teacher candidates will understand what is expected of them, how they will be scored, the consequences of poor dispositions, as well as the requirements for satisfactory completion of their program.

**GSW Teacher Candidate Dispositions Evaluation Procedures**

1. **ADVISING**: Candidates will be informed of the essential dispositions that will be assessed and the procedures for assessment during their first meeting with their departmental advisor and during the introduction courses (EDUC 2110, 2120, and 2130).

2. **INTRODUCTION COURSES**: Candidates will be assessed in the introduction to education courses (EDUC 2110, 2120, and 2130). Candidates will complete a self evaluation of dispositions using the Dispositions Rubric at end of the course that will be submitted to the course instructor. At the end of the semester, the course instructor will complete a Dispositions Rubric on each candidate. If a candidate has three (3) or more ratings below target, the Program Coordinator will be contacted and an email notification will be sent to the Department Chair. If necessary, the Program Coordinator will schedule a meeting with the candidate, course instructor, and Program Coordinator to discuss the concerns and a Professional Intervention Plan will be implemented. (If the concern is related to field experiences, the Clinical Director will participate in the meeting.) Candidates will receive a copy of the completed rubric(s). The rubric(s) will be included in the candidates’ permanent and departmental files.

3. **ADMISSION TO TEACHER EDUCATION**: Candidates will complete a self evaluation of dispositions using the Dispositions Rubric at the time of Admission to Teacher Education. Candidates should submit their self evaluation with their Application for Admission to Teacher Education to their advisors. Advisors will review the candidate’s self evaluation and permanent file for all disposition ratings and Professional Intervention Plans prior to Admission to Teacher Education. Advisor will discuss any concerns and both the advisor and teacher candidate will sign the Dispositions Rubric. Candidates will be provided a copy of the completed rubric. The rubric will be included in the candidates’ permanent and departmental files.
4. **ADMISSION TO STUDENT TEACHING**: Candidates will complete a self-evaluation of dispositions using the Dispositions Rubric at the time of Admission to Student Teaching. Candidates should submit the self-evaluation with the Application for Admission to Student Teaching to their advisors. Advisors will review the candidate’s self-evaluation and permanent file for all disposition ratings and Professional Intervention Plans prior to Admission to Student Teaching. All Professional Intervention Plans must be satisfactorily completed prior to Admission to Student Teaching. Advisors will discuss any concerns and both the advisor and teacher candidate will sign the Dispositions Rubric. Candidates will be provided a copy of the completed rubric. The rubric will be included in the candidates’ permanent and departmental files.

5. **INDIVIDUAL COURSE/COURSE INSTRUCTOR**: If a course instructor has concerns about a candidate, they will use the Dispositions Rubric to further evaluate the candidate. If a candidate has three (3) or more ratings below target, the Program Coordinator will be contacted and an email notification will be sent to the Department Chair. If necessary, the Program Coordinator will schedule a meeting with the candidate, course instructor, and Program Coordinator to discuss the concerns and a Professional Intervention Plan will be implemented. (If the concern is related to field experiences, the Clinical Director will participate in the meeting.) Candidates will receive a copy of the completed rubric(s). The rubric(s) will be included in the candidates’ permanent and departmental files.

   a. Individual programs may choose to select a course(s) in which they evaluate all teacher candidates for professional dispositions. Each teacher candidate must be notified of this expectation during advising as well as in the course(s) syllabi. If a candidate has three (3) or more ratings below target, the Program Coordinator will be contacted and an email notification will be sent to the Department Chair. If necessary, the Program Coordinator will schedule a meeting with the candidate, course instructor, and Program Coordinator to discuss the concerns and a Professional Intervention Plan will be implemented. (If the concern is related to field experiences, the Clinical Director will participate in the meeting.) Candidates will receive a copy of the completed rubric(s). The rubric(s) will be included in the candidates’ permanent and departmental files.

6. **APPEAL PROCESS**: If satisfactory progress is not made toward meeting the expectations of a Professional Intervention Plan, a candidate may not be able to continue coursework in their program the next semester.

   a. The candidate may file an appeal if admission or continuation is denied at any point. In this case, the candidate must file a written appeal to their advisor. The advisor will schedule a meeting with program faculty. The candidate will receive a written letter detailing the program faculty decision within five (5) class days. If the candidate wishes to appeal further, he/she must submit a written letter to the Department Chair. The Department Chair will investigate the faculty decision and may interview the student for further clarification. After the investigation, he or she may either grant or deny the appeal. The written decision of the Department Chair will be issued no later than ten (10) class days following receipt of the written letter of appeal. If the Department Chair’s decision is not satisfactory to the candidate, the candidate has ten (10) class days to appeal the decision in writing to the Dean of the School of Education. Upon receipt of the appeal, the Dean will review the facts of the grievance and may conduct further inquiry. The
Dean has ten (10) class days after receipt of the grievance, to notify the candidate of his/her decision.

7. A final dispositions assessment will be completed by student teacher candidate’s University Supervisor at program completion and recommendation for licensure. A copy of the final dispositions assessment must be sent to the School of Education certification officer. Candidates will be required to sign the Dispositions Rubric and will be provided with a copy of the completed rubric. The rubric will be included in the candidates’ permanent and departmental files.

Professional Intervention Plan (PIP)

1. If at any time a candidate scores three (3) or more ratings below target, a professional intervention plan must be developed by course instructors and/or program faculty. A meeting will be scheduled between program faculty and the teacher candidate to discuss the PIP expectations for continuation in the program.

2. All PIP expectations must be completed prior to a teacher candidate submitting the Application to Student Teaching. It is the teacher candidate’s responsibility to arrange meetings to evaluate their progress and satisfactory completion of a PIP.

3. If a candidate has more than one (1) rating below target at the time of their Application for Admission to Student Teaching, the candidate will be required to submit a Professional Growth Plan documenting how they plan to improve in their ‘weak’ areas. The written paper must highlight each area that receives a rating below target. The student teacher candidate will discuss the plan with their University Supervisor.

GSW Teacher Candidate Dispositions Assessment Timeline

<table>
<thead>
<tr>
<th>When</th>
<th>What</th>
<th>By Whom</th>
</tr>
</thead>
<tbody>
<tr>
<td>First meeting with Advisor</td>
<td>Review of Dispositions Rubric and Evaluation Procedures; signature of teacher candidate</td>
<td>Candidate and Advisor</td>
</tr>
<tr>
<td>Introduction Courses</td>
<td>Self Evaluation of Dispositions; signature, discussion, and feedback shared with candidate</td>
<td>Candidate and EDUC 2110, 2120, and 2130 Faculty</td>
</tr>
<tr>
<td>Admission to Teacher Education</td>
<td>Self Evaluation of Dispositions; signature, discussion, and feedback shared with candidate</td>
<td>Candidate and Advisor</td>
</tr>
<tr>
<td>Admission to Student Teaching</td>
<td>Self Evaluation of Dispositions; signature, discussion, and feedback shared with candidate</td>
<td>Candidate and Advisor</td>
</tr>
</tbody>
</table>

*Teacher Candidates can be evaluated at any point in the program if there are disposition concerns that need to be addressed.
### Professional Dispositions Rubric

**GSW School of Education Teacher Education**

*Professional dispositions should be demonstrated in all courses, field experiences, and other settings in which the student represents the university.*

<table>
<thead>
<tr>
<th>Unacceptable</th>
<th>Emerging</th>
<th>Target</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Responsibility - Attendance</strong></td>
<td>Absences have inhibited ability to satisfactorily complete course.</td>
<td>Absences beyond the excused absence policy and/or occasionally late to class. Contacts instructor after absence.</td>
<td>Absences are in line with the excused absence policy. (i.e. Contacts instructor prior to absence, rarely late to class.)</td>
</tr>
<tr>
<td><strong>Responsibility - Class Preparation</strong></td>
<td>Assignments are routinely late. Cannot answer questions based on assigned readings. Does not bring necessary class materials (i.e., textbook, handouts, pencil, etc.).</td>
<td>Occasionally assignments are late. Can occasionally answer questions on assigned readings. Sometimes brings text and requested class materials (i.e., textbook, handouts, pencil, etc.).</td>
<td>No assignments are late. Can often answer questions based on assigned readings. Usually brings textbook, handouts, and requested class materials.</td>
</tr>
<tr>
<td><strong>Professional Appearance</strong></td>
<td>Appearance is routinely below professional standard. (i.e., clothes, hair, hats, shoes, etc.).</td>
<td>Appearance is occasionally below professional standard (i.e., clothes, hair, hats, shoes, etc.).</td>
<td>Appearance is rarely below professional standard (i.e., clothes, hair, hats, shoes, etc.).</td>
</tr>
<tr>
<td><strong>Verbal Communication</strong></td>
<td>Rarely uses appropriate verbal and non-verbal language when communicating.</td>
<td>Occasionally uses appropriate verbal and non-verbal language when communicating.</td>
<td>Usually uses appropriate verbal and non-verbal language when communicating.</td>
</tr>
<tr>
<td><strong>Written Communication</strong></td>
<td>Written work is disorganized with frequent grammatical and spelling errors.</td>
<td>Written work is often disorganized with occasional grammatical and spelling errors.</td>
<td>Written work usually characterized by appropriate organization, grammar and spelling.</td>
</tr>
<tr>
<td><strong>Professional Ethics and Diversity</strong></td>
<td>Frequently disrespectful/insensitive toward individuals. Frequently uses negative remarks, sarcasm, and ridicule towards individuals.</td>
<td>Occasionally disrespectful/insensitive toward individuals. Occasional instances of negative remarks, sarcasm, ridicule towards individuals.</td>
<td>Almost always respectful/sensitive toward individuals.</td>
</tr>
<tr>
<td><strong>Affect - Responsiveness</strong></td>
<td>Frequently defensive, un receptive to feedback, constructive criticism, and supervision. Fails to attempt to adjust behaviors.</td>
<td>Occasionally receptive to feedback, constructive criticism, and supervision but fails to implement suggestions.</td>
<td>Receptive to feedback, constructive criticism, and supervision and attempts to implement suggestions most of the time.</td>
</tr>
<tr>
<td><strong>Participation</strong></td>
<td>Rarely participates in class and field experience. Rarely demonstrates energy and enthusiasm.</td>
<td>Occasionally participates in class and field experience. Occasionally demonstrates energy and enthusiasm.</td>
<td>Participates in class and field experience most of the time. Demonstrates a high level of energy and enthusiasm most of the time.</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Poor collaboration skills. Inability to work with individuals in collaborative assignments/activities.</td>
<td>Basic collaboration skills. Occasional difficulty interacting and accepting others ideas.</td>
<td>Proficient collaboration skills. Usually an active team member. (i.e. shares ideas, considers ideas of the group).</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Do not recommend continuation in the program</th>
<th>Recommend with reservations (Professional Intervention Plan)</th>
<th>Recommend continuation in the program</th>
</tr>
</thead>
</table>

Faculty Comments:

________________________
Advisor Signature Date

________________________
Course Instructor Signature Date

________________________
Program Coordinator Signature Date

Student Comments:

________________________
Student Signature Date
LiveText FEM Add-On Instructions for Students

1. Please go to www.LiveText.com
2. Enter your Username and Password in the appropriate fields
3. Click the Login button

4. Go the My Account link
5. Go to the Membership Information section and Click on the Purchase/Register link next to Field Experience Management

6. On the Purchase/Register Add-on screen, check the radio button for the service package you will be purchasing (I need to purchase).

7. Check the box next to the Field Experience Management Add-On
8. Click Next
9. The Billing Information page will open. Please enter credit card and billing information.

10. Click **Next** to confirm the purchase.

**Purchase Add-on**

**Step 2: Billing Information**

<table>
<thead>
<tr>
<th>Credit Card</th>
<th>Billing Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Name</td>
<td>Address (line 1)</td>
</tr>
<tr>
<td>Last Name</td>
<td>Address (line 2)</td>
</tr>
<tr>
<td>Card Type</td>
<td>City</td>
</tr>
<tr>
<td>Account Number</td>
<td>State/Province</td>
</tr>
<tr>
<td>Expiration Date</td>
<td>Zip/Postal Code</td>
</tr>
<tr>
<td>Security Code</td>
<td>Country</td>
</tr>
</tbody>
</table>

**Note:**
The address on the credit card holder’s statement must match the billing address entered. This order will be declined if the addresses do not match. The billing address is used only to process your order and activate your LiveText Membership. Products will not be shipped to the billing address. Customer credit card will be billed as “LiveText Inc.”
**III. KNOWLEDGE OF HUMAN DEVELOPMENT AND LEARNING**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Indicator</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.</td>
<td>develops lessons and learning experiences that reflect knowledge of pupils.</td>
<td></td>
</tr>
</tbody>
</table>
13. uses procedures, techniques, strategies, and materials that are developmentally appropriate.

### III. ADAPTING INSTRUCTION FOR DIVERSE LEARNERS

<table>
<thead>
<tr>
<th>Rating</th>
<th>Indicator</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>14. plans and implements lessons that include differentiated instruction appropriate for varied learners (e.g., gender, ability levels, cultural diversity).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15. seeks responses from and provides feedback for specific performance to all pupils regardless of gender, ability levels, and/or cultural/ethnic backgrounds.</td>
<td></td>
</tr>
</tbody>
</table>

### IV. INSTRUCTION/INSTRUCTIONAL SEQUENCE

<table>
<thead>
<tr>
<th>Rating</th>
<th>Indicator</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>16. introduces lesson with preview of current lesson and/or review of previous lesson(s), as appropriate.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>17. provides instruction that is clear and build logically.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>18. provides opportunities for pupils to practice—with teacher guidance and independently.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>19. closes/summarizes lesson.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>20. uses procedures that are appropriate for all pupils, objectives, and materials.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>21. closely monitors performance/work of individuals or groups of learners while engaged in learning experiences.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>22. adjusts teaching procedures/activities to reflect on-going events within context of lesson.</td>
<td></td>
</tr>
</tbody>
</table>
23. uses questions and discussion techniques that encourage/motivate all pupils' participation (across gender, ability levels, cultural/ethnic diversity, special needs.

V. CLASSROOM MANAGEMENT

<table>
<thead>
<tr>
<th>Rating</th>
<th>Indicator</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>24.</td>
<td>establishes a culture for learning by emphasizing the importance of content, encouraging pride in one's work, and maintaining high expectations.</td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>manages time, instructional groups, transitions, and routine tasks.</td>
<td></td>
</tr>
<tr>
<td>26.</td>
<td>organizes and accesses materials easily, media, and other aids; routine tasks are handled efficiently.</td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td>manages pupil behavior effectively by including clear expectations at the beginning and throughout the lesson; effectively applies consequences for appropriate and inappropriate behavior.</td>
<td></td>
</tr>
<tr>
<td>28.</td>
<td>uses positive techniques to recognize and reinforce appropriate behavior, redirects off-task pupils, and engages all pupils in the lesson.</td>
<td></td>
</tr>
</tbody>
</table>

VI. COMMUNICATION SKILLS/ENTHUSIASM

<table>
<thead>
<tr>
<th>Rating</th>
<th>Indicator</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.</td>
<td>communicates clearly; uses standard English without errors.</td>
<td></td>
</tr>
<tr>
<td>30.</td>
<td>identifies areas of misunderstanding; restates content using alternative explanations, approaches, and examples.</td>
<td></td>
</tr>
</tbody>
</table>
31. states complete procedural directions prior to initiation of active learning experiences.

32. effectively communicates nonverbally (eye contact, facial expression, voice inflection, energetic posture, and gesturing).

<table>
<thead>
<tr>
<th>VII. REFLECTIVE INSTRUCTIONAL PLANNING</th>
<th>VIII. ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rating</td>
<td>Indicator</td>
</tr>
<tr>
<td>33.</td>
<td>develops plans based on previous pupil performance determined by pre/post evaluations.</td>
</tr>
<tr>
<td>34.</td>
<td>plans for enrichment and/or remediation following review of evaluation of pupils.</td>
</tr>
<tr>
<td>35.</td>
<td>plans for systematic evaluation, matches appropriate assessment to objectives and pupils, and records performance/maintains accurate records.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IX. PROFESSIONALISM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rating</td>
</tr>
<tr>
<td>36.</td>
</tr>
<tr>
<td>37.</td>
</tr>
<tr>
<td>38.</td>
</tr>
<tr>
<td>39.</td>
</tr>
<tr>
<td>Rating</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>40.</td>
</tr>
<tr>
<td>41.</td>
</tr>
<tr>
<td>42.</td>
</tr>
</tbody>
</table>

**XI. DISPOSITIONS**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Indicator</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>43.</td>
<td>demonstrates an empathetic and caring attitude and sensitivity to pupil differences.</td>
<td></td>
</tr>
<tr>
<td>44.</td>
<td>communicates personal enthusiasm.</td>
<td></td>
</tr>
<tr>
<td>45.</td>
<td>demonstrates competence, self-assurance, and initiative.</td>
<td></td>
</tr>
<tr>
<td>46.</td>
<td>accepts constructive feedback regarding performance.</td>
<td></td>
</tr>
</tbody>
</table>

**XII. TECHNOLOGY**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Indicator</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>47.</td>
<td>utilizes technology to increase pupil interest, participation, and enhance learning.</td>
<td></td>
</tr>
<tr>
<td>48.</td>
<td>demonstrates knowledge of technology used in lessons; appropriate technology is selected for objective(s) and lesson activities/procedures.</td>
<td></td>
</tr>
</tbody>
</table>

(2010 fall observer Cape)

Candidate’s Signature_________________________________________________ Date________________________

Observer’s Signature__________________________________________________ Date________________________
1 Candidate's First Name

2 Candidate's Last Name

3 School Name

4 Observer's Name (Master Teacher or University Supervisor)

5 What is your relationship to the candidate?
   - Host Teacher
   - University Supervisor
   - Candidate

6 Today's Date

7 Directions: This form should be used for all observations of candidates enrolled in EDUC 2110, EDUC 2120 and/or EDUC 2130. Growth over the course of the semester is expected. Indicate your assessment of performance according to the following scale: Effectively Demonstrated; Demonstrated; Partially Demonstrated; Not Demonstrated; Not Applicable/Observed

8 Exhibits professional behavior patterns through dress, dependability, and enthusiasm
   IX. PROFESSIONALISM
   - Effectively Demonstrated
   - Demonstrated
   - Partially Demonstrated
   - Not Demonstrated
   - Not Applicable

9 Is punctual and regular in attendance; notifies appropriate individuals if absent
   IX. PROFESSIONALISM
   - Effectively Demonstrated
   - Demonstrated
   - Partially Demonstrated
   - Not Demonstrated
   - Not Observed
   - Not Applicable

10 Interacts with students throughout lesson as directed by supervising teacher
   XI. DISPOSITIONS
   - Effectively Demonstrated
   - Demonstrated
   - Partially Demonstrated
   - Not Demonstrated
   - Not Observed
   - Not Applicable

11 Communicates personal enthusiasm
   XI. DISPOSITIONS
   - Effectively Demonstrated
   - Demonstrated
   - Partially Demonstrated
   - Not Demonstrated
   - Not Applicable

12 Demonstrates competence and self-assurance
   XI. DISPOSITIONS
   - Effectively Demonstrated
   - Demonstrated

Appendix F
13 Demonstrates initiative

XI. DISPOSITIONS
- Effectively Demonstrated
- Demonstrated
- Partially Demonstrated
- Not Demonstrated
- Not Applicable

14 Accepts constructive feedback regarding behavior and performance

XI. DISPOSITIONS
- Effectively Demonstrated
- Demonstrated
- Partially Demonstrated
- Not Demonstrated
- Not Applicable

15 Provides feedback to all students across lines of gender, ability level, and/or cultural or ethnic background

III. ADAPTING INSTRUCTION FOR DIVERSE LEARNERS
- Effectively Demonstrated
- Demonstrated
- Partially Demonstrated
- Not Demonstrated
- Not Applicable

16 Monitors performance/work of individual students while engaged in learning experiences as directed by supervising teacher

IV. INSTRUCTION
- Effectively Demonstrated
- Demonstrated
- Partially Demonstrated
- Not Demonstrated
- Not Applicable

17 Handles routine tasks

V. CLASSROOM MANAGEMENT
- Effectively Demonstrated
- Demonstrated
- Partially Demonstrated
- Not Demonstrated
- Not Applicable

18 Communicates clearly; uses standard English

VI. COMMUNICATION SKILLS
- Effectively Demonstrated
- Demonstrated
- Partially Demonstrated
- Not Demonstrated
- Not Applicable

19 Communicates enthusiasm through eye contact, facial expression, voice inflection, energetic posture, and appropriate gesturing

VI. COMMUNICATION SKILLS
- Effectively Demonstrated
- Demonstrated
- Partially Demonstrated
- Not Demonstrated
- Not Applicable

20 COMMENTS
Impacting Student Learning (ISL) Example and Grading Rubric

**ISL Component**: During student teaching, teacher candidates are required to complete one (1) ISL (Impacting Student Learning) component over a unit of instruction. The ISL must include class demographics, a pre-assessment, a post-assessment, data summary, and an analysis/reflection of the teacher candidate’s impact on student learning. Samples of student work should be provided. The ISL will be submitted to the Student Teaching Portfolio on LiveText.

Complete the ISL using the following format (*instructions to guide you are in italics; do not use the italicized words in your final report)*.

**Class Demographics**
*Use only the columns that apply to your class.*

<table>
<thead>
<tr>
<th># of students</th>
<th>Boys</th>
<th>Girls</th>
<th>Asian</th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
<th>Other</th>
<th>Students with Disabilities</th>
<th>ESOL students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Learning Objective and Assessment Instrument**
*Describe the specific learning task and the assessment format used to measure this objective – e.g. The students will name the capital of each of the fifty United States. Assessment data was collected using a chart with each of the states arranged alphabetically. (Attach a copy of the assessment instrument.)*

**Individual Student Data**
*Chart each student’s results, protecting confidentiality (use initials).*

<table>
<thead>
<tr>
<th>Student</th>
<th>Pre-Assessment 100 possible points</th>
<th>Post-Assessment 100 possible points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. LW</td>
<td>62</td>
<td>98</td>
</tr>
<tr>
<td>2. LW</td>
<td>56</td>
<td>84</td>
</tr>
<tr>
<td>3. DV</td>
<td>76</td>
<td>70</td>
</tr>
<tr>
<td>4. JS</td>
<td>80</td>
<td>88</td>
</tr>
<tr>
<td>5. SH</td>
<td>80</td>
<td>100</td>
</tr>
</tbody>
</table>

**Data Summary**
*Apply mathematical equations to your individual student data.*

<table>
<thead>
<tr>
<th># of Students</th>
<th># improved scores</th>
<th># unchanged scores</th>
<th>% improved scores</th>
<th>Range on pre-test</th>
<th>Mean on pre-test</th>
<th>Range on post-test</th>
<th>Mean on post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>80%</td>
<td>56-88</td>
<td>70.8</td>
<td>70-100</td>
</tr>
</tbody>
</table>
Analysis of Data
Analyze why students scored as they did. Comment on why student scores increased, decreased, or stayed the same, reflecting on the quantity and quality of instruction. Include student work samples.

Remediation Plan
For those students whose scores did not increase, state a plan for remediation. Include student work samples.

<table>
<thead>
<tr>
<th>Student</th>
<th>Pre-Test 100 possible points</th>
<th>Post-Test 100 possible points</th>
<th>Post –Test following Remediation</th>
</tr>
</thead>
<tbody>
<tr>
<td>DV</td>
<td>76</td>
<td>70</td>
<td>86</td>
</tr>
</tbody>
</table>

Summary Statement
What were the strengths and weaknesses of your instruction? What strategies/activities worked particularly well? What might you change when presenting this information in the future?
ISL Grading Rubric

Each ISL will be evaluated based on the following guidelines:

<table>
<thead>
<tr>
<th>Element</th>
<th>0 points</th>
<th>2 points</th>
<th>4 points</th>
<th>Total points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment instrument, learning objective, and student work samples provided and described.</td>
<td>No assessment instrument, learning objective, or student work samples provided.</td>
<td>Assessment instrument, learning objective, and student work samples are provided but not clearly described.</td>
<td>Assessment instrument, learning objective, and student work samples are provided and clearly described.</td>
<td></td>
</tr>
<tr>
<td>Demographic, pre-test data, post-test data, and data summary are provided.</td>
<td>No demographic, pre-test data, post-test data, or data summary provided.</td>
<td>Demographic, pre-test data, post-test data, and data summary are provided, but have errors.</td>
<td>All data is provided and is free from errors.</td>
<td></td>
</tr>
<tr>
<td>Analysis of the data, Remediation Plan, and Summary Statement are provided.</td>
<td>No analysis, remediation plan (if needed) and summary statement are provided.</td>
<td>Analysis of data, remediation plan, and summary statement are provided, but are not clear.</td>
<td>Analysis of data, remediation plan, and summary statement are clearly explained with a thoughtful discussion of the impact on student learning.</td>
<td></td>
</tr>
</tbody>
</table>

11-12 points – A  
9-10 points – B  
8 points - C
EXAMPLE

**Teacher candidates are required to complete one (1) ISL (Impacting Student Learning) Component.** The ISL requires a pre-assessment, a post-assessment, and an analysis/reflection of the teacher candidate’s impact on student learning. Samples of student work should be provided. The analysis of the ISL should be posted in the Student Teaching Portfolio, and should include scores from the pre- and post-assessment, along with a written analysis of the instruments used, the student achievement data, and a reflection of the “why” related to achievement. The scores should be reported as well as the range and mean of each assessment. The reflection should also indicate the future steps for instruction.

**PRESENT THE CLASS DEMOGRAPHICS:**

*Example:*

<table>
<thead>
<tr>
<th>Number of Students:</th>
<th>Boys</th>
<th>Girls</th>
<th>Asian</th>
<th>Black</th>
<th>Hispanic</th>
<th>Native American</th>
<th>White</th>
<th>Multiracial</th>
<th>Students with Disabilities</th>
<th>Students with Exceptionalities</th>
<th>ESOL Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>29</td>
<td>12</td>
<td>17</td>
<td>2</td>
<td>14</td>
<td>2</td>
<td>0</td>
<td>11</td>
<td>0</td>
<td>3</td>
<td>7</td>
<td>2</td>
</tr>
</tbody>
</table>

**PRESENT THE DATA**

**Individual Data:**

You need to chart each child’s results as follows to present the data:

<table>
<thead>
<tr>
<th>Student</th>
<th>Pre-Assessment: 100 possible points</th>
<th>Post- Assessment: 100 possible points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>62</td>
<td>97</td>
</tr>
<tr>
<td>2.</td>
<td>55</td>
<td>83</td>
</tr>
<tr>
<td>3.</td>
<td>71</td>
<td>71</td>
</tr>
<tr>
<td>4.</td>
<td>88</td>
<td>80</td>
</tr>
</tbody>
</table>

**Description of the Assessment:**
Describe the type of assessment.
The pre-and post-assessment were multiple-choice questions and fill in the blanks. Since children at this age need reading reinforcement, the questions were read aloud, and the students were given time to answer each question.

Attach a copy of the pre- and post- assessment.
Include copies of the students’ assessments (work samples).

**Data Summary:**

<table>
<thead>
<tr>
<th>No. of Students</th>
<th>Improved scores between pre- and post-assessment</th>
<th>Scored the same</th>
<th>Lower Scores</th>
<th>% Improved Scores</th>
<th>Range on Pre-Assessment</th>
<th>Mean on Pre-Assessment</th>
<th>Range on Post-Assessment</th>
<th>Mean on Post-Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>50%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Example:**
Give an explanation of why you believe students scored as they did. Comment on why students increased scores, and the reasoning behind why they may have stayed the same, or lowered. Next, give an analysis of the data using the numbers.

**Give a summary of those students needing remediation:**
Based on the assessment results, two students were in need of remediation. One student scored the same at the 71 percentile, and one student scored lower at the 80 percentile. Although both of these students scored above 70%, their comparison scores to the pre-assessment did not document growth.

**REMEDIATION PLAN:**
State your plan, and attach copies of any worksheets you may administer.

**Remediation Plan Results:**

<table>
<thead>
<tr>
<th>Student</th>
<th>Pre-Assessment: 100 possible points</th>
<th>Post-Assessment: 100 possible points</th>
<th>Post-Assessment following the Remediation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>71</td>
<td>71</td>
<td>97</td>
</tr>
<tr>
<td>4.</td>
<td>88</td>
<td>80</td>
<td>97</td>
</tr>
</tbody>
</table>

Give an explanation of “why” students mastered the concept following the remediation.

**Provide a summary statement and reflection about the lessons you taught between the pre-and post-assessment.**

Approximately 85% of the class had improved test scores. The introductory lesson was clear. I provided examples of …..etc.
Georgia Southwestern State University
Lesson Plan Guidelines

Sections I and II address factors that influence lesson planning. Section III describes the interactive presentation of lesson content.

Notes to the teacher candidate are written in italics.

Section I – Information about the student population and other elements that influence lesson content.

1. Name
2. Subject Area
3. Grade Level
4. Georgia Performance Standard (GPS) – Select the standard that most closely aligns to the lesson content; include the full wording of the standard.

5. Resources Used for Planning – List the resources that supported your planning, such as Georgia Learning Connections, teaching websites, and teacher’s guides.

Section II – A description of the learning objective, means of assessment, plans for differentiation, and materials necessary for teaching the lesson.

6. Learning Objective – State what the students will do and/or understand as a result, such as Georgia Learning Connections; teaching websites, and teacher’s guides. A learning objective is more specific than the GPS. What do you want to see the students accomplish by the end of the lesson?

7. Assessment/Progress Monitoring – Describe what will be used to determine mastery of the learning objective. Assessment data will impact future lesson planning.

8. Differentiation – Describe anticipated adaptations to the lesson, based on knowledge of the student population.

Section III – A step-by-step description of the lesson presentation.

Opening the Lesson – These components may be combined, depending on lesson content; this section of the lesson should be brief but thorough.

✓ Gain Students’ Attention/Focusing Activity – Provide a clear verbal or on-verbal cue to signal the start of the lesson.
✓ State Behavioral Expectations – Anticipate 1-2 clear behavioral expectations, state them, and reinforce compliance throughout the lesson. This will assist in establishing the 3:1 ratio of positive comments as compared to negative comments, recommended as a best practice.
✓ Connect to Prior Knowledge/Review – State clearly how the lesson relates to previous instruction to establish a framework for the information (“Yesterday, we….”).
✓ State Lesson Objective and Purpose; Anticipatory Set – Introduce the lesson content (“Today, we will….”) and establish a purpose or rationale for the target skill. Answer the question of why students should be interested in this lesson. Previewing the lesson content with something of interest to the student (“whetting the appetite” through use of an anticipatory set) enhances student engagement.

Conducting the Lesson – These components involve clear presentation of the lesson objective, followed by practice, using gradual release of responsibility (scaffolding of instruction). Differentiation of the lesson presentation and/or practice activities should be indicated.

Instruction:

✓ Modeling (“I Do It”) – Explicitly model the target skill(s), thinking aloud as the tasks of the skill are completed in logical progression (task analysis). Students watch, listen, and think about successful completion of the task.

✓ Guided Practice (“We Do It”) – Students practice the skill(s) under the teacher’s direct guidance, receiving corrective feedback as needed. Prompts are gradually reduced as student practice indicates mastery of skill. Uses multiple ways of checking for understanding, such as questioning, observing students as they work, and listening to students explain their thought processes. Assessment data may be collected at this stage.

✓ Independent practice (“You Do It”) - Depending on pacing of the lesson and student mastery, plan for students to demonstrate the lesson objective independently during the lesson or at a later time. Assessment may be collected at this stage.
Closing the Lesson – This section provides a summary of the day’s lesson, as well as connecting the lesson to future learning.

✓ Review/Summary – Summarize the lesson objective, stressing the tasks that were successfully completed in the day’s lesson.

✓ Preview Future Content – Briefly describe the next logical step related to the learning objective (“Tomorrow we will…. ”)

✓ *Assign Independent Practice – Students may continue to practice the lesson objective through homework or independent work assignments in class.

After the Lesson – Successful teachers reflect on each lesson, focusing on students’ learning behaviors, assessment data, and other factors that will impact future instruction.
GSW Partner School Network

Ben-Hill County Schools

Ben-Hill County Primary School
221 JC Hunter Drive
Fitzgerald, GA 31750
Phone: 229-409-5592
Grade Levels: K-2
Principal/Liaison: Steven Hardin
hardins@ben-hill.k12.ga.us

Ben-Hill Elementary School
328 Lobinger Avenue
Fitzgerald, GA 31750
Phone: 229-409-5586
Grade Levels: 3-5
Principal: Tracy McCray-Barnes
mccrayt@ben-hill.k12.ga.us
Liaison: Marcia Stringer
stringer@ben-hill.k12.ga.us

Ben-Hill County Middle School
134 JC Hunter Drive
Fitzgerald, GA 31750
Phone: 229-409-5578
Grade Levels: 6-8
Principal/Liaison: Tommie Dopson
dopsont@ben-hill.k12.ga.us

Fitzgerald High School
601 W. Cypress Street
Fitzgerald, GA 31750
Phone: 229-409-5530
Grade Levels: 9-12
Principal/Liaison: Stacey Bell
bells@ben-hill.k12.ga.us

Berrien County Schools

Berrien Primary School
1427 North Davis Street
Nashville, GA 31639
Phone: 229-686-7438
Grade Levels: PreK-2
Principal: Nicole Cornelius
nicole.cornelius@berrien.k12.ga.us
Liaison: Donya Gillespie
donya.gillespie@berrien.k12.ga.us

Berrien County Elementary School
802 Middle School Circle
Nashville, GA 31639
Phone: 229-686-2939
Grade Levels: 3-5
Principal: Belinda West
belinda.west@berrien.k12.ga.us
Liaison: Donya Gillespie
donya.gillespie@berrien.k12.ga.us

Crisp County Schools

Blackshear Trail Elementary School
1001 Blackshear Rd
Cordele, GA 31015
Phone: 229-276-3415
Grade Levels: K-2
Principal: Cindy Hughes
chughes@crispschools.org
Liaison: Patricia Ross
pross@crispschools.org

J.S. Pate Elementary School
802 24th Ave East
Cordele, GA 31015
Phone: 229-276-3410
Grade Levels: K-2
Principal: Tere Gibbs
tgibbs@crispschools.org
Liaison: Sheree Lewis
slewis@crispschools.org

A.S. Clark Elementary School
401 North 15th Street
Cordele, GA 31015
Phone: 229-276-3425
Grade Levels: 3-5
Principal: Kay Mathews
kmathews@crispschools.org
Liaison: Stephanie Smith
ssmith@crispschools.org

Southwestern Elementary School
1001 West 24th Ave
Cordele, GA 31015
Phone: 229-276-3420
Grade Levels: 3-5
Principal: Suzi Giannoni
sgiannoni@crispschools.org
Liaison: Kim Mensching
kmensching@crispschools.org

Crisp County High School
2402 Cougar Alley
Cordele, GA 31015
Phone: 229-276-3430
Grade Levels: 9-12
Principal: Howard Fore
hfore@crispschools.org
Liaison: Tara Shurley
tshurley@crispschools.org

Coffee County Schools

Eastside Elementary School
603 North McDonald Avenue
Douglas, Georgia 31533
Phone: 912-384-3187
Grade Levels: PreK-5
Principal/Liaison: Michael Davis
mdavis@coffee.k12.ga.us

Indian Creek Elementary
2033 GA Highway 158 W
Douglas, Georgia 31535
Phone: 912-393-1300
Grade Levels: PreK-5
Principal/Liaison: Dr. Wendell Stone
wendell.stone@coffee.k12.ga.us

Westside Elementary School
311 Westside Drive
Douglas, Georgia 31533
Phone: 912-384-5506
Grade Levels: PreK-5
Principal/Liaison: Kim Harper
kim.harper@coffee.k12.ga.us

Houston County Schools

Perry Middle School
495 Perry Parkway
Perry, GA 31069
Phone: 478-988-6285
Grade Levels: 6-8
Principal: Thomas Moore
thomas.moore@hcbe.net
Liaison: Rosie Swan
rosie.swan@hcbe.net

Appendix I
Perry High School
1307 North Ave
Perry, GA 31069
Phone: 478-988-6298
Grade Levels: 9-12
Principal: Dr. Darryl Albritton
darryl.albritton@hcbe.net
Liaison: Rosie Swan
rosie.swan@hcbe.net

Irwin County Schools
Irwin County Elementary School
521 Lax Highway
Ocilla, GA 31774
Phone: 229-468-9476
Grade Levels: PreK-5
Principal/Liaison: Donna Barker
dbarker@irwin.k12.ga.us

Lee County Schools
Kinfcafoonee Primary School
295 Leslie Highway
Leesburg, GA 31763
Phone: 229-903-2136
Grade Levels: K-2
Principal: Trina Muse
must@lee.k12.ga.us
Liaison: Susie Hatfield
hatfieldsu@lee.k12.ga.us

Lee County Middle School
190 Smithville Road North
Leesburg, GA 31763
Phone: 229-903-2140
Grade Levels: 6-8
Principal: Susan Manry
manrysu@lee.k12.ga.us
Liaison: Kelli Duke
dukeke@lee.k12.ga.us

Lee County High School
Ninth Grade Campus
370 Leslie Highway
Leesburg, GA 31763
Phone: 229-903-3590
Grade Level: 9
Principal: Dr. Jamie Horne
borneja@lee.k12.ga.us
Liaison: Ginger Lawrence
lawrencegi@lee.k12.ga.us

Lee County High School
1 Trojan Way
Leesburg, GA 31763
Phone: 229-903-2260
Grade Levels: 10-12
Principal: Kevin Dowling
dowlingke@lee.k12.ga.us
Liaison: Ginger Lawrence
lawrencegi@lee.k12.ga.us

Lee County Elementary School
8 Red Devil Drive
Hawkinsville, GA 31036
Phone: 478-783-7215
Grade Levels: 6-8
Principal/Liaison Larry Faulk
lfaulk@pulaski.k12.ga.us

Macon County Schools
Macon County Elementary School
400 State Route 128 Bypass Rd
Oglethorpe, GA 31068
Phone: 478-472-7221
Grade Levels: PreK-5
Principal: Gail Smith
smithg@macon.k12.ga.us
Liaison: Sheena Brown
sbrown@macon.k12.ga.us

Macon County Middle School
615 Vienna Rd.
Montezuma, GA 31063
Phone: 478-472-7045
Grade Levels: 6-8
Principal/Liaison: Issaiah Ross, Jr.
irossir@macon.k12.ga.us

Pulaski County Schools
Pulaski County Elementary School
280 Broad Street
Hawkinsville, GA 31036
Phone: 478-783-7275
Grade Levels: PreK-5
Principal/Liaison: Dale Garno
dale.garno@pulaski.k12.ga.us

Pulaski County Middle School
8 Red Devil Drive
Hawkinsville, GA 31036
Phone: 478-783-7215
Grade Levels: 6-8
Principal/Liaison Larry Faulk
lfaulk@pulaski.k12.ga.us
Schley County Schools

Schley County Elementary School
P.O. Box 900
1997 US Highway 19 South
Ellaville, GA 31806
Phone: 229-937-0550
Grade Levels: PreK-5
Principal: Brian Hall
bhall@schleyk12.org
Liaison: Lou Chase
lchase@schleyk12.org

Schley County Middle/High School
P.O. Box 1350
2131 US Highway 19 South
Ellaville, GA 31806
Phone: 229-937-0560
Grade Levels: 6-12
Principal: Rusty Tondee
rtondee@schleyk12.org
Liaison: Randi Vaughn
rvaughn@schleyk12.org

Sumter County Schools

Sarah Cobb Elementary School*
1901 Valley Drive
Americus, GA 31709
Phone: 229-924-4888
Grade Levels: PreK-4
Principal/Liaison: Barbara Watford
bwatford@sumterschools.org
*PEECH PreK Program

Sumter County Primary School
123 Learning Lane
Americus, GA 31719
Phone: 229-924-1012
Grade Levels: PreK-2
Principal: Sharon Tullis
tullis@sumterschools.org
Liaison: Nancy Cochran
ncochran@sumterschools.org

Sumter County Elementary School
123 Learning Lane
Americus, GA 31709
Phone: 229-924-7835
Grade Levels: 3-5
Principal: Sharon Marcus
smarcus@sumterschools.org
Liaison: Renee Mays
rmays@sumterschools.org

Staley Middle School
915 N. Lee Street
Americus, GA 31709
Phone: 229-924-3168
Grade Levels: 5-8
Principal: Victoria Harris
vharris@sumterschools.org
Liaison: Ginger Webster
gwebster@sumterschools.org

Sumter County Middle School
439Bumphead Road
Americus, GA 31709
Phone: 229-924-1010
Grade Levels: 6-8
Principal/Liaison: Kimberly Hadley
khadley@sumterschools.org

Len Lastinger Primary School
1210 Lake Drive
Tifton, GA 31794
Phone: 229-387-2420
Grade Levels: K-3
Principal/Liaison Richard Fisher
rfisher@tiftschools.com

Matt Wilson Elementary School
510 West 17th Street
Tifton, GA 31794
Phone: 229-387-2440
Grade Levels: 4-5
Principal/Liaison: Janice Wise
jwise@tiftschools.com

Sumter County Pre-K Center
506 West 12th Street
Tifton, GA 31794
Phone: 229-387-2455
Grade Level: PreK
Director/Liaison: Wanda Veazey
wveazey@tiftschools.com

Tifton County Schools

Annie Belle Clark Primary School
1464 Carpenter Road
Tifton, GA 31794
Phone: 229-387-2410
Grade Levels: K-3
Principal/Liaison: Stephanie Morrow
smorrow@tiftschools.com

G.O. Bailey Primary School
1430 Newton Drive
Tifton, GA 31794
Phone: 229-387-2400
Grade Levels: PreK-3
Principal/Liaison: Rose Wilhite
rwilhite@tiftschools.com

Northside Primary School
1815 Chestnut Avenue
Tifton, GA 31794
Phone: 229-387-2425
Grade Levels: PreK-5
Principal/Liaison: Kelly Pearson
kpearson@tiftschools.com

Omega Elementary School
150 College St
Omega, GA 31775
Phone: 229-387-2418
Grade Levels: PreK-5
Principal/Liaison: Victoria Melton
vmelton@tiftschools.com

Tift County Pre-K Center
506 West 12th Street
Tifton, GA 31794
Phone: 229-387-2455
Grade Level: PreK
Director/Liaison: Wanda Veazey
wveazey@tiftschools.com

Turner County Schools

Turner County Elementary School
705 Hudson Avenue
Ashburn, GA 31714
Phone: 229-567-2461
Grade Levels: K-5
Principal/Liaison: Vickie Brown
vabrown@turner.k12.ga.us
Webster County Schools
Webster County
Elem/Middle/High School
7168 Washington Street
Preston, GA 31824
Phone: 228-828-3315
Grade Levels: PreK-12
Principal: Janie Downer
jdowner@webster.k12.ga.us
Liaison: LeAnne Eason
lfeltman@webster.k12.ga.us

Wilcox County Schools
Wilcox County Elementary
104 Gordon Street, SE
Rochelle, GA 31079
Phone: 229-365-785
Grade Levels: PreK-5
Principal/Liaison: Diane Walker
walkerd@wilcox.k12.ga.us

Wilcox County Middle School
114 7th Ave
Rochelle, GA 31079
Phone: 229-365-2331
Grade Levels: 6-8
Principal/Liaison: Valentina Sutton
suttonv@wilcox.k12.ga.us

GSW
GSW Early Childhood Dev. Center
School of Education
800 Wheatley Street
Americus, GA 31709
Phone: 229-931-2168
Grade Level: PreK
Director/Liaison: Dr. YeVette McWhorter
yevette.mcwhorter@gsu.edu
1. How many cooperating teachers did you work with during the concentrated field experience(s):
   a. One (1) teacher  
   b. Two (2) teachers  
   c. Three (3) teachers  
   d. More than (3) teachers

2. How many hours each week were you in the field:
   a. Fewer than 10 hours  
   b. 10-15 hours  
   c. 16-20 hours  
   d. 21-25 hours  
   e. More than 25 hours

How well prepared were you to: (please rate each item)

3. assist teacher(s)  
   a. not at all  
   b. somewhat  
   c. very well

4. assist students  
   a. not at all  
   b. somewhat  
   c. very well

5. plan activities  
   a. not at all  
   b. somewhat  
   c. very well

6. teach lessons  
   a. not at all  
   b. somewhat  
   c. very well

7. self-evaluate  
   a. not at all  
   b. somewhat  
   c. very well

8. Have you ever had a field placement prior to this semester:
   a. YES  
   b. NO

From your perspective, how well were the following goals of the concentrated field experience met?

9. Multiple opportunities to work with the students  
   a. not at all  
   b. somewhat  
   c. very well  
   d. n/a

10. Opportunity for you to assess skills and knowledge of student(s)  
    a. not at all  
    b. somewhat  
    c. very well  
    d. n/a

11. Opportunity to observe best practices  
    a. not at all  
    b. somewhat  
    c. very well  
    d. n/a

12. Opportunity to apply new ideas  
    a. not at all  
    b. somewhat  
    c. very well  
    d. n/a

13. The cooperating teacher and I had the opportunity (ies) for discussion:
    a. seldom  
    b. once a week  
    c. everyday
Please check one option in each statement below:

14. From your perspective, was your presence at the field placement a __________________ influence on teaching and learning in the classroom.
    a. negative b. neutral c. positive

15. Which of the following best describes the parents’ and students’ opinions toward my presence in the classroom?
    a. opposed b. neutral c. pleased

16. Did the teacher(s) with whom you worked perceive your presence as a ______.
    a. burden b. distraction c. positive experience

Preparation and planning for the field experiences:

17. Printed information about course requirements provided by the course instructor was:
    a. very useful b. somewhat useful c. not useful d. not provided

18. GSW Field experience contracts were:
    a. very useful b. somewhat useful c. not useful d. not provided

19. The building liaison was:
    a. very helpful b. helpful c. somewhat helpful d. not helpful

20. When needed, communication between the school and GSW was:
    a. very helpful b. helpful c. somewhat helpful d. not helpful

21. Please describe your suggestions to improve the planning and implementation of field experiences

*Please use the blank space on the back side of the answer sheet to write your comments.*
School of Education Contacts

Office of Field and Clinical Experiences
Katy Nichols, Director  229-931-2616  Katy.Nichols@gsw.edu
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Debbie Messer  229-931-2984  Debbie.Messer@gsw.edu

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Greg Hawver, Ed.D., MBA  229-931-2227  Gregory.Hawver@gsw.edu
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ABAC –General
Lynn Larsen, Director  229-931-2162  Lynn.Larsen@gsw.edu
Jean Brown  229-423-3087  jbrown@gsu.edu
Cheryl Luckie  229-423-4472  luckiec777@ yahoo.com
Lynne Morris, Ed.D.  229-423-7825  lmorris8@ windstream.net
School of Education  
Georgia Southwestern State University  
Field Experience Handbook Affirmation Form  

I have read, understood, and will abide by the Field Experience Handbook. If I have questions or concerns, I understand that I should contact the Mentor, the Clinical Specialist, the Clinical Director or any of the School of Education contacts listed in the Field Experience Handbook.  

Field Experience  

______________________________  ___________________  
Teacher Candidate’s Signature  Date