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Dear GSW Master Teacher,

You have been selected to mentor and guide a GSW student teacher during his/her 15 weeks of full-time student teaching. If this is your first time to serve as a Master Teacher, you may be thinking, “What does GSW want me to do?” For those of you who have mentored GSW student teachers previously you may be thinking, “Has GSW changed anything since I began mentoring student teachers? Or “How can I improve my mentoring abilities?”

This handbook has the answers to your questions. Reading the handbook will give you guidelines to be an effective Master Teacher and a process to follow if things go awry. Additionally, it is a handy resource to inform you of the student teacher’s responsibilities and assignments and also let you know what to expect from the University Supervisor.

If you have any additional questions after reading the handbook, you may talk to the University Supervisor and/or the Office of Field and Clinical Experiences at 229-931-2145.

We know your role is critical in the success of our student teachers. Work accomplished at the clinical site, specifically during the student teaching practicum, is considered the most influential part of teacher education. It takes time, effort, and hard work on your behalf. We appreciate your commitment in preparing the next generation of excellent teachers.

Sincerely,

Katy Nichols

Director of Clinical Experiences
Characteristics of Effective Master Teachers

**Credentials and Continued Professional Development**

- Has completed a GSW Master Teacher application and has been approved to serve as a mentor for Georgia Southwestern State University.
- Has a minimum of three years of teaching experience and has served two semesters as a mentor teacher for GSW field experience students.
- Is fully certified and teaches in the major field of preparation.
- Has outstanding teaching abilities and has been recommended by his/her school principal to serve as a Master Teacher.
- Keeps updated in his/her subject field and utilizes professional development knowledge with the student teacher.

**Disposition**

- Demonstrates the ability to work effectively with persons of all professional levels, both individually and in groups.
- Demonstrates ability to interact with students of diverse cultural and linguistic backgrounds.
- Shares classroom and school materials with the student teacher including manipulatives and technology and interactive board lessons/activities.
- Has a positive attitude toward their profession, their position, their students, and their colleagues.

**Professionalism and the Student Teaching Practicum**

- Works as a team member and accepts the collaboration necessary for high quality supervision of student teachers.
- Knows the Standards, curriculum, key personnel, and objectives of the teacher preparation program in the subject area.
- Accepts and builds upon the initial strengths and weaknesses of student teachers assigned to work with him/her.
- Supports open communication through daily personal contact, daily conference, and ongoing feedback to the student teacher.
- Demonstrates appropriate planning and assessment as a model for the student teacher.
- Has established an effective classroom environment that enhances and is conducive for learning.
- Shows that he/she is a lifelong student and objectively analyzes and assesses his/her own teaching and the teaching of others in order to continue personal growth.
- Is able to communicate a rationale for his/her own approach to teaching.
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 their 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).
Definition of Opening School Experience

The Opening School Experience is an initial component of the student teaching practicum for Georgia Southwestern State University student teachers. During Opening School Experience the student teacher must attend all preplanning days and the entire first week of school at the site of his/her fall or spring student teaching placement. The purpose of the Opening School Experience is to provide the student teacher with procedures, rules, and organizational tips to prepare for a successful school year.

The student teacher must contact his/her Master Teacher to ensure arrival on the first day of preplanning or the first day scheduled for student teachers by the GSW school liaison or school Principal. The student teacher must attend all day, every day of preplanning and the first week of school. The student teacher must notify his/her University Supervisor, the Office of Field and Clinical Experiences, the Master Teacher, and school secretary if there are any exceptions such as GSW class conflicts. If GSW classes meet during this time, student teachers are not excused from GSW classes.

Definition of Student Teaching Practicum

The student teaching practicum is a 15-week culminating clinical experience for students in the Georgia Southwestern State University School of Education seeking initial teacher certification. The purpose of student teaching is to provide the student teacher with a mentored environment to improve upon knowledge, skills, and dispositions essential for the teaching profession.

Student teaching is a full-time job that requires commitment and dedication. It should be a priority during the student teaching practicum. Other jobs and coursework are discouraged, as student teaching requires full participation. Student teachers will need adequate time to prepare, plan, and reflect on teaching during this essential part of teacher education.

Opening School Experience Orientation

An Opening School Experience Orientation is required for all fall and spring student teachers. This orientation provides information about the requirements and expectations for preplanning and the first week of school. Items such as a criminal background check, liability insurance, and LiveText field experience management account should be obtained prior to the student teacher entering the host school for the Opening School Experience. Student teachers without background checks or liability insurance will not be allowed to enter host schools. Fall and spring student teachers are expected to log Opening School Experience hours in their LiveText field experience management account time logs. Student teachers are also expected to complete assignments such as a self-CaPE evaluation, reflection,
information sheet, and letter of introduction to the host school students and/or families as part of the Opening School Experience. The Student Teaching Handbook and Student Teaching Calendar will be made available via LiveText at the time of the Opening School Experience. Student teachers are expected to read the Student Teaching Handbook and sign the affirmation form indicating that they have read and agree to the Student Teaching Handbook prior to the Student Teaching Orientation.

**Student Teaching Orientation**

Student teachers are required to attend a Student Teaching Orientation prior to the first day in the student teaching practicum. This Student Teaching Orientation reviews the policies and procedures as well as assignments and expectations of the student teaching practicum as listed in the Student Teaching Handbook and the Student Teaching Calendar. Student teachers are required to turn in an affirmation form indicating they have read and agree to the Student Teaching Handbook at the Student Teaching Orientation. University Supervisors will also meet with their student teachers to explain the Student Teaching Syllabus and get acquainted. University Supervisors will discuss student teaching assignments and expectations as well as attendance and grading policies.

**Master Teacher Orientation**

Master Teachers are required to attend one orientation a year hosted by the GSW School of Education Office of Field and Clinical Experiences and GSW university personnel. The Master Teacher Orientation is a way for university personnel and Master Teachers to maintain relationships and discuss policies, procedures, and updates for the Student Teaching Practicum. The Master Teacher Orientation includes LiveText Field Experience Management Module training, Candidate Progress and Evaluation form training, and tips for being an effective Master Teacher.
Role and Responsibilities of the Master Teacher

Master 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 the Student Teacher to the Classroom

- Introduce the student teacher to faculty and other school personnel.
- Inform the students that the student teacher is another teacher who will be in the room. This helps students adjust to the new situation.
- Develop a personal relationship with the student teacher.
- Familiarize the student teacher with school and district policies and procedures.
- Assign the student teacher a work area and a space for your personal belongings.
- Provide the student teacher with curriculum guidelines, teachers’ editions, and student texts.
- Acquaint the student teacher with instructional supplies, teaching aids, and available equipment.
- Establish a schedule for the student teacher to slowly take over the instructional and managerial duties of the classroom.

Provide Support as the Student Teacher Moves into a Full-time Teaching Role

- Introduce the student teacher to management and engagement techniques (classroom routines, procedures, and rules).
- Discuss how to handle behavior problems.
- Involve the student teacher in the preparation and discussion of daily and long term planning, including assessment, and record keeping techniques.
- Allow the student teacher to perform daily classroom duties to gain confidence, generate interaction with students, and acquire organizational skills (Student Teaching Checklist in the Appendix).
- Include the student teacher in parent-teacher conferences.
- Share and demonstrate a variety of assessment techniques.
- Determine readiness for the student teacher to assume various instructional and managerial duties in the classroom.

Supervise the Student Teacher’s Performance

- Observe on a regular basis and in a variety of situations.
- Provide feedback including both positive and negative aspects of the student teacher’s performance with suggestions and recommendations for improvement.
- Identify the ways in which basic principles of learning are applied.
• Require and review all lesson plans at least 24 hours in advance to encourage good preparation and organization.

• 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.

Hold Conferences and Conduct Assessments

• Hold regular conferences to promote the student teacher’s successful development during the student teaching practicum.

• Approve the student teacher’s time log hours and complete 5 CaPE evaluations in the LiveText Field Experience Management Module over the course of the student teaching practicum.

• Maintain contact with the University Supervisor.

• Make recommendations about final evaluations to the University Supervisor.
Role and Responsibilities of the Student Teacher

Student teachers must:

- Report to the Principal or other designated school officials on the first day of student teaching.

Be Responsible

- Arrive and depart from the assigned schools according to school policies. Student teachers may arrive early and depart late but never arrive late or depart early.
- Follow sign-in/sign-out procedures as required. These procedures will be in addition to attendance requirements for the university.
- Attend school (or the university for scheduled events) each day of the assigned experience. Student teachers should not be absent during the student teaching experience. If absences are necessitated, student teachers must report the absences to the Master Teacher and University Supervisor by 7:00 a.m., unless specified otherwise by the Master Teacher or University Supervisor.
- Attend all school meetings and conferences required of Master Teachers. These experiences are listed in the Student Teaching Checklist in the Appendix.
- Complete time logs as well as both the Midterm and Final Self CaPE evaluations 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 Student Handbook as well as school and district regulations.
- Exhibit initiative in assuming and carrying out all assigned duties and responsibilities.
- Establish a schedule with the Master Teacher and the University Supervisor to slowly take over the instructional and managerial duties of the classroom.
- Seek feedback from the Master Teacher and University Supervisor about performance and progress in order to implement 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.
- Learn student names as quickly as possible.
Role and Responsibilities of the University Supervisor

University Supervisors will:

- Support and guide student teachers through the student teaching practicum.
- Serve as a liaison between school district personnel and the University.
- Be readily available for the Master Teacher and other school district personnel for consultation and assistance through regular email and/or phone communication.
- Evaluate student teachers work during student teaching based on the requirements in the Student Teaching Syllabi.

Prepare for the Student Teaching Practicum

- Conduct an orientation at the beginning of the semester to review the student teaching syllabus, provide detailed information about expectations and requirements, and help the Master Teacher complete administrative tasks.
- Contact the Master Teacher and school district personnel prior to and/or during the first two weeks of student teaching to ensure a collaborative working relationship.

Observe and Conference during the Student Teaching Practicum

- Observe the student teacher in a variety of teaching-learning situations on a regular basis to help analyze his/her teaching and provide ongoing and systematic evaluations of his/her work.
- Provide direct and regular feedback through formal and informal conferences. The University Supervisor conducts 3-5 formal teaching observations and may conduct additional observations as necessary. A CaPE evaluation is conducted for each formal evaluation and is imported into the LiveText Field Experience Management Module.
- Possible formats for conferencing:
  - Initial Conference: Hold an initial conference during the first two weeks of student teaching to discuss adjustments to the student teaching practicum.
  - Post Observation Conference: Conduct a conference as soon as possible after an observation. Three-way conferences including the Master Teacher are scheduled when appropriate. Observation data is used to identify appropriate goals for change and improvement. The student teacher is encouraged to reflect and self evaluate his/her teaching to establish goals for improvement in conjunction with the Master Teacher and the University Supervisor.
  - Mid-Semester Evaluation and/or Conference: Schedule a three-way conference including the Master Teacher to review the student teacher’s performance and set goals for the remainder of the student teaching practicum. Mid-Semester reflection and goal-setting may also occur through email and weekly reflections as required by the supervisor.
  - Final Conference: Schedule a final-three way assessment towards the end of the student teaching practicum to review mid-semester goals and determine
achievement in the areas targeted for growth and will review the student teacher’s accomplishments for each student learning outcome.

- General Conferences: Hold additional two-way and three-way conferences as necessary throughout the semester.
  
  - Monitor the student teacher’s progress through the LiveText Field Experience Management Module.
  - Review the student teacher’s student teaching notebook throughout the semester.
  - Assign reflections throughout the semester to encourage self-analysis and growth in teaching.
  - Guide the student teacher in working on the portfolio, ask for samples of the student teacher’s work throughout the student teaching practicum.
  - Act as a resource to assist the Master Teacher in mentoring responsibilities.

Assess and Evaluate the Student Teaching Practicum

- Ensure the student teacher’s final assessments and time logs are completed and approved by the Master Teacher in the LiveText Field Experience Management Module.
- Review the student teacher’s culminating portfolio and attend his/her portfolio presentation.
- Assign a final grade for the student teacher’s student teaching practicum.
- Write professional recommendations if warranted.
- Thank the Master Teacher and school district personnel for hosting the student teacher and working collaboratively with the university.
Georgia Southwestern State University
Master Teacher Guidelines

Preparing for the Student Teaching Practicum

GSW Master Teacher Orientation

- Attend one Master Teacher Orientation a year to stay current with student teaching policies and procedures and work as a team member with University personnel.
- Information provided at the Master Teacher Orientation includes:
  - Master Teacher Handbook
  - Student Teaching Calendar
  - Student Teaching Policies and Procedures
  - Evaluation procedures including a review of the Candidate Progress and Evaluation Form (CaPE)
  - LiveText Field Experience Management Module Training
  - Updates to the Student Teaching Practicum

LiveText Field Experience Management Account

- Master Teachers will be sent a username / password combination to their school email address from LiveText. This allows Master Teachers to log into their free LiveText Field Experience Management accounts. Master Teachers should save their username / password combinations because the account will be used for the duration of the student teaching practicum. The LiveText Field Experience Management account will also be used when Master Teachers mentor other field experience/student teachers in the future.
- Master Teachers should log on to [www.livetext.com](http://www.livetext.com) with the username and password provided to make sure the account is working properly. If the password/username is invalid or cannot be remembered, the Master Teacher may contact LiveText directly or the GSW Office of Field and Clinical Experiences.
- Through the LiveText Field Experience Management Account, Master Teachers will be able to view their student teachers’ placement information, complete all 5 CaPe evaluations on the student teacher, approve student teachers’ time logs, update their classroom statistics, and update their personal information.
Working with the University Supervisor

- University Supervisors are full and part-time faculty members in the School of Education. They have academic backgrounds in the field of education and have taught successfully at the levels they supervise.
- University Supervisors will meet Master Teachers at the Master Teacher Orientation or contact Master Teachers by telephone/email as the semester begins. The University Supervisor will maintain contact during his/her visits to see the student teacher. Master Teachers may contact University Supervisors by calling directly or leaving a message with the School of Education, Office of Field and Clinical Experiences, 229-931-2145. Numbers are listed at the back of this handbook.

Preparing for the Student Teacher

- Read the Master Teacher Handbook.
- Become acquainted with the student teacher and get his/her contact information.
- Prepare a work area for the student teacher with a desk and place to put his/her belongings.
- Gather copies of curriculum guides, teacher’s guides and textbooks, handbooks, faculty and student directories, and any other important materials for the student teacher.
- Make a list of expectations and a tentative timetable for the student teacher to begin slowly taking on the role of full-time instructor.
- Set up conferences for the student teacher to meet different school personnel (Principal, Vice-Principal, guidance counselor, department chair, media specialists, etc.)

Length of the Student Teaching Practicum

- All student teaching practicums are 15 weeks in duration and student teachers are expected to teach full-time for five consecutive weeks. Student teachers are required to remain at the same school for the length of the student teaching practicum, but may work with more than one Master Teacher with prior approval.

Attendance

- Student teachers will adhere to the host school’s calendar, not the University’s calendar, including holidays.
- The student teacher’s schedule is the same as the Master Teacher’s schedule. Student teachers should attend required faculty meetings, PTA/PTO meetings, conferences, in-service workshops, duty assignments, and any other appropriate teacher requirements.
- Absences should be limited to emergencies. It is the responsibility of the student teacher to notify the Master Teacher and the University Supervisor as soon as possible about an impending absence. If the number of days absent exceeds three days per placement, students may be asked to extend or repeat the student teaching
practicum, depending on a case-by-case scenario. The Dean of the School of Education evaluates each case individually when a student teacher or University Supervisor raises such concerns.

- When a student teacher has responsibilities on the day he/she must be absent, he/she must arrange either to send teaching plans and materials to the school, or have on file at the school alternate lessons plans prepared for teacher use.

**Orienting the Student Teacher**

**Introductions**

- Introduce the student teacher to administration, faculty, and staff.
- Introduce the student teacher to your students and inform them that they will benefit from having another teacher in the classroom.
- Provide a tour of the school building for the student teacher including the staff lounge, cafeteria, art, music, physical education rooms, library, special education facilities and any other facilities unique to the school.

**School and Classroom Rules, Regulations, and Policies**

- Discuss all school rules, regulations, and policies with your student teacher as listed in the Student Teaching Checklist. See Appendix.
- Discuss system policies and regulations.
- Discuss your classroom rules, procedures, and expectations.
- Discuss units of instruction currently being taught including the Georgia Performance Standards for the grade level and subject area.

**Developing a Schedule**

- Develop a schedule with the University Supervisor and student teacher for the student teacher’s increased assumption of the teaching load.
- Share long-range plans to help the student teacher develop effective individual lesson plans (possibly decide on a unit or work sample topic).
- Schedule a weekly planning time with the student teacher.
- Schedule a daily consultation time with the student teacher.
- Clearly state the kind of assistance you expect from the student teacher.

**Involving the Student Teacher in Professional Responsibilities**

- Suggest ways for the student teacher to become immediately actively involved in the classroom. Student teachers look forward to sharing duties and responsibilities, and with prior instruction and modeling, should be able to assume them at an incremental pace.
Aid the student teacher’s growth by encouraging participation in:

- parent-teacher conferences
- teacher in-service meetings
- extra-curricular activities
- professional organizations

**Stages of the Student Teaching Practicum**

**Stage 1: Observation**

- The observation stage is a time for information and observation. The Master Teacher, University Supervisor, and the student teacher should meet to set up a schedule for the student teaching practicum including observations, conferences, and the student teachers transition into full-time teaching. Periodic teaching is encouraged.
  - Accomplish all items under Preparing for the Student Teacher and Orienting the Student Teacher listed in this Master Teacher Handbook during this stage.
  - Establish a co-teacher atmosphere with the student teacher. Assist the student teacher in exercising initiative so he/she does not have to ask for permission to do everything, especially in front of the students.
  - Assign immediate responsibilities such as morning routine paper work.
  - Allow for periodic teaching by the student teacher and model good instruction for the student teacher.
  - Provide specific, constructive criticism to clearly identify ways for the student teacher to improve (Give praise and encouragement when appropriate).
  - Update the University Supervisor on the student teacher’s progress.
  - Inform the University Supervisor of any early problems encountered with the student teacher such as a disposition issue or suspected weakness.

**Stage 2: Modeling**

- The modeling stage is a time for the student teacher to share teaching responsibilities by modeling instruction through alternating lessons, days, and/or blocking of full days.
  - Gradually decrease your classroom responsibility.
  - Model good instruction while increasing the student teacher’s responsibilities.

**Stage 3: Full-Time Solo Teaching**

- The full-time solo teaching stage consists of the student teacher assuming all of the Master Teacher’s responsibilities for five consecutive weeks or more. The Master Teacher should generally remain in the classroom, but may occasionally leave the room during this stage.
  - Determine an appropriate period of full-time responsibility and allow the student teacher to assume all teacher duties.
  - Allow the student teacher to attempt methods and procedures that may differ from your own.
- Allow the student teacher to assume the role of instructional leader, letting him/her prepare the class for the lesson.
- Permit the student teacher to make honest mistakes and learn from them by not interrupting the student teacher once his/her responsibility has started. Only step in when a class is out of control or if someone may be harmed. Try to do this without abdicating the leadership role of the student teacher.
- Leave the room occasionally for brief periods of time to permit the student teacher to learn whether independence and authority in the classroom are being achieved.

Stage 4: Reflection

- The reflection stage allows the student teacher to gradually give back teaching responsibilities to the Master Teacher and support the Master Teacher as directed.
  - Gradually become re-involved in the classroom.
  - Allow for periodic teaching by the student teacher.
  - Prepare a letter of recommendation upon the student teacher’s request, if appropriate.

Observing, Evaluating, and Conferencing

Weekly Planning and Conferencing

- Set aside a weekly time to plan cooperatively with the student teacher and review his/her daily lesson plans. The student teacher should submit lesson plans at least one week in advance. Student teachers will use the GSW lesson plan format until told to switch to the host school’s format by the University Supervisor. Please provide GPS pacing guides for the student teacher’s use. Expect consistent, effective lesson plans.
- Review the student teacher’s performance at the end of each week to offer constructive feedback in a timely manner. Point out strengths and provide ideas for overcoming highlighted needs. The Teacher Candidate Progress and Evaluation Form, CaPE, indicates the specific teaching skills and strategies GSW uses to identify high standards. These performance-based assessments direct evaluation and feedback toward actual teacher practice.
- Conference with the student teacher regarding different topics such as individual student characteristics, backgrounds, abilities, and or problems. Additional conference topics are provided in the Appendix.

Informal and Formal Observations

- Regularly critique the student teacher’s lessons, sharing your observations in a constructive and timely manner. Give the student teacher enough oral and written feedback to provide guidance for future lessons.
- Formally evaluate the student teacher every three weeks (for a total of 5 formal evaluations within a 15 week placement) using the Teacher Candidate Progress and Evaluation Form in your LiveText Field Experience Management account. A hard
copy of the CaPE is found in the Appendix of this handbook. You should complete the form in conference with the student teacher.

Three-way Conferences

- The University Supervisor conducts 3-5 formal teaching observations of the student teacher and may conduct additional observations as necessary including unannounced observations and drop-in visits.
- Possible formats the University Supervisor may use for conferencing:
  - Initial Conference: An initial conference during the first two weeks of student teaching to discuss adjustments to the student teaching practicum.
  - Post Observation Conference: A conference conducted as soon as possible after an observation. Three-way conferences including the Master Teacher are scheduled when appropriate. Observation data is used to identify appropriate goals for change and improvement. Student teachers are encouraged to reflect and self-evaluate their teaching to establish goals for improvement in conjunction with the supervisor and/or Master Teacher.
  - Mid-Semester Evaluation and/or Conference: A three-way conference including the Master Teacher to review the student teacher’s performance and set goals for the remainder of the student teaching practicum. Mid-Semester reflection and goal-setting may also occur through email and weekly reflections as required by the supervisor.
  - Final Conference: A final three-way assessment towards the end of the student teaching practicum to review mid-semester goals, determine achievement in the areas targeted for growth, and review accomplishments of each student learning outcome.
  - General Conferences: Additional two-way and three-way conferences will be scheduled as necessary throughout the semester.

Struggling Student Teachers

Unsatisfactory Work

- Student teachers who perform at an unsatisfactory level face the prospect of not passing student teaching. If a student teacher is not progressing satisfactorily, identify the problems and discuss them with the student teacher and the University Supervisor. If necessary, a Professional Intervention Plan (PIP) will be made to remedy the problem.

Suggestions for Struggling Student Teachers:

- Identify problems and discuss them with the Student Teacher and University Supervisor.
Identify areas for growth and create an action plan to remedy the problem ensuring that the student teacher understands the performance expectations of the student teaching practicum.

Revise the takeover schedule if necessary to accommodate the situation. It may be helpful to reduce the teaching load so the student teacher may focus on problem areas.

Arrange for the student teacher to observe you teaching a lesson to a small group, and then have the student teacher teach the same lesson to another small group (micro-teaching).

Increase observations of the student teacher and provide continuous written and verbal feedback, including specific examples for change.

Provide many opportunities for the student teacher to reflect on and assess his/her performance. Use audio and videotaping.

Identify student strengths and have students work in areas of strength to enhance the possibility of success.

Keep accurate records of specific instances of difficulties to discuss with the student teacher.

Arrange for the Principal or another teacher to observe the student teacher to provide feedback.

**Professional Intervention Plan (PIP):**

Student teachers are expected to demonstrate responsibility, effective teaching skills, effective communication/interpersonal skills, and professional dispositions. The Professional Intervention Plan (PIP), found in the Appendix and provides student teachers with feedback and a plan for remediation when behavior is inconsistent with professional qualities and expectations. The plan outlines areas needing improvement with a specific time frame for successful completion of the student teaching practicum. The University Supervisor, Master Teacher, and the Clinical Director may request that a Professional Intervention Plan be developed, and will meet with the candidate to develop and review the plan.

**Documenting Struggling Student Teachers:**

- Keep the University Supervisor involved in the ongoing documentation and monitoring of the student teacher’s performance.
- Keep a log of dates, times, places, situations, and notes from:
  - Lesson plan feedback from observations
  - Conferences – formal and informal
  - Phone Calls
  - Specific instructions
  - Written feedback signed by the student teacher
  - Any other documents you deem appropriate
  - Feedback from professional staff
Grading

The University Supervisor grades the student teacher. Information from the Master Teacher, University Supervisor’s observations, and grading of assignments are used to determine final grades. There are three broad areas in which grades are assigned: Content Knowledge (written assignments, knowledge of the learner), Teaching Skills (planning delivery, classroom management), and Professionalism (attendance, attire, attitude).

Student teachers are expected to meet the minimum course requirements set forth by the Student Teaching Handbook to satisfactorily complete student teaching. A grade of “C” or higher is expected in all evaluation areas: Content Knowledge, Teaching Skills, and Professionalism. Failure to earn a “C” in all three areas requires the student teacher to retake all sections of the student teaching practicum.
PART IV

Student Teaching 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.

Overview of Assignments

The student teaching practicum consists of full-time teaching under the supervision of a Master Teacher and begins with observing teaching and assuming some class management duties. Student teachers are encouraged to begin teaching as early in the semester as possible and to remain fully responsible for at least five consecutive weeks prior to the conclusion of the semester. Master Teachers in consultation with student teachers and University Supervisors develop plans for the student teacher to assume full responsibilities (instructional and managerial) in an organized transition.

Student Teachers are expected to fulfill certain activities and experiences as part of the student teaching practicum. Master Teachers may review student teachers’ assignments prior to teaching or submitting the materials to University Supervisors. Student teachers are required to complete all of the assignments outlined below and listed in the Appendix.

Student Teaching Assignments

- **Prerequisites for Student Teaching**
  - Courses and Deferred Grades
  - Dispositions Rubric
  - Criminal Background Check (certifiedbackground.com)
  - Proof of Liability Insurance (front of Student Teaching Notebook)
  - LiveText Field Experience Management Module (livetext.com)
  - Opening School Experience
• **Student Teaching Handbook**

Student teachers must thoroughly read the *Student Teaching Handbook* and complete the affirmation form in the Appendix of the handbook before entering the student teaching practicum. A copy may be found on LiveText.com. The affirmation form should be placed in the front of the student teaching notebook.

• **Student Teaching Calendar**

Student teachers must attend all university orientations, seminars, and presentations as listed on the student teaching calendar in addition to the student teaching practicum to fulfill all requirements of student teaching. Student teachers must notify their Master Teachers if they need to depart from school early in order to attend a university sanctioned orientation, seminar, or presentation. Seminars are arranged to provide information regarding student teaching, effective instruction, certification, and employment. Student teachers must notify the University Supervisor if any extenuating circumstances arise that prohibit attendance. Consequences and/or make-up sessions will result due to absences whether excused or not.

• **Student Teaching Notebook**

Student Teachers will maintain a hardcover, standard three-ring binder with sections separated by tabbed dividers labeled to indicate required categories, as specified in the Appendix of this handbook. It should be maintained and updated in a timely fashion and should be available to the Master Teacher and University supervisor at all times.

• **Student Teaching Portfolio**

Student teachers are expected to develop a professional teaching portfolio using LiveText. Student teachers should select one artifact to include in the portfolio for each of the Student Learning Outcomes as listed in this handbook. Each artifact should be presented in the specified format found in the Student Teaching Portfolio Guidelines in the Appendix and should include a statement (rationale) of how the artifact illustrates successful accomplishment and full understanding of the Student Learning Outcome. All identifying student information must be deleted before placing an artifact in the portfolio. Student teachers will present two of their best artifacts during the *Graduate Presentation and Celebration Day* at the end of the semester as a capstone of the student teaching practicum. See the Appendix for the Student Teaching Portfolio Guidelines and the Portfolio Rubric for grading.

• **CaPE Evaluations**

The Master Teacher and University Supervisor will evaluate the student teacher by scoring each indicator 0-4 of the Candidate Progress and Evaluation Form (CaPE):  4
Effectively Demonstrated, 3 = Demonstrated, 2 = Partially Demonstrated, 1 = Not Demonstrated, 0 = Not Applicable. The Master Teacher will conduct 5 observations and the University Supervisor will conduct 3 to 5 observations.

- **Impacting Student Learning (ISL)**

  Student teachers will complete 1 ISL component over a unit of instruction, demonstrating their impact on student learning. The ISL must contain class demographics, pre-test and post-test data, data summary (range and mean of scores), an analysis of the student teacher’s impact on student learning, and plans for further remediation. Samples of student work should be included with identifying information removed. Student teachers will insert one ISL in the LiveText Professional Portfolio. See the Appendix for the ISL and the ISL Rubric for grading.

- **Lesson Plans**

  Student teachers must prepare written lesson plans for the lessons they teach, containing the required elements listed in the Lesson Plan Guidelines found in the Appendix of this handbook. Lesson plans should be kept in the notebook and must be submitted to the Master Teacher at least one week prior to the teaching assignment (or earlier, if stipulated by the assigned school). Master Teachers have a responsibility and right to provide feedback to the teacher candidate. Any suggestions provided should be considered and discussed. If the planning is not acceptable or not submitted in a timely fashion, Master Teachers can refuse to allow the student teacher to teach a particular lesson. Student teachers may use a shorter format (the format required by the school) after demonstrating competency in planning and implementing lessons, to be determined by the Master Teacher and the University Supervisor. See the Appendix for the Lesson Plan Guidelines and Lesson Plan Rubric for grading.

- **Self-Reflection and Evaluation**

  Student teachers will evaluate themselves at the beginning, mid-term, and end of the student teaching practicum. Evaluations include a completed CaPE in the LiveText Field Experience Management account and a one-page summary kept in the Student Teaching Notebook. The summary should contain a goal in each of the 3 broad areas of student teaching: Content Knowledge, Teaching Skills, and Professionalism. University Supervisors will discuss these reflections/evaluations throughout the semester.

- **Reflections**

  Student teachers will complete reflections of their teaching and learning throughout the semester. Student teachers should submit their reflections to the University Supervisor at the time assigned by the University Supervisor. A copy of the reflection
should be kept in the Student Teaching Notebook. The University Supervisor will determine the content of these reflections.

- **English Language Learners (ELL) Assignment**

  Student teachers will shadow their host school or county English to Speakers of Other Languages (ESOL) Instructor for 8 hours. After completing the shadowing assignment, student teachers will write a reflection about this experience. The University Supervisor will determine the content of this reflection.

- **Use of Instructional Technology**

  Student Teachers are expected to develop lessons using instructional technology. A variety of instructional technology are available at the school and should be used by the student teacher in effectively delivering instruction. One of the lesson plans should illustrate the use of technology in instruction.

- **Attendance and Participation Policies**

  Student teachers are expected to abide by the attendance and participation policies as listed in the *Student Teaching Handbook*.

- **Professionalism Policies**

  Student teachers are expected to abide by all Professionalism Policies including Professional Behavior and Professional Presentation of Self as listed in the *Student Teaching Handbook*. 
Part V

Appendices

Appendix A

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:**
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

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

**Comments:**
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
<table>
<thead>
<tr>
<th>Teacher Candidate</th>
<th>University Faculty Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participant</td>
<td>Position</td>
</tr>
<tr>
<td>Participant</td>
<td>Position</td>
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</tbody>
</table>
The Code of Ethics for Educators defines the professional behavior of educators in Georgia and serves as a guide to ethical conduct. The Professional Standards Commission has adopted standards that represent the conduct generally accepted by the education profession. The code defines unethical conduct justifying disciplinary sanction and provides guidance for protecting the health, safety and general welfare of students and educators, and assuring the citizens of Georgia a degree of accountability within the education profession.

(2) Definitions

(a) “Certificate” refers to any teaching, service, or leadership certificate, license, or permit issued by authority of the Professional Standards Commission.

(b) “Educator” is a teacher, school or school system administrator, or other education personnel who holds a certificate issued by the Professional Standards Commission and persons who have applied for but have not yet received a certificate. For the purposes of the Code of Ethics for Educators, “educator” also refers to paraprofessionals, aides, and substitute teachers.

(c) “Student” is any individual enrolled in the state’s public or private schools from preschool through grade 12 or any individual under the age of 18. For the purposes of the Code of Ethics and Standards of Professional Conduct for Educators, the enrollment period for a graduating student ends on August 31 of the year of graduation.

(d) “Complaint” is any written and signed statement from a local board, the state board, or one or more individual residents of this state filed with the Professional Standards Commission alleging that an educator has breached one or more of the standards in the Code of Ethics for Educators. A “complaint” will be deemed a request to investigate.

(e) “Revocation” is the invalidation of any certificate held by the educator.

(f) “Denial” is the refusal to grant initial certification to an applicant for a certificate.

(g) “Suspension” is the temporary invalidation of any certificate for a period of time specified by the Professional Standards Commission.

(h) “Reprimand” admonishes the certificate holder for his or her conduct. The reprimand cautions that further unethical conduct will lead to a more severe action.

(i) “Warning” warns the certificate holder that his or her conduct is unethical. The warning cautions that further unethical conduct will lead to a more severe action.

(j) “Monitoring” is the quarterly appraisal of the educator’s conduct by the Professional Standards Commission through contact with the educator and his or her employer. As a condition of monitoring, an educator may be required to submit a criminal background check (GCIC). The Commission specifies the length of the monitoring period.

(k) “No Probable Cause” is a determination by the Professional Standards Commission that, after a preliminary investigation, either no further action need be taken or no cause exists to recommend disciplinary action.

(3) Standards

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

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

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

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

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

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

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

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

1. misusing public or school-related funds;
2. failing to account for funds collected from students or parents;
3. submitting fraudulent requests or documentation for reimbursement of expenses or for pay (including fraudulent or purchased degrees, documents, or coursework);
4. co-mingling public or school-related funds with personal funds or checking accounts; and
5. using school property without the approval of the local board of education/governing board or authorized designee.

(f) Standard 6: Remunerative Conduct - An educator shall maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation. Unethical conduct includes but is not limited to:
Standard 7: Confidential Information - An educator shall comply with state and federal laws and state school board policies relating to the confidentiality of student and personnel records, standardized test material and other information. Unethical conduct includes but is not limited to:

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

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 educational 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, aggravated assault, aggravated battery, kidnapping, any sexual offense, any sexual exploitation of a minor, any offense involving a controlled substance and any abuse of a child if an educator has reasonable cause to believe that a child has been abused.

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

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.

Standard 12: Disciplinary Action - 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.

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.

<table>
<thead>
<tr>
<th>GSW Teacher Candidate Dispositions Assessment Timeline</th>
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<tbody>
<tr>
<td><strong>When</strong></td>
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<tr>
<td>First meeting with Advisor</td>
</tr>
<tr>
<td>Introduction Courses (EDUC 2110, 2120, 2130)</td>
</tr>
<tr>
<td>Admission to Teacher Education</td>
</tr>
<tr>
<td>Admission to Student Teaching</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**

| Candidates Name: |  |
| Semester: |  |

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

<table>
<thead>
<tr>
<th></th>
<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>
<td>No absences to class. No late arrivals 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>
<td>No assignments are late. Can always answer questions based on assigned readings. Always 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>
<td>Sets example for others. Appearance exceeds 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>
<td>Always 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>
<td>Written work always 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 toward individuals.</td>
<td>Occasionally disrespectful/insensitive toward individuals. Occasional instances of negative remarks, sarcasm, ridicule toward individuals.</td>
<td>Almost always respectful/sensitive toward individuals.</td>
<td>Sets an example for others. Always respectful/sensitive toward individuals.</td>
</tr>
<tr>
<td><strong>Affect - Responsiveness</strong></td>
<td>Frequently defensive, unresponsive 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>
<td>Always receptive to feedback, constructive criticism, and supervision and adjusts behaviors appropriately.</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>
<td>Always participates in class and field experience. Demonstrates a high level of energy and enthusiasm.</td>
</tr>
</tbody>
</table>

Completed by:
Student ____
Faculty ____
<table>
<thead>
<tr>
<th>Collaboration</th>
<th>Poor collaboration skills. Inability to work with individuals in collaborative assignments/activities.</th>
<th>Basic collaboration skills. Occasional difficulty interacting and accepting others ideas.</th>
<th>Proficient collaboration skills. Usually an active team member. (i.e. shares ideas, considers ideas of the group).</th>
<th>Advanced collaboration skills. Sets an example for others. Always an active team member. (i.e. shares ideas and open to all suggestions, works exceedingly hard to meet the goals of the group).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Comments:</td>
<td>Do not recommend continuation in the program</td>
<td>Recommend with reservations (Professional Intervention Plan)</td>
<td>Recommend continuation in the program</td>
<td></td>
</tr>
<tr>
<td>Advisor Signature</td>
<td>Date</td>
<td></td>
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<tr>
<td>Course Instructor Signature</td>
<td>Date</td>
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<td></td>
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<tr>
<td>Program Coordinator Signature</td>
<td>Date</td>
<td></td>
<td></td>
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<tr>
<td>Student Comments:</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Student Signature</td>
<td>Date</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>GENERAL ORIENTATION EXPERIENCES</td>
<td>Candidate Initials</td>
<td>Faculty/Staff Initials</td>
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<tr>
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<tr>
<td>Principal</td>
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<tr>
<td>Assistant Principal</td>
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<tr>
<td>Secretaries</td>
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<tr>
<td>Custodians</td>
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<tr>
<td>Department Chairs</td>
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<tr>
<td>Other members of department</td>
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<tr>
<td>Media Specialist</td>
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<tr>
<td>Technology Specialist (if applicable)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>DISCUSSION WITH PDS MASTER TEACHER</th>
<th>Candidate Initials</th>
<th>PDS Master Teacher Initials</th>
<th>Candidate Initials</th>
<th>PDS Master Teacher Initials</th>
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</thead>
<tbody>
<tr>
<td>School policy</td>
<td></td>
<td>Classroom Policy</td>
<td></td>
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<tr>
<td>School handbook</td>
<td></td>
<td>Rules</td>
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<tr>
<td>School rules</td>
<td></td>
<td>Management of procedures</td>
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<tr>
<td>School discipline</td>
<td></td>
<td>Curriculum</td>
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<tr>
<td>Proper attire</td>
<td></td>
<td>Teaching materials</td>
<td></td>
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<tr>
<td>Parking pass</td>
<td></td>
<td>Seating arrangement</td>
<td></td>
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<tr>
<td>Staff I.D.</td>
<td></td>
<td>Assigning homework</td>
<td></td>
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<tr>
<td>Sign-in procedures</td>
<td></td>
<td>Grading procedures</td>
<td></td>
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<tr>
<td>Use of the library</td>
<td></td>
<td>Quizzes &amp; tests</td>
<td></td>
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<tr>
<td>Staff meetings</td>
<td></td>
<td>Textbook distribution/care</td>
<td></td>
<td></td>
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<tr>
<td>School calendar</td>
<td></td>
<td>Fire and disaster evacuation routes</td>
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<tr>
<td>Teachers' hours/work day</td>
<td></td>
<td>Pyramid of Interventions/ SST/Referral Process</td>
<td></td>
<td></td>
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<tr>
<td>Student injury or illness</td>
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<tr>
<td>Use of audiovisual materials</td>
<td></td>
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<tr>
<td>Computer usage</td>
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<tr>
<td>School assemblies</td>
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<td></td>
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<tr>
<td>Bus evacuation drills</td>
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<tr>
<td>After school programs</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>OBSERVATION OF THE PDS MASTER TEACHER'S PROCEDURES</th>
<th>Candidate Initials</th>
<th>PDS Master Teacher Initials</th>
<th>Candidate Initials</th>
<th>PDS Master Teacher Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitions</td>
<td></td>
<td>Questioning Techniques</td>
<td></td>
<td></td>
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<tr>
<td>Time management</td>
<td></td>
<td>Giving directions</td>
<td></td>
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<tr>
<td>Lesson plans</td>
<td></td>
<td>Individualization</td>
<td></td>
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<tr>
<td>Group work</td>
<td></td>
<td>Feedback</td>
<td></td>
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<tr>
<td>Reinforcement</td>
<td></td>
<td>Student Participation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ASSIGNMENTS INCLUDED IN NOTEBOOK</th>
<th>Candidate Initials</th>
<th>Candidate Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handbook Affirmation Form (Appendix K)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master Classroom Schedule</td>
<td></td>
<td>Liability Insurance</td>
</tr>
<tr>
<td>Reflections</td>
<td></td>
<td>ISL</td>
</tr>
<tr>
<td>Lesson Plans (All)</td>
<td></td>
<td>Self-Evaluations</td>
</tr>
<tr>
<td>English Language Learners (ELL) Assignment</td>
<td></td>
<td>CaPEs (MT and US)</td>
</tr>
</tbody>
</table>
Student Teachers will develop a professional portfolio using LiveText and implementing the Student Learning Outcomes as listed in this Student Teaching Handbook by selecting one artifact to support successful completion/understanding of each outcome. The artifact for each outcome must be an assignment/task completed during the student teaching semester. Each artifact should be presented in the specified format, and should include a statement (rationale) of how the artifact illustrates successful accomplishment and deep understanding of the outcome.

- Uses original artifacts; do not include anything that you did not create.

- You may use each artifact only one time.

- Make sure that you do not use any identifying information (case studies, grade books, etc.) – delete identifying information before printing the artifact.

- Pay careful attention to the Portfolio Rubric:
  
  o Artifact is clearly described;

  o State the connection to the outcome (the artifact should clearly relate to the outcome);

  o Candidate’s ability is clearly demonstrated in the rationale and is evidenced by the artifact.

- Place your resume, philosophy of education, and ISL at the beginning of your portfolio.

- Create all artifacts in order by outcome; neatness counts! Check for typos and grammatical errors.
Paragraph Frame for Artifact Rationale

Modeling/Guiding Practice

Our Goal:
- Clear connection is made between lesson plan and demonstration of mastery of standards
- Reflection tells how lesson plan demonstrates mastery of standard
- Rationale is clearly written and is free of grammatical/usage/convention errors

Performance Outcome 1

…demonstrate the skill and central concepts of their disciplines and abilities to incorporate those concepts into an integrated curriculum to facilitate holistic learning.

Outcome has three parts
- skills and central concepts of their disciplines
- incorporate those concepts into an integrated curriculum
- facilitate holistic learning

My artifact for Performance Outcome 1 is _________________________________.

________________________ is (give a one to two sentence description of lesson plan).

This lesson plan demonstrates my knowledge of my discipline because it is based on

(Describe the content…use your GPS to help you phrase the content…this is the bulk of your rationale…it is HOW).

Furthermore, my lesson plan shows my ability to incorporate key concepts in a curriculum by ____________ (this is a tough one…maybe talk about how your lesson fits into a unit, fits into the yearly plan, fits with GPS…).

Finally, my ________________ demonstrates my ability to facilitate student learning by ________________ (accommodations/modifications; learning/instructional sequence of modeling, guiding, independent practice, assessing, re-teaching; various approaches or use of techniques).

Give a one sentence summary reminding the reader about your knowledge and ability to meet the standard.
Performance Outcome 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.

This outcome has three components:
  • critical and reflective thinking skills
  • ability to use a variety of instructional strategies
  • promote critical thinking, problem solving, and performance skills

First sentence or two

First key component

Second key component

Third key component

Summary sentence
Rubric for Evaluating Portfolios

by Georgia Southwesternadmin

Assessment

Rubric for Evaluating Portfolios

<table>
<thead>
<tr>
<th>PO 1: Knowledge of Subject Matter - Artifact &amp; Rationale (1, 7%)</th>
<th>Effectively Demonstrated (8 pts)</th>
<th>Partially Demonstrated (4 pts)</th>
<th>Not Demonstrated</th>
</tr>
</thead>
<tbody>
<tr>
<td>GA-GSW-UG-PO.1</td>
<td>The candidate demonstrates strong understanding of the standard: the artifact is clearly presented; the artifact supports the standard; clear, compelling rationale provided; presentation is professional; text is free of errors; and there is strong evidence of the candidate's abilities to communicate effectively; demonstrate skilled, reflective decision making; and an overall mastery of the standard.</td>
<td>The candidate demonstrates adequate understanding of the standard: the artifact description is somewhat unclear; the artifact moderately supports the standard; rationale is adequate; presentation is partially professional; the text has some errors; and there is only moderate evidence of the candidate's abilities to communicate effectively; demonstrate skilled, reflective decision making; and an overall master of the standard.</td>
<td>The candidate does not provide evidence to support the standard: the artifact description is poor; the artifact is not clearly tied to the standard; the rationale is weak; presentation is poor; the text has numerous errors; and the candidate's abilities are unproven.</td>
</tr>
<tr>
<td>GA-GSW-UG-PO.10</td>
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<td>GA-GSW-UG-PO.11</td>
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<td>GA-GSW-UG-PO.12</td>
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<td>GA-GSW-UG-PO.2</td>
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<td>GA-GSW-UG-PO.3</td>
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<td>GA-GSW-UG-PO.4</td>
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<td>GA-GSW-UG-PO.5</td>
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<td>GA-GSW-UG-PO.6</td>
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<td>GA-GSW-UG-PO.7</td>
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<td>GA-GSW-UG-PO.8</td>
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<tr>
<td>GA-GSW-UG-PO.9</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>PO 2: Knowledge of Development, Learning, and Foundations - Artifact &amp; Rationale (1, 7%)</th>
<th>Effectively Demonstrated (8 pts)</th>
<th>Partially Demonstrated (4 pts)</th>
<th>Not Demonstrated</th>
</tr>
</thead>
<tbody>
<tr>
<td>GA-GSW-UG-PO.1</td>
<td>The candidate demonstrates strong understanding of the standard: the artifact is clearly presented; the artifact supports the standard; clear, compelling rationale provided; presentation is professional; text is free of errors; and there is strong evidence of the candidate's abilities to communicate effectively; demonstrate skilled, reflective decision making; and an overall mastery of the standard.</td>
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<td>The candidate does not provide evidence to support the standard: the artifact description is poor; the artifact is not clearly tied to the standard; the rationale is weak; presentation is poor; the text has numerous errors; and the candidate's abilities are unproven.</td>
</tr>
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<tr>
<td>GA-GSW-UG-PO.9</td>
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</tbody>
</table>

Appendix F
| PO 3: Adapting Instruction for Diverse Learners - Artifact & Rationale (1, 7%) | The candidate demonstrates strong understanding of the standard: the artifact is clearly presented; the artifact supports the standard; clear, compelling rationale provided; presentation is professional; text is free of errors; and there is strong evidence of the candidate's abilities to communicate effectively; demonstrate skilled, reflective decision making; and an overall mastery of the standard. | The candidate demonstrates adequate understanding of the standard: the artifact description is somewhat unclear; the artifact moderately supports the standard; rationale is adequate; presentation is partially professional; the text has some errors; and there is only moderate evidence of the candidate's abilities to communicate effectively; demonstrate skilled, reflective decision making; and an overall mastery of the standard. | The candidate does not provide evidence to support the standard: the artifact description is poor; the artifact is not clearly tied to the standard; the rationale is weak; presentation is poor; the text has numerous errors; and the candidate's abilities are unproven. |
| PO 4 - Critical Thinking about Instruction - Artifact & Rationale (1, 7%) | The candidate demonstrates strong understanding of the standard: the artifact is clearly presented; the artifact supports the standard; clear, compelling rationale provided; presentation is professional; text is free of errors; and there is strong evidence of the candidate's abilities to communicate effectively; demonstrate skilled, reflective decision making; and an overall mastery of the standard. | The candidate demonstrates adequate understanding of the standard: the artifact description is somewhat unclear; the artifact moderately supports the standard; rationale is adequate; presentation is partially professional; the text has some errors; and there is only moderate evidence of the candidate's abilities to communicate effectively; demonstrate skilled, reflective decision making; and an overall mastery of the standard. | The candidate does not provide evidence to support the standard: the artifact description is poor; the artifact is not clearly tied to the standard; the rationale is weak; presentation is poor; the text has numerous errors; and the candidate's abilities are unproven. |
| PO 5 - Classroom Management-Artifact & Rationale (1, 7%) | The candidate demonstrates strong understanding of the standard: the artifact is clearly presented; the artifact supports the | The candidate demonstrates adequate understanding of the standard: the artifact description is somewhat unclear; the artifact moderately supports the standard; rationale is adequate; presentation is partially professional; the text has some errors; and there is only moderate evidence of the candidate's abilities to communicate effectively; demonstrate skilled, reflective decision making; and an overall mastery of the standard. | The candidate does not provide evidence to support the standard: the artifact description is poor; the artifact is not clearly tied to the standard; the rationale is weak; presentation is poor; the text has numerous errors; and the candidate's abilities are unproven. |
| **PO 6 - Communication Skills - Artifact & Rationale (1, 7%)** | The candidate demonstrates strong understanding of the standard: the artifact is clearly presented; the artifact supports the standard; clear, compelling rationale provided; presentation is professional; text is free of errors; and there is strong evidence of the candidate's abilities to communicate effectively; demonstrate skilled, reflective decision making; and an overall mastery of the standard. | The candidate demonstrates adequate understanding of the standard: the artifact description is somewhat unclear; the artifact moderately supports the standard; rationale is adequate; presentation is partially professional; the text has some errors; and there is only moderate evidence of the candidate's abilities to communicate effectively; demonstrate skilled, reflective decision making; and an overall master of the standard. | The candidate does not provide evidence to support the standard: the artifact description is poor; the artifact is not clearly tied to the standard; the rationale is weak; presentation is poor; the text has numerous errors; and the candidate's abilities are unproven. |
| **PO 7 - Reflective Instructional Planning - Artifact & Rationale (1, 7%)** | The candidate demonstrates strong understanding of the standard: the artifact is clearly presented; the artifact supports the standard; clear, compelling rationale provided; presentation is professional; text is free of errors; and there is strong evidence of the candidate's abilities to communicate effectively; demonstrate skilled, reflective decision making | The candidate demonstrates adequate understanding of the standard: the artifact description is somewhat unclear; the artifact moderately supports the standard; rationale is adequate; presentation is partially professional; the text has some errors; and there is only moderate evidence of the candidate's abilities to communicate effectively; demonstrate skilled, reflective decision making | The candidate does not provide evidence to support the standard: the artifact description is poor; the artifact is not clearly tied to the standard; the rationale is weak; presentation is poor; the text has numerous errors; and the candidate's abilities are unproven. |
| PO 8 - Assessment - Artifact & Rationale (1, 7%) | The candidate demonstrates strong understanding of the standard: the artifact is clearly presented; the artifact supports the standard; clear, compelling rationale provided; presentation is professional; text is free of errors; and there is strong evidence of the candidate's abilities to communicate effectively; demonstrate skilled, reflective decision making; and an overall mastery of the standard. | The candidate demonstrates adequate understanding of the standard: the artifact description is somewhat unclear; the artifact moderately supports the standard; rationale is adequate; presentation is partially professional; the text has some errors; and there is only moderate evidence of the candidate's abilities to communicate effectively; demonstrate skilled, reflective decision making; and an overall mastery of the standard. | The candidate does not provide evidence to support the standard: the artifact description is poor; the artifact is not clearly tied to the standard; the rationale is weak; presentation is poor; the text has numerous errors; and the candidate's abilities are unproven. |
| PO 9 - Professionalism - Artifact & Rationale (1, 7%) | The candidate demonstrates strong understanding of the standard: the artifact is clearly presented; the artifact supports the standard; clear, compelling rationale provided; presentation is professional; text is free of errors; and there is strong evidence of the candidate's abilities to communicate effectively; demonstrate skilled, reflective decision making; and an overall mastery of the standard. | The candidate demonstrates adequate understanding of the standard: the artifact description is somewhat unclear; the artifact moderately supports the standard; rationale is adequate; presentation is partially professional; the text has some errors; and there is only moderate evidence of the candidate's abilities to communicate effectively; demonstrate skilled, reflective decision making; and an overall mastery of the standard. | The candidate does not provide evidence to support the standard: the artifact description is poor; the artifact is not clearly tied to the standard; the rationale is weak; presentation is poor; the text has numerous errors; and the candidate's abilities are unproven. |
| PO 10 - Artifact & Rationale (1, 7%) | The candidate demonstrates strong understanding of the standard: the artifact is clearly presented; the artifact supports the standard; clear, compelling rationale provided; presentation is professional; text is free of errors; and there is strong evidence of the candidate's abilities to communicate effectively; demonstrate skilled, reflective decision making; and an overall mastery of the standard. | The candidate demonstrates adequate understanding of the standard: the artifact description is somewhat unclear; the artifact moderately supports the standard; rationale is adequate; presentation is partially professional; the text has some errors; and there is only moderate evidence of the candidate's abilities to communicate effectively; demonstrate skilled, reflective decision making; and an overall mastery of the standard. | The candidate does not provide evidence to support the standard: the artifact description is poor; the artifact is not clearly tied to the standard; the rationale is weak; presentation is poor; the text has numerous errors; and the candidate's abilities are unproven. |
| PO 11 - Dispositions - Artifact & Rationale (1, 7%) | compelling rationale provided; presentation is professional; text is free of errors; and there is strong evidence of the candidate's abilities to communicate effectively; demonstrate skilled, reflective decision making; and an overall mastery of the standard. | standard; rationale is adequate; presentation is partially professional; the text has some errors; and there is only moderate evidence of the candidate's abilities to communicate effectively; demonstrate skilled, reflective decision making; and an overall master of the standard. | The candidate does not provide evidence to support the standard: the artifact description is weak; presentation is poor; the text has numerous errors; and the candidate's abilities are unproven. |
| PO 12 - Technology - Artifact & Rationale (1, 7%) | The candidate demonstrates strong understanding of the standard: the artifact is clearly presented; the artifact supports the standard; clear, compelling rationale provided; presentation is professional; text is free of errors; and there is strong evidence of the candidate's abilities to communicate effectively; demonstrate skilled, reflective decision making; and an overall mastery of the standard. | The candidate demonstrates adequate understanding of the standard: the artifact description is somewhat unclear; the artifact moderately supports the standard; rationale is adequate; presentation is partially professional; the text has some errors; and there is only moderate evidence of the candidate's abilities to communicate effectively; demonstrate skilled, reflective decision making; and an overall master of the standard. | The candidate does not provide evidence to support the standard: the artifact description is poor; the artifact is not clearly tied to the standard; the rationale is weak; presentation is poor; the text has numerous errors; and the candidate's abilities are unproven. |
Standards

GA-GSW-UG-PO.1 Upon completion of the program candidates will demonstrate the skills and central concepts of their disciplines and abilities to incorporate those concepts into an integrated curriculum to facilitate holistic learning.

GA-GSW-UG-PO.2 Upon completion of the program candidates will demonstrate 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.

GA-GSW-UG-PO.3 Upon completion of the program candidates will demonstrate an ability to effectively instruct pupils from diverse populations who vary in rate.

GA-GSW-UG-PO.4 Upon completion of the program candidates will demonstrate 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 pupils.

GA-GSW-UG-PO.5 Upon completion of the program candidates will demonstrate classroom management skills using various techniques including the ability to manage the physical classroom environment.

GA-GSW-UG-PO.6 Upon completion of the program candidates will demonstrate effective communication strategies to insure active participation of diverse learners.

GA-GSW-UG-PO.7 Upon completion of the program candidates will demonstrate 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.

GA-GSW-UG-PO.8 Upon completion of the program candidates will demonstrate effective assessment techniques for the purpose of diagnosing and prescribing teaching strategies resulting in high levels of pupil achievement.

GA-GSW-UG-PO.9 Upon completion of the program candidates will demonstrate professionalism and the knowledge and ability to use reflection, research, and inquiry to refine their own development and to support professional practice.

GA-GSW-UG-PO.10 Upon completion of the program candidates will demonstrate appropriate and effective collaboration, communication, and interpersonal skills with pupils, teachers, parents, administrators, and others in the community.

GA-GSW-UG-PO.11 Upon completion of the program candidates will demonstrate dispositions, including beliefs, values, and behaviors that guide ethical practice.

GA-GSW-UG-PO.12 Upon completion of the program candidates will demonstrate integration of instructional technology to foster learning and high levels of pupil achievement.
(1) Candidate’s First Name________________________ (2) Last Name________________________

(3) System/School/Teacher______________________________ (4) Observer’s Name________________________

(5) Relationship to Candidate: University Supervisor Host Teacher Candidate

(6) Candidate’s Major:  
- Early Childhood Education  
- Health & Physical Education  
- Math w/Certification  
- Music w/Certification  
- English w/ Certification  
- History w/ Certification  
- Middle Grades Education  
- Special Education

(7) Date __________

(8) Use the following to evaluate the candidate’s performance: 4 = Effectively Demonstrated  
3 = Demonstrated  
2 = Partially Demonstrated  
1 = Not Demonstrated  
0 = Not Applicable

<table>
<thead>
<tr>
<th>Rating</th>
<th>Indicator</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td>9.</td>
<td>9.</td>
</tr>
<tr>
<td></td>
<td>demonstrates knowledge of content/subject taught (information is accurate and current).</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>10.</td>
<td>10.</td>
</tr>
<tr>
<td></td>
<td>incorporates central concepts of discipline into curriculum.</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>11.</td>
<td>11.</td>
</tr>
<tr>
<td></td>
<td>uses state and local curriculum to select goals/objectives; and uses text and master teacher as resources; uses other resources as appropriate.</td>
<td></td>
</tr>
</tbody>
</table>

### II. KNOWLEDGE OF HUMAN DEVELOPMENT AND LEARNING

<table>
<thead>
<tr>
<th>Rating</th>
<th>Indicator</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></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.

<table>
<thead>
<tr>
<th>III. ADAPTING INSTRUCTION FOR DIVERSE LEARNERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rating</td>
</tr>
<tr>
<td>--------</td>
</tr>
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<td></td>
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<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>IV. INSTRUCTION/INSTRUCTIONAL SEQUENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rating</td>
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<tr>
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<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, re-directs 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).

### VII. REFLECTIVE INSTRUCTIONAL PLANNING

### VIII. ASSESSMENT

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

### IX. PROFESSIONALISM

<table>
<thead>
<tr>
<th>Rating</th>
<th>Indicator</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>36. demonstrates commitment, advocacy, and decision-making through service to pupils and school.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>37. exhibits professional behavior patterns through dress, dependability, and enthusiasm.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>38. is punctual and regular in attendance; notifies appropriate individuals when absent.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>39. is timely in submitting plans and completing assignments.</td>
<td></td>
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</tbody>
</table>
### X. COLLABORATION

<table>
<thead>
<tr>
<th>Rating</th>
<th>Indicator</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>40.</td>
<td>demonstrates collegial relationships.</td>
<td></td>
</tr>
<tr>
<td>41.</td>
<td>shares responsibility for planning and delivery of instruction as appropriate.</td>
<td></td>
</tr>
<tr>
<td>42.</td>
<td>assumes additional duties and responsibilities; demonstrates initiative.</td>
<td></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_________________
**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>
</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># lower 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>
<td>88</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**

**One (1) ISL Component:** 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: 29</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>Totals</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
## School of Education Contacts

### Office of Field and Clinical Experiences

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Katy Nichols, Director</td>
<td>229-931-2616</td>
<td><a href="mailto:Katy.Nichols@gsu.edu">Katy.Nichols@gsu.edu</a></td>
</tr>
<tr>
<td>Wanda Kirkland, Admin. Asst.</td>
<td>229-931-2145</td>
<td><a href="mailto:Wanda.Kirkland@gsu.edu">Wanda.Kirkland@gsu.edu</a></td>
</tr>
<tr>
<td>Mary Alice Bolton</td>
<td>229-995-2719</td>
<td><a href="mailto:thushi@windstream.net">thushi@windstream.net</a></td>
</tr>
<tr>
<td>Sara Horan</td>
<td>229-942-9852</td>
<td><a href="mailto:Sara.Horan@gsu.edu">Sara.Horan@gsu.edu</a></td>
</tr>
<tr>
<td>Donna Lee</td>
<td>229-931-2618</td>
<td><a href="mailto:Donna.Lee@gsu.edu">Donna.Lee@gsu.edu</a></td>
</tr>
<tr>
<td>Keith Lee</td>
<td>229-942-0769</td>
<td><a href="mailto:Lee3151@mchsi.com">Lee3151@mchsi.com</a></td>
</tr>
<tr>
<td>Brenda Mansfield</td>
<td>229-931-2145</td>
<td><a href="mailto:abcmansfield@bellsouth.net">abcmansfield@bellsouth.net</a></td>
</tr>
<tr>
<td>Debbie Messer</td>
<td>229-942-4135</td>
<td><a href="mailto:millermesser@hotmail.com">millermesser@hotmail.com</a></td>
</tr>
</tbody>
</table>

### School of Education-General

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lettie Watford, Ph.D., Dean</td>
<td>229-931-2145</td>
<td><a href="mailto:Lettie.Watford@gsu.edu">Lettie.Watford@gsu.edu</a></td>
</tr>
<tr>
<td>Yolanda West, Admin. Asst. to Dean</td>
<td>229-931-2146</td>
<td><a href="mailto:Yolanda.West@gsu.edu">Yolanda.West@gsu.edu</a></td>
</tr>
<tr>
<td>Joseph R. Nichols, Jr., Ph.D.</td>
<td>229-931-5132</td>
<td><a href="mailto:Joseph.Nichols@gsu.edu">Joseph.Nichols@gsu.edu</a></td>
</tr>
<tr>
<td>Wanda Thompson, Cert./Grad. Adm.</td>
<td>229-931-2648</td>
<td><a href="mailto:Wanda.Thompson@gsu.edu">Wanda.Thompson@gsu.edu</a></td>
</tr>
</tbody>
</table>

### Early Childhood, Special Education, and Reading

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>J. Yevette McWhorter, Ed.D.</td>
<td>229-931-2168</td>
<td><a href="mailto:Yevette.McWhorter@gsu.edu">Yevette.McWhorter@gsu.edu</a></td>
</tr>
<tr>
<td>Katherine Barntonson</td>
<td>229-931-2144</td>
<td><a href="mailto:Katherine.Barnetson@gsu.edu">Katherine.Barnetson@gsu.edu</a></td>
</tr>
<tr>
<td>Gavin Bernstein</td>
<td>229-931-5137</td>
<td><a href="mailto:Gavin.Bernstein@gsu.edu">Gavin.Bernstein@gsu.edu</a></td>
</tr>
<tr>
<td>Jennifer Dickens</td>
<td>229-931-2742</td>
<td><a href="mailto:Jennifer.Dickens@gsu.edu">Jennifer.Dickens@gsu.edu</a></td>
</tr>
<tr>
<td>David Hunter</td>
<td>229-931-2164</td>
<td><a href="mailto:David.Hunter@gsu.edu">David.Hunter@gsu.edu</a></td>
</tr>
<tr>
<td>Lynn Larsen</td>
<td>229-931-2162</td>
<td><a href="mailto:Lynn.Larsen@gsu.edu">Lynn.Larsen@gsu.edu</a></td>
</tr>
<tr>
<td>Maggie Lehman</td>
<td>229-931-2165</td>
<td><a href="mailto:Margaret.Lehman@gsu.edu">Margaret.Lehman@gsu.edu</a></td>
</tr>
<tr>
<td>Rebecca Short</td>
<td>229-931-2166</td>
<td><a href="mailto:Rebecca.Short@gsu.edu">Rebecca.Short@gsu.edu</a></td>
</tr>
<tr>
<td>Sheryl Venable, Ed.D.</td>
<td>229-931-2169</td>
<td><a href="mailto:Sheryl.Venable@gsu.edu">Sheryl.Venable@gsu.edu</a></td>
</tr>
<tr>
<td>Chu Chu Wu, Ph.D.</td>
<td>229-931-2744</td>
<td><a href="mailto:Chu.Wu@gsu.edu">Chu.Wu@gsu.edu</a></td>
</tr>
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### Middle Grades, Secondary, and Health and Human Performances

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greg Hawver, Ed.D., MBA</td>
<td>229-931-2227</td>
<td><a href="mailto:Gregory.Hawver@gsu.edu">Gregory.Hawver@gsu.edu</a></td>
</tr>
<tr>
<td>Rachel Abbott, Ph.D.</td>
<td>229-931-2156</td>
<td><a href="mailto:Rachel.Abbott@gsu.edu">Rachel.Abbott@gsu.edu</a></td>
</tr>
<tr>
<td>Kelly Britsky</td>
<td>229-931-2231</td>
<td><a href="mailto:Kelly.Britsky@gsu.edu">Kelly.Britsky@gsu.edu</a></td>
</tr>
<tr>
<td>Queen Brown, Ed.D.</td>
<td>229-931-2160</td>
<td><a href="mailto:Queen.Brown@gsu.edu">Queen.Brown@gsu.edu</a></td>
</tr>
</tbody>
</table>

### ABAC –General

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lynn Larsen, Director</td>
<td>229-931-2162</td>
<td><a href="mailto:Lynn.Larsen@gsu.edu">Lynn.Larsen@gsu.edu</a></td>
</tr>
<tr>
<td>Jean Brown</td>
<td>229-423-3087</td>
<td><a href="mailto:jbrowngsw@yahoo.com">jbrowngsw@yahoo.com</a></td>
</tr>
<tr>
<td>Cheryl Luckie</td>
<td>229-423-4472</td>
<td><a href="mailto:luckiec777@yahoo.com">luckiec777@yahoo.com</a></td>
</tr>
<tr>
<td>Lynne Morris, Ph.D.</td>
<td>229-423-7825</td>
<td><a href="mailto:lmorris8@windstream.net">lmorris8@windstream.net</a></td>
</tr>
</tbody>
</table>

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*Georgia Southwestern State University, School of Education*

*Office of Field and Clinical Experiences, 106*

*Phone: 229-931-2145      Fax: 229-931-2614*