



STUDENT TEACHER HANDBOOK
Teacher Education Program Handbook
2022-2023

BERRY COLLEGE
CHARTER
School of Education
and Human Sciences



Charter School of Education and Human Sciences

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STUDENT TEACHER HANDBOOK

Introduction to Clinical Practice	1
1. Message from the Director of Teacher Education	1
2. Teacher as Developer of Human Potential	1
3. INTASC Model Core Teaching Standards	2
Student Teaching Policies	15
1. Eligibility for Senior Practicum/Student Teaching (EDU 488/489)	15
2. Eligibility for Student Teaching (EDU 499).....	15
3. EDU 497—One-Semester Option for Secondary and P-12 Majors	16
4. Student Teaching Placement.....	16
5. Coursework, Lab, and Seminars during the Field-Based Year (FBY)	16
6. Substitute Teaching.....	17
7. Employment and Extracurricular Activities during the Field-Based Year	17
8. Liability.....	17
9. Absences and Tardies	17
The Role of the Student Teacher	18
A. Professional Responsibilities	18
1. Conduct during the Field-Based Year.....	18
2. Professional Dress and Grooming	18
3. Attendance, Punctuality, and Calendars	18
4. Relationships with School Personnel.....	19
B. Teaching Responsibilities	19
1. Fall Semester—Orientation	19
2. Observing, Teaching, Reflecting, and Evaluation	20
3. Spring Semester—Leadership	22
C. College Responsibilities.....	24
1. Reflection Journal	24
2. Class Schedule	24
3. Lesson Plans for Observations.....	24
4. Independent Teaching	24
5. Student Teaching Timesheets	24
6. Observations of Other Classrooms	24
7. Professional Seminar	24
8. Evaluation.....	25
D. Code of Ethics.....	26
1. Introduction.....	26
2. Definitions.....	26
3. Standards.....	27
4. Reporting.....	30
5. Disciplinary Action.....	30

The Role of the Cooperating Teacher	31
A. Supervision Responsibilities	31
1. Preparing for the Student Teacher	32
2. Orientation during Pre-Planning	32
3. Beginning Experiences during the Opening School Experience	32
4. Berry College Fall Semester	33
5. Spring Semester—Full-Time Attendance and Teaching	34
6. Conferencing with the Student Teacher	35
7. Special Conferences	36
8. Observations by the College Supervisor	36
9. Related Professional Activities	37
B. Reporting Responsibilities	37
1. Formal Evaluation of Student Teachers	37
2. Reference Letters	38
The Role of the College Supervisor	39
A. Functions	39
1. Orientation	39
2. Supervision	39
3. Evaluation	39
B. School Observations	40
1. Formal Observations	40
2. Supervisory Conference Cycle	40
3. Three-Way Conferences	41
4. Other Responsibilities	42
The Role of the Principal	43
The Role of the Director, Field Experiences and Clinical Practice	44
Evaluation of Student Teaching	45
Exit Requirements and Georgia Teacher Certification	45
Removal from Student Teaching	47
Appendix: Forms	49
Appendices	50
Schedule for Fall Semester (EDU 488/489)A-1.....	51
Schedule for Spring Semester (EDU 499)	52
Field-Based Year Activities ChecklistB.....	53

Timeline for Teaching	C.....	54
Berry College Teacher Education		
Student Teacher Intern Keys Observation Form	D.....	55
Berry College Teacher Education		
Student Teacher Short Observation Form	E.....	58
Application for Student Teaching (EDU 499)	F.....	59
Berry College 2022-2023 Field-Based Year At-A-Glance	G.....	60
Ten-day Sequence of Learning Template	H.....	61
Field-Based Year Reflection Journal	I.....	64
Cooperating Teacher’s Checklist 2022-2023	J.....	66
Recommendation from Cooperating Teacher	K.....	68
Recommendation from College Supervisor	L.....	69
Berry College Teacher Education Lesson Plan Format	M.....	70
Teacher Education Lesson Plan Rubric	N.....	73

Introduction to Clinical Practice

1. Message from the Director of Teacher Education

Martha Berry, the college's founder, epitomizes the ideals of the "Teacher as Developer of Human Potential." She envisioned a school open to all that was built around academic excellence, Christian values, and hands-on work experiences. Miss Berry used her intelligence, incredible willpower, and persistent advocacy to give the children of the region, who had few educational options, a chance to flourish.

School classrooms are field laboratories for teaching and learning. These field laboratories offer rich opportunities to use what you have learned to help develop the human potential of every child. Be caring, smart, and diligent. Our children deserve your very best efforts.

Lawrence Baines, Ph.D.
Director, Teacher Education Department

2. Teacher as Developer of Human Potential

TEACHER EDUCATION UNIT

Berry College has long been known for its high quality teacher education programs. As a community working towards preparing teachers who will be "Developers of Human Potential," we strive to provide students with the knowledge, skills, and values that will enable them to successfully teach in a diverse society.

The *Teacher Education Unit (TEU)* is that group of Berry College faculty charged with the responsibility for professional education programs. Most of the faculty members are from within the Charter School of Education and Human Sciences (CSEHS). Other TEU faculty members include those who teach content and methodology courses in art, music, math, science, language, English, or social science. These specialty-area faculty, along with faculty from CSEHS, work as a community to help students understand how all the parts of their education complement each other as they prepare to be "Developers of Human Potential."

The Teacher Education Unit members meet to share ideas and evaluate data from students, other education agencies and professional associations in order to make curriculum and program decisions.

Students admitted to the Teacher Education Program receive coordinated advising from faculty in education and in the specialty areas. Students are represented on the various Teacher Education Unit committees and advisory councils and encouraged to develop their potential by becoming participating professionals in education organizations.

**Charter School of Education and Human Sciences
INTASC Model Core Teaching Standards
Teacher Education**

INTASC Standards	Indicators	Conceptual Framework
<p><u>1: Learner Development</u> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p>	<p>The teacher:</p> <p><u>PERFORMANCES</u></p> <p>1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners’ needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.</p> <p>1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners’ strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.</p> <p>1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.</p> <p><u>ESSENTIAL KNOWLEDGE</u></p> <p>1(d) The teacher understands how learning occurs—how learners construct knowledge, acquire skills, and develop disciplined thinking processes—and knows how to use instructional strategies that promote student learning.</p> <p>1(e) The teacher understands that each learner’s cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners’ strengths and needs.</p> <p>1(f) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.</p> <p>1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.</p> <p><u>CRITICAL DISPOSITIONS</u></p> <p>1(h) The teacher respects learners’ differing strengths and needs and is committed to using this information to further each learner’s development.</p> <p>1(i) The teacher is committed to using learners’ strengths as a basis for growth, and their misconceptions as opportunities for learning.</p> <p>1(j) The teacher takes responsibility for promoting learners’ growth and development.</p> <p>1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner’s development.</p>	<p>Area of the Head: Promote Reflection and Decision Making</p>
<p><u>2: Learning Differences</u></p>	<p><u>PERFORMANCES</u></p>	<p>Area of the Heart:</p>

<p>The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>	<p>2(a) The teacher designs, adapts, and delivers instruction to address each student’s diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.</p> <p>2(b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.</p> <p>2(c) The teacher designs instruction to build on learners’ prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.</p> <p>2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners’ personal, family, and community experiences and cultural norms.</p> <p>2(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.</p> <p>2(f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.</p> <p><u>ESSENTIAL KNOWLEDGE</u></p> <p>2(g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner’s strengths to promote growth.</p> <p>2(h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.</p> <p>2(i) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.</p> <p>2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.</p> <p>2(k) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners’ experiences, cultures, and community resources into instruction.</p> <p><u>CRITICAL DISPOSITIONS</u></p> <p>2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.</p> <p>2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.</p> <p>2(n) The teacher makes learners feel valued and helps them learn to value each other.</p> <p>2(o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.</p>	<p>Enhance Self and Social Awareness</p>
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<p><u>3: Learning Environments</u> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self- motivation.</p>	<p><u>PERFORMANCES</u></p> <p>3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.</p> <p>3(b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.</p> <p>3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.</p> <p>3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners’ attention.</p> <p>3(e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.</p> <p>3(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.</p> <p>3(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.</p> <p>3(h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.</p> <p><u>ESSENTIAL KNOWLEDGE</u></p> <p>3(i) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.</p> <p>3(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.</p> <p>3(k) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.</p> <p>3(l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.</p> <p>3(m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.</p> <p><u>CRITICAL DISPOSITIONS</u></p> <p>3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.</p> <p>3(o) The teacher values the role of learners in promoting each other’s learning and recognizes the importance of peer relationships in establishing a climate of learning.</p> <p>3(p) The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.</p>	<p>Area of the Hands: Facilitate Learning</p>
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	<p>3(q) The teacher seeks to foster respectful communication among all members of the learning community.</p> <p>3(r) The teacher is a thoughtful and responsive listener and observer.</p>	
<p>4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<p><u>PERFORMANCES</u></p> <p>4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner’s achievement of content standards.</p> <p>4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.</p> <p>4(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.</p> <p>4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners’ experiences.</p> <p>4(e) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.</p> <p>4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.</p> <p>4(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.</p> <p>4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.</p> <p>4(i) The teacher accesses school and/or district-based resources to evaluate the learner’s content knowledge in their primary language.</p> <p><u>ESSENTIAL KNOWLEDGE</u></p> <p>4(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.</p> <p>4(k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.</p> <p>4(l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.</p> <p>4(m) The teacher knows how to integrate culturally relevant content to build on learners’ background knowledge.</p> <p>4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.</p> <p><u>CRITICAL DISPOSITIONS</u></p> <p>4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.</p> <p>4(p) The teacher appreciates multiple perspectives within the discipline and facilitates learners’ critical analysis of these perspectives.</p>	<p>Area of the Head: Promote Reflection and Decision Making</p>

	<p>4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.</p> <p>4(r) The teacher is committed to work toward each learner’s mastery of disciplinary content and skills.</p>	
<p><u>5: Application of Content</u> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>	<p><u>PERFORMANCES</u></p> <p>5(a) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).</p> <p>5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).</p> <p>5(c) The teacher facilitates learners’ use of current tools and resources to maximize content learning in varied contexts.</p> <p>5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.</p> <p>5(e) The teacher develops learners’ communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.</p> <p>5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.</p> <p>5(g) The teacher facilitates learners’ ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.</p> <p>5(h) The teacher develops and implements supports for learner literacy development across content areas.</p> <p><u>ESSENTIAL KNOWLEDGE</u></p> <p>5(i) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.</p> <p>5(j) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.</p> <p>5(k) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.</p> <p>5(l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.</p> <p>5(m) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.</p>	<p>Area of the Head: Promote Reflection and Decision Making</p>

	<p>5(n) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.</p> <p>5(o) The teacher understands creative thinking processes and how to engage learners in producing original work.</p> <p>5(p) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.</p> <p><u>CRITICAL DISPOSITIONS</u></p> <p>5(q) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.</p> <p>5(r) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.</p> <p>5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.</p>	
<p><u>6: Assessment</u> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p>	<p><u>PERFORMANCES</u></p> <p>6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.</p> <p>6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</p> <p>6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.</p> <p>6(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.</p> <p>6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.</p> <p>6(f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.</p> <p>6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.</p> <p>6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate modifications in assessments or testing conditions especially for learners with disabilities and language learning needs.</p> <p>6(i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.</p> <p><u>ESSENTIAL KNOWLEDGE</u></p> <p>6(j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.</p> <p>6(k) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments</p>	<p>Area of the Hands: Facilitate Learning</p>

	<p>to address specific learning goals and individual differences, and to minimize sources of bias.</p> <p>6(l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.</p> <p>6(m) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.</p> <p>6(n) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.</p> <p>6(o) The teacher knows when and how to evaluate and report learner progress against standards.</p> <p>6(p) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.</p> <p><u>CRITICAL DISPOSITIONS</u></p> <p>6(q) The teacher is committed to engaging learners actively in assessment processes and to developing each learner’s capacity to review and communicate about their own progress and learning.</p> <p>6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals.</p> <p>6(s) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.</p> <p>6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.</p> <p>6(u) The teacher is committed to making accommodations in assessments and testing conditions especially for learners with disabilities and language learning needs.</p> <p>6(v) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.</p>	
<p><u>7: Planning for Instruction</u> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the</p>	<p><u>PERFORMANCES</u></p> <p>7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.</p> <p>7(b) The teacher plans how to achieve each student’s learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.</p> <p>7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.</p> <p>7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.</p> <p>7(e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and</p>	<p>Area of the Hands: Facilitate Learning</p>

<p>community context.</p>	<p>jointly deliver as appropriate effective learning experiences to meet unique learning needs.</p> <p>7(f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student’s learning needs and enhance learning.</p> <p><u>ESSENTIAL KNOWLEDGE</u></p> <p>7(g) The teacher understands content and content standards and how these are organized in the curriculum.</p> <p>7(h) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.</p> <p>7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.</p> <p>7(j) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.</p> <p>7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.</p> <p>7(l) The teacher knows when and how to adjust plans based on assessment information and learner responses.</p> <p>7(m) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).</p> <p><u>CRITICAL DISPOSITIONS</u></p> <p>7(n) The teacher respects learners’ diverse strengths and needs and is committed to using this information to plan effective instruction.</p> <p>7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.</p> <p>7(p) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.</p> <p>7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.</p>	
<p><u>8: Instructional Strategies</u> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and</p>	<p><u>PERFORMANCES</u></p> <p>8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.</p> <p>8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.</p> <p>8(c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.</p> <p>8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.</p>	<p>Area of the Hands: Facilitate Learning</p>

<p>their connections, and to build skills to apply knowledge in meaningful ways.</p>	<p>8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.</p> <p>8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.</p> <p>8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.</p> <p>8(h) The teacher uses a variety of instructional strategies to support and expand learners’ communication through speaking, listening, reading, writing, and other modes.</p> <p>8(i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).</p> <p><u>ESSENTIAL KNOWLEDGE</u></p> <p>8(j) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.</p> <p>8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.</p> <p>8(l) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.</p> <p>8(m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.</p> <p>8(n) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.</p> <p>8(o) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.</p> <p><u>CRITICAL DISPOSITIONS</u></p> <p>8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.</p> <p>8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.</p> <p>8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.</p> <p>8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.</p>	
<p><u>9: Professional Learning and Ethical Practice</u></p>	<p><u>PERFORMANCES</u></p> <p>9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.</p>	<p>Area of the Head:</p>

<p>The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	<p>9(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.</p> <p>9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.</p> <p>9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.</p> <p>9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.</p> <p>9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.</p> <p><u>ESSENTIAL KNOWLEDGE</u></p> <p>9(g) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.</p> <p>9(h) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.</p> <p>9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.</p> <p>9(j) The teacher understands laws related to learners’ rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).</p> <p>9(k) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.</p> <p><u>CRITICAL DISPOSITIONS</u></p> <p>9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.</p> <p>9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.</p> <p>9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.</p> <p>9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.</p>	<p>Promote Reflection and Decision Making</p>
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<p><u>10: Leadership and Collaboration</u> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>	<p><u>PERFORMANCES</u></p> <p>10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student’s learning.</p> <p>10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.</p> <p>10(c) The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.</p> <p>10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.</p> <p>10(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well-being.</p> <p>10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.</p> <p>10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.</p> <p>10(h) The teacher uses and generates meaningful research on education issues and policies.</p> <p>10(i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.</p> <p>10(j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.</p> <p>10(k) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.</p> <p><u>ESSENTIAL KNOWLEDGE</u></p> <p>10(l) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.</p> <p>10(m) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.</p> <p>10(n) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.</p> <p>10(o) The teacher knows how to contribute to a common culture that supports high expectations for student learning.</p>	<p>Area of the Heart: Enhance Self and Social Awareness</p>
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	<p><u>CRITICAL DISPOSITIONS</u></p> <p>10(p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.</p> <p>10(q) The teacher respects families’ beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.</p> <p>10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.</p> <p>10(s) The teacher takes responsibility for contributing to and advancing the profession.</p> <p>10(t) The teacher embraces the challenge of continuous improvement and change.</p>	
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Interstate New Teacher Assessment and Support Consortium (INTASC), Council of Chief State School Officers, 2011.

The INTASC Standards Development Committee:

concludes that the appropriate distinction between beginning and advanced practice is the degree of sophistication teachers exhibit in the application of knowledge rather than in the kind of knowledge needed. Advanced practitioners will have developed the abilities to deal simultaneously with more complex facets of the teaching context, with greater flexibility and adaptability, and a more highly developed capacity to integrate their understandings and performances on behalf of students’ individual needs. (pg. 11)

BERRY COLLEGE
Charter School of Education & Human Sciences
Teacher Education Unit
Mount Berry, Georgia

Developers of Human Potential
Educating the Head, Heart, and Hands



The conceptual framework is grounded in the mission of Berry College to develop the head, heart and hands of students through academic programs, the religion-in-life program and emphasis on practical work. Martha Berry, founder of Berry College, saw potential where others did not in the poor Appalachian children for whom the Berry Schools and, later, the college were built. We believe that teachers are “Developers of Human Potential.” Like Martha Berry, we believe the role of excellent teachers is to help our candidates and the students they teach to reach their full potential by developing their head, heart and hands.

STUDENT TEACHING POLICIES

1. Eligibility for Senior Practicum/Student Teaching (EDU 488/489)

The Field-Based Year (FBY) is a vital part of the Teacher Education Program. During this nine-month period (two semesters of the FBY), student teachers will complete their student teaching in classrooms while also taking education courses and courses in their majors. Student teachers will participate in classroom practice while continuing to learn more about classroom management, exceptional children and second-language learners. Student teachers will participate in the Student Teaching Lab during the fall semester and the Professional Seminar during the spring semester.

To be eligible for **Senior Practicum/Student Teaching**, the student teacher must have

- a. been admitted to the Teacher Education Program;
- b. completed the application for Senior Practicum/Student Teaching, including advisor's signature; submitted application to Office of Field Experience and Clinical Practice (OFCEP) by the third Friday of the fall semester, **one (1) year** before planning to begin the senior-year experience;
- c. completed the biographical data form and submitted it to Office of Field Experience and Clinical Practice by the third Friday of semester, **one (1) semester** before beginning the field-based year;
- d. earned grade of C (2.0) or better in each course taken in the professional education sequence;
- e. earned a grade of C (2.0) or better in each course in the major field;
- f. achieved a 2.75 or higher cumulative grade point average;
- g. completed requirements for RHW 102 or approved English course; and
- h. received the recommendation of the academic advisor and the Director of Field Experiences and Clinical Practice.

2. Eligibility for Student Teaching (EDU 499) *

Continuation in the Field-Based Year is predicated upon the student teacher's progress in the initial semester of the Field-Based Year, as well as his/her progress in academic coursework.

To be eligible to continue student teaching, the candidate must have:

- a. the recommendation of his/her cooperating teacher (Form K in Student Teacher Handbook);
- b. the recommendation of his/her college supervisor (Form L in Student Teacher Handbook);
- c. completed the application for continuing in student teaching (EDU 499); submitted the application to the Office of Field Experiences and Clinical Practice (OFCEP) by the ninth week of semester during the Senior Practicum (Form F in Student Teacher Handbook);
- d. **taken GACE Content Assessment Exam prior to the beginning of the semester in which he/she is enrolled in EDU 499 or EDU 497 and had scores sent to Berry College;**
- e. maintained a 2.75 or higher cumulative grade point average; and

- f. earned letter grade of C (2.0) or better in each course in the professional education sequence, the major field, COM 203 or approved speech course, and an approved math course

* Should any of these criteria not be met, the candidate may be administratively withdrawn from EDU 499.

3. EDU 497 – One-Semester Option for Secondary and P-12 Majors

Student teachers with Secondary (English, Math, Social Studies, Science) and P-12 (Art, Foreign Language, Music) majors may choose to complete the student teaching requirement in one semester. Careful planning well in advance of the student teaching semester will be required in order to complete all program requirements. All eligibility requirements stated under Eligibility for Student Teaching apply. For more information, see your education advisor and the Certification Officer and Program Advisor located in Cook 221.

4. Student Teaching Placement

Placement of student teachers in specific locations (school district, building, and cooperating teacher) is the responsibility of the Director of Field Experiences and Clinical Practice (FECF), in consultation with school district personnel. The following guidelines will be used when assigning student teacher placements:

- a. All placements will be designed to encourage professional and personal growth as a prospective teacher.
- b. Student teachers will not be placed in schools where they have **attended within the last ten years or where they have close relatives employed or children in attendance.**
- c. Student teachers will be placed in approved schools **within an approximate 30-mile radius** from the Berry College campus.
- d. Student teacher supervision will be conducted by Berry College faculty or, in some instances, designated adjunct faculty.
- e. Student teachers will be placed with cooperating teachers who have a minimum of three years in-field teaching experience, have Georgia certification in the area in which they are currently teaching, and have Teacher Keys Effectiveness System (TKES) evaluations scored at level 3 or above.

Placement decisions are made based on availability of qualified supervisory personnel, range of experiences needed by the student teacher, and recommendations from college faculty, school district personnel, and principals.

5. Coursework, Lab, and Seminars during the Field-Based Year (FBY)

Coursework during the fall semester include EDU 405 Instructional Management, EDU 488/489 Lab, MAT 400 for STEMTeach student teachers and any content courses needed for the major or concentration. During the spring semester, in addition to EDU 490 or MUS 490 Professional Seminar, coursework for student teachers may also include EDU 495 Teaching of English as a Second Language: Methods and Materials and EDU 434 Psychology and Education of Exceptional Children and Youth (if not taken in prior semesters).

Student teachers are required to attend the on-campus Student Teacher Labs during the fall semester and Professional Seminars during the spring semester of the Field-Based Year. During the labs, among other topics, student teachers will receive support in assessment data analysis in preparation for the Impact on Student Learning assignment which will be completed during the spring semester. Other topics to be addressed include, but are not limited to, resume preparation, preparation for the interview process, ethical decision making, the Teacher Keys Effectiveness System, and current issues in education.

6. Substitute Teaching

Student teachers are not to serve as a substitute teacher at their student teaching placement during the Field-Based Year. When a situation requires the cooperating teacher to be absent from the room for an extended period of time, a substitute must be obtained by the building principal. The substitute teacher must be present in the classroom at all times. Under no circumstances should a student teacher be paid in a situation where the student teacher temporarily assumes teaching responsibilities for the cooperating teacher.

This policy is currently being reviewed by Teacher Education Programs throughout the state. Candidates will be immediately informed of any changes to this policy. If there are questions regarding situations that call for an interpretation of the student teacher's role, the Director of Field Experiences and Clinical Practice should be consulted.

7. Employment and Extracurricular Activities during the Field-Based Year

Student teachers are expected to place their student teaching experience ahead of work obligations, but they may work part time based on their financial need. If at any time outside work interferes with student teaching, the student teacher will be advised to discontinue either the work or student teaching. In planning the work schedule, consideration must be given to attending after school meetings and special school programs, in addition to the regular school day.

8. Liability

Under Georgia law, the student teacher has no legal status in the public or private school classroom. It is strongly recommended that each student teacher obtain **tort liability insurance** through membership in a student professional organization (e.g. SPAGE or Student GAE) that provides such a policy or from a private insurance company. Beginning 2022, all Kappa Delta Pi members who pay national dues, currently \$90 annually, will receive liability insurance from Forrest T Jones. Student teachers must sign a verification or waiver of liability insurance statement prior to beginning student teaching.

9. Absences and Tardies

No class cuts or unexcused absences are permitted during senior practicum or student teaching. All hours missed, must be made up. If a student teacher is absent due to illness, he or she must notify the cooperating teacher and college supervisor in advance of the absence. Absences due to illness must be documented with a medical excuse from a doctor. More than three absences or tardies may negatively affect the student teacher's grade in senior practicum and/or student teaching. Absences and/or occasions of tardiness in excess of three must also be reported to the Director of FECF. The director will schedule a meeting with the

student teacher and college supervisor to identify the issue related to absences and/or tardiness and to develop a plan to address the specific issue.

THE ROLE OF THE STUDENT TEACHER

The Field-Based Year is the culminating experience in the Teacher Education Program at Berry College. Student teaching should be viewed as a critical stage in the transition from college student to classroom teacher. Student teachers must be prepared to commit themselves to this challenge. A willingness to put oneself and one's ideas to the test and to work diligently will result in a rich and rewarding experience which will help form the foundation for a successful teaching career. Active participation in the student teaching experience will provide a variety of memorable and stimulating experiences for the dedicated student teacher.

A. Professional Responsibilities

1. Conduct during the Field-Based Year

Student teachers will follow all policies of the cooperating school. They will always conduct themselves in a professional manner in accordance with the standards of conduct for the employed teachers and staff.

The student teacher should be prepared to initiate a positive and open relationship with the cooperating teacher and other members of the school community. Student teachers must be prepared to request advice and receive constructive criticism from the cooperating teacher, as well as accept and reflect upon his or her comments and suggestions. Reflection helps to develop an effective instructional practice which will allow the student teacher to improve his or her contributions to the classroom.

2. Professional Dress and Grooming

Student teachers must be dressed and groomed to professional standards rather than by the standards of a college student on campus. If in doubt as to whether you are meeting this standard, discuss this topic with the cooperating teacher and/or college supervisor. As a general rule, student teachers should dress in a manner similar to other teachers in the building and should follow any dress code that is specified for the teachers.

3. Attendance, Punctuality, and Calendars

Student teachers will also participate in the ten-day Opening School Experience which includes preplanning. Candidates will maintain the **same daily hours** as the regularly employed teachers during the first 10 days of EDU 488/489 and during the first seven weeks of **EDU 499**. During the remaining weeks of each semester, the student teacher should follow the schedule that he/she has established in consultation with his/her cooperating teacher and college supervisor to complete the required contact and teaching hours. Copies of this schedule are to be provided on **Forms A-1** and **A-2** and are to be given to the cooperating teacher, building principal, and college supervisor by the end of the first week of each semester. If an absence is unavoidable, the student teacher must inform his/her cooperating teacher and college supervisor as soon as possible. Absence for

reasons other than sickness or emergencies is strongly discouraged and should be approved—in *advance*—by the cooperating teacher and the college supervisor.

During the semester in which student teachers teach full-time, they will follow the school districts' calendar. This policy means that two-semester student teachers will follow the Berry academic calendar for the fall semester and the school district's calendar for the spring semester. This policy also means student teachers will observe the Spring Break of the district in which they are student teaching. Student teachers will not observe the Berry College Spring Break. If you are taking Berry courses during the spring semester and your school district's spring break conflicts with when your classes meet, you will need to decide if you will attend class and then go on Spring Break, or you will have to talk to your professors in advance about how they would like for you to make up any missed classwork.

One-Semester Option student teachers (**EDU 497**) will be at their placement all day everyday during Preplanning and then transition into fulltime student teaching either for the fall or spring semester. One-semester Option student teachers will follow the school district's calendar during the semester in which they are student teaching.

4. Relationships with School Personnel

Student teachers should exhibit professional courtesy and respect for school personnel. They should take the opportunity to meet as many teachers and staff in their school as possible. Observing and participating in conversations with various teachers who have different philosophies and perceptions can be very stimulating for a student teacher and can promote self-reflection and the further development of the candidate's educational philosophy. Student teachers should exercise discretion when voicing their personal opinions about educational practices and policies.

Student teachers are encouraged to attend and participate in in-service meetings, book studies, and local professional development opportunities. They should not accept monetary remuneration, gratuities, or gifts for attending these meetings.

B. Teaching Responsibilities

1. Fall Semester—Orientation

The student teacher will express his/her appreciation to the cooperating teacher and principal for the opportunity to student teach in his or her school and will consistently exhibit an attitude of respect and a desire to learn. During the Opening School Experience (first 10 school days of the school district's academic year), the student teacher will participate in pre-planning activities and the initial days of school with the students in his/her cooperating teacher's classroom. At this time, the student teacher is encouraged to become familiar with the day-to-day classroom routine and to begin participating in that routine. Suggestions to follow during these weeks include, but are not limited to:

- a. Introduce yourself to other teachers and school administrators. Learn the rules, policies, and procedures of the school such as safety drills, bus duty, playground supervision, etc.
- b. Learn the classroom procedures and routines. Find out where supplies are stored. Learn how to document attendance, learn how to use various electronic platforms, become familiar with the media center, and other school services. Observe and teach small groups, and co-teach with the cooperating teacher.
- c. Become acquainted with the students, not just their names but also their personalities. This is an excellent time to make careful observations of the strengths and weaknesses of individual students. If suggested by the cooperating teacher, it may be possible to examine students' cumulative records. Remember that students' records are always handled with confidentiality.
- d. Discuss with the cooperating teacher opportunities for collecting and correcting students' work and assisting and/or tutoring individual students and/or small groups of students.
- e. During the 10-day Opening School Experience, the student teacher and cooperating teacher should create a student teaching schedule for the remainder of the semester (use **Form C** in the Appendices of the Student Teacher Handbook). This written schedule should be given to the college supervisor.
- f. When the fall semester classes at Berry College begin, EDU 488/489 student teachers will attend their field experience placements part time, while continuing to take college classes. Provide a copy of **Form A-1** and your Viking Web class schedule to your cooperating teacher, your college supervisor, and your principal at the end of the first week of the semester. Form A-1 is available in the Appendices to the Student Teacher Handbook.
- g. During the fall semester, student teachers will participate in a combination of co-teaching and independent teaching experiences to achieve the teaching hours specified for his or her major. (See Field-Based Year, **Form G** in the Appendices to the Student Teaching Handbook.

2. Observing, Teaching, Reflecting, and Evaluation

Observing: At the beginning of the fall semester, the student teacher will spend time observing and assisting the cooperating teacher. This time will be well spent because it will play a significant role in preparing the student teacher for full-time teaching. The student teacher should take careful observation notes of the instructional practice of his/or cooperating teacher during the fall semester. After each teaching episode, engage the cooperating teacher in discussion about the reasons behind his/her instructional practice. As the fall semester progresses, the student teacher will have opportunities to co-teach lessons with the classroom teacher and later to independently teach small groups and, when ready, eventually teach the whole class.

Teaching: Elementary Education majors register for EDU 488 in fall semester. This 4-semester-hour course requires a minimum of **210** contact hours. Student teachers will fulfill approximately 70 hours during the first 10 days of the school year when they are at their placement all day, every day. For the remainder of the fall semester, Elementary

Education majors will spend 10 hours per week in their classroom. Of the total contact hours required in the fall, a **minimum of 32 hours** must be spent providing instruction to students. Two of the lessons taught during the fall semester, written in the Berry College lesson plan format, must be uploaded into Field Experience Module in LiveText. The two lesson plans will be scored in LiveText by the college supervisor. Student teachers must also record their student teaching hours and professional activities in the Field Experience Module each week.

Middle Grades, Secondary, and P-12 majors register for EDU 489 in fall semester. This 2-semester-hour course requires a minimum of **154** contact hours. Student teachers will fulfill approximately 70 of these hours during the first 10 days of the school year when they are at their placement all day, every day. For the remainder of the fall semester, the MG, SEC, and P-12 majors will spend 6 hours per week in their classroom. Of the total contact hours required in fall, a **minimum of 25 hours** must be spent providing instruction to students. Two of the lessons taught during the fall semester, written in the Berry College lesson plan format, must be uploaded into Field Experience Module in LiveText. The two lesson plans will be scored in LiveText by the college supervisor. Student teachers must also record their student teaching hours and professional activities in the Field Experience Module each week.

Form C, *Timeline for Teaching*, is a planning tool that may be used at the beginning of both semesters to plan when student teachers will observe, participate, and gradually teach specific subjects/classes as their schedule allows. Activities appropriate for the student teacher during the fall semester may include taking attendance, collecting and grading assignments, becoming familiar with print and electronic resources, managing transitions, co-teaching with the cooperating teacher, teaching individual students, small groups of students, teaching the whole class, creating instructional materials such as PowerPoints, bulletin boards, and facilitating learning centers and/or learning stations.

The College Supervisor will observe each student teacher a minimum of **two times** during the fall semester. Prior to each observation by your college supervisor, student teachers will provide him or her with a copy of your lesson plan written in the Berry Lesson Plan format.

Reflecting: Reflecting on teaching is critical in identifying one's individual strengths, areas needful of further development, and reasons for student outcomes. The Reflection Journal is designed to promote the practice of reflection on one's instructional practice. Every two weeks during the fall semester, student teachers will submit to their college supervisor an electronic reflection journal about their student teaching experiences. Student teachers will use the journal format outlined on **Form I** in the appendices to the Student Teacher Handbook. College supervisors will provide the due dates for the journals and provide student teachers feedback on their journal entries.

Evaluation: At the conclusion of Senior Practicum/Student Teaching, the student teacher, cooperating teacher, and college supervisor will complete the electronic version of the Georgia Intern Keys: Candidate Assessment on Performance evaluation instrument

in the Field Experience Module in LiveText. The Georgia Intern Keys evaluation instrument will be completed during the last two weeks of the fall semester. The final grade (**S or U**) for each course (EDU 488, EDU 489, & EDU 497) will be determined by the college supervisor in consultation with the cooperating teacher and the Director of Field Experiences and Clinical Practice. The college supervisor will email the final student teaching grade to the Director of Field Experience and Clinical Practice by the last day of class for the semester.

3. Spring Semester—Leadership

In the spring semester (EDU 499) student teachers will spend the first seven weeks of the semester full time in their student teaching classroom. During the second seven weeks they will spend **at least three days** for a minimum of 15 hours per week in their classroom. They should have a minimum of **350** contact hours during the spring semester. Of these contact hours, Elementary Education majors must teach a **minimum of 118** hours.

MG, SEC, and P-12 student teachers (EDU 499) will spend the first seven weeks of the spring semester full time in their student teaching classroom. During the second seven weeks they will spend **at least three days** for a minimum of 15 hours per week in their classroom. They should have a minimum of **350** contact hours during the spring semester. Of these contact hours, MG, SEC, and P-12 majors must teach a **minimum of 125 hours**.

As recommended for use during the fall semester, Form C, *Timeline for Teaching*, is available as a planning tool to plan the order and timing in which the following events will take place:

- when the student teacher will assume the responsibility for teaching each class or subject
 - when the two weeks of independent teaching will take place, including related cooperating teacher's responsibilities such as bus duty, hall duty, etc. **Use the 10-day Sequence of Learning Plan template for planning.** Give a copy to your college supervisor and cooperating teacher one week before independent teaching.
 - when the student teacher will return the teaching responsibility for each subject or class to the cooperating teacher
 - when the sequence of learning lessons will be taught for the Impact on Student Learning assignment (3-5 lessons, minimum of 3)
- a. **Planning**
- During the spring semester, student teachers begin to make the transition from the Berry lesson plan format to the lesson plan format used by the cooperating teacher or the one used by grade level or school district. Student teachers may also find that they would like to use a lesson plan format that is between the two lesson plan formats identified above. However, **when the college supervisor conducts an observation, the student teacher will plan the lesson using the Berry College Teacher Education lesson plan format** and email a copy of the lesson plan **at least one day before the observation**. The exact time the lesson plan must be received will be

specified by the college supervisor. Lesson plans should always be given to the cooperating teacher sufficiently in advance of teaching, so he or she will have time to review it and give approval and/or suggestions. Advance review by the cooperating teacher also allows the student teacher time to make revisions to the lesson plan if needed. If the school administrator requires student teachers to submit lesson plans to him or her, they *must be submitted at the specified time*.

b. Full-Time Teaching

The student teacher will plan and teach independently for 10 days. In addition to teaching, the student teacher will assume all the duties of the teacher. It is likely that during this time the cooperating teacher will spend various amounts of time outside the classroom. However, the Georgia Professional Standards Commission (GaPSC) does not require cooperating teachers to be completely out of the classroom during the two weeks the student teacher is teaching independently. This practice also allows the cooperating teacher to provide the student teacher with feedback during full-time teaching. Following the two weeks of independent teaching, the student teacher will gradually return the instructional responsibilities to the cooperating teacher but will continue to **teach, co-teach with the cooperating teacher if possible, and stay meaningfully engaged** throughout the second seven weeks of the spring semester.

c. Impact on Student Learning Assignment

During full-time student teaching, candidates will collect, analyze and reflect upon student assessment data related to a 3-5 day unit (minimum of 3 days). This 3-5 day sequence of learning fulfills the requirements for the Impact on Student Learning (ISL) assignment. The ISL assignment can be done anytime during full-time student teaching. The specifics of this assignment will be described in the syllabi for the Professional Seminar (EDU 490).

d. Classroom Management

The student teacher will need to establish his or her presence in the classroom as a teacher, follow the management plan established by the cooperating teacher, and be clearly in charge of the classroom environment, establishing clear expectations for student behavior. With the approval of the cooperating teacher, the spring semester may be a good time for the student teacher to put into practice some of the management strategies that he or she studied in Instructional Management, EDU 405 or in Curriculum and Methods for Music majors.

e. Teaching Methods

Every teacher has his/her own teaching style as do student teachers. Student teachers will find some teaching methods and strategies implemented by cooperating teachers to be very effective for them, while others may not work as well for student teachers at this juncture in their professional development. Student teachers should reflect upon these strategies carefully and consider why specific strategies did or did not work effectively for them. Student teaching is a wonderful environment in which to experiment with a variety of instructional strategies and to get feedback about the implementation of them.

C. College Responsibilities

- 1. Reflection Journal:** During the spring semester, student teachers will submit **four reflection journals** to their college supervisor. The college supervisor will provide the prompts for the journal entries and the due dates. The college supervisor may, at his or her discretion, increase the number of reflective journals entries for either semester.
- 2. Class Schedule: Form A-2:** This form is due to cooperating teacher, college supervisor, and principal by the end of the first 7 weeks of the spring semester.
- 3. Lesson Plans for Observations:** Your college supervisor will observe you at least **four times during the spring semester**. Prior to each observation, each student teacher must identify which of the Georgia Intern Keys Candidate Assessment Performance Standards on the long observation form, the candidate would like the observer to focus on. Also prior to the observation, the student teacher will provide the college supervisor with a copy of the lesson plan written in the Berry Lesson Plan format.
- 4. Independent Teaching:** Student teachers will plan and teach independently for 10 consecutive days during full-time student teaching. Candidates will record their 10 days of independent teaching on the 10-day Sequence of Learning Plan template (Form G in the Student Teaching Handbook). The Sequence of Learning Plan must be turned in to both your cooperating teacher and your college supervisor at least a week before teaching. This timeframe will provide an opportunity for the cooperating teacher and college supervisor to provide the student teacher with feedback, if necessary, prior to the beginning of independent teaching. The lessons for the 10 days of independent teaching must be approved by your cooperating teacher prior to full-time teaching.
- 5. Student Teaching Timesheets:** Each week, student teachers will record on the electronic timesheet in the **Field Experience Module in LiveText** the number of hours spent at their student teaching placement for each type of activity specified on the timesheet.
- 6. Observations of Other Classrooms:** Student teachers will work with their cooperating teacher and college supervisor to arrange observations in other classrooms and/or schools during the second seven weeks of your spring semester. These hours will be recorded on the Student Teaching Timesheet under the Observation/Participation column.
- 7. Professional Seminar:** Attendance at the on-campus Professional Seminar for student teachers is required. The seminar meets on Tuesday afternoons during the spring semester. The Professional Seminar is an integral part of the Berry College student teaching program, providing support for student teachers during the development of the Impact on Student Learning assignment, development of their Induction Plan, and guest speakers to address topics such as ethical decision making, job searching, and current issues in the field of education.

8. **Evaluation:** The evaluation of the student teacher is a continuous process undertaken by the student teacher, cooperating teacher, and college supervisor. The student teacher and the cooperating teacher will meet on a regular basis to discuss the candidate's professional development. The college supervisor will periodically hold conferences with both the student teacher and cooperating teacher to evaluate the student teacher's progress. At the conclusion of EDU 499/497, the student teacher, cooperating teacher, and college supervisor will complete the electronic version of the Georgia Intern Keys Effectiveness System: Candidate Assessment on Performance Standards in the Field Experience Module in LiveText. The cooperating teacher will also complete the Dispositions Rubric and approve the timesheet. The final grade for EDU 499/497 will be determined by the college supervisor in consultation with the cooperating teacher and the Director of Field Experiences and Clinical Practice. The college supervisor will email the final student teaching grade to the Director of Field Experience and Clinical Practice by the last day of class for the spring semester.

D. 505- 6 -.01 THE CODE OF ETHICS FOR EDUCATORS

(1) Introduction. The Code of Ethics for Educators defines the professional behavior of educators in Georgia and serves as a guide to ethical conduct. The Georgia 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) “Breach of Contract” occurs when an educator fails to honor a signed contract for employment with a school/school system by resigning in a manner that does not meet the guidelines established by the Georgia Professional Standards Commission.
- (b) “Certificate” refers to any teaching, service, or leadership certificate, license, or permit issued by authority of the Georgia Professional Standards Commission.
- (c) “Child endangerment” occurs when an educator disregards a substantial and/or unjustifiable risk of bodily harm to the student.
- (d) “Educator” is a teacher, school or school system administrator, or other education personnel who holds a certificate issued by the Georgia 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.
- (e) “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 for educators, the enrollment period for a graduating student ends on August 31 of the school year of graduation.
- (f) “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 Georgia 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.
- (g) “Revocation” is the permanent invalidation of any certificate held by the educator. A voluntary Surrender is equivalent to and has the same effect as a revocation. A Voluntary Surrender shall become effective upon receipt by the Georgia Professional Standards Commission.
- (h) “Denial” is the refusal to grant initial certification to an applicant for a certificate.
- (i) “Suspension” is the temporary invalidation of any certificate for a period of time specified by the Georgia Professional Standards Commission.
- (j) “Reprimand” admonishes the certificate holder for his or her conduct. The reprimand cautions that further unethical conduct will lead to a more severe action.
- (k) “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.

- (l) “Monitoring” is the quarterly appraisal of the educator’s conduct by the Georgia 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.
- (m) “No Probable Cause” is a determination by the Georgia Professional Standards Commission that, after a preliminary investigation, either no further action need be taken or no cause exists to recommend disciplinary action.
- (n) “Inappropriate” is conduct or communication not suitable for an educator to have with a student. It goes beyond the bounds of an educator-student relationship.
- (o) “Physical abuse” is physical interaction resulting in a reported or visible bruise or injury to the student.

(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;
 - 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 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 or Local Unit of Administration (LUA)/school district premises or at a school or a LUA/school district-related activity while under the influence of, possessing, using, or consuming illegal or unauthorized drugs; and
2. being on school or LUA/school district 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.).

(i) For the purposes of this standard, an educator shall be considered “under the influence” if the educator exhibits one or more of the following indicators, including but not limited to: slurred speech, enlarged pupils, bloodshot eyes, general personality changes, lack of physical coordination, poor motor skills, memory problems, concentration problems, 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 or school district property without the approval of the local board of education/governing board or authorized designee.

(f) **Standard 6: Remunerative Conduct** - An educator shall maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation. Unethical conduct includes but is not limited to:

1. soliciting students or parents of students, or school or LUA/school district personnel, to purchase equipment, supplies, or services from the educator or to

- participate in activities that financially benefit the educator unless approved by the local board of education/ governing board or authorized designee;
2. accepting gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest;
 3. tutoring students assigned to the educator for remuneration unless approved by the local board of education/governing board or authorized designee; and
 4. coaching, instructing, promoting athletic camps, summer leagues, etc. that involves students in an educator's school system and from whom the educator receives remuneration unless approved by the local board of education/governing board or authorized designee. These types of activities must be in compliance with all rules and regulations of the Georgia High School Association.

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

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

(h) **Standard 8: Required Reports** - An educator shall file with the Georgia Professional Standards Commission 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 to the Georgia Professional Standards Commission 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 an alleged or proven 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 alleged or proven violation of state or federal law 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. 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.

- (i) **Standard 9: Professional Conduct** - An educator shall demonstrate conduct that follows generally recognized professional standards and preserves the dignity and integrity of the education profession. Unethical conduct includes but is not limited to a resignation that would equate to a breach of contract; 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; or failure to supervise a student(s).
- (j) **Standard 10: Testing** - An educator shall administer state-mandated assessments fairly and ethically. Unethical conduct includes but is not limited to:
 - 1. committing any act that breaches Test Security; and
 - 2. compromising the integrity of the assessment.

(4) Reporting

- (a) Educators are required to report a breach of one or more of the Standards in the Code of Ethics for Educators as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. Educators should be aware of legal requirements and local policies and procedures for reporting unethical conduct. Complaints filed with the Georgia Professional Standards Commission must be in writing and must be signed by the complainant (parent, educator, or other LUA/school district employee, etc.).
- (b) The Commission notifies local and state officials of all disciplinary actions. In addition, suspensions and revocations are reported to national officials, including the NASDTEC Clearinghouse.

(5) Disciplinary Action

- (a) The Georgia 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 educator:
 - 1. unethical conduct as outlined in The Code of Ethics for Educators, Standards 1-10 (GaPSC Rule 505-6-.01);
 - 2. disciplinary action against a certificate on grounds consistent with those specified in the Code of Ethics for Educators, Standards 1-10 (GaPSC 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 (O.C.G.A. §16-13-111); and
 7. any other good and sufficient cause that renders an educator unfit for employment as an educator.
- (b) An individual whose certificate has been revoked, denied, or suspended may not serve as a volunteer or be employed as an educator, paraprofessional, aide, substitute teacher or in any other position during the period of his or her revocation, suspension or denial for a violation of The Code of Ethics. The superintendent and the educator designated by the superintendent/Local Board of Education 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. Should the superintendent's certificate be revoked, suspended, or denied, the Board of Education shall be responsible for assuring that the superintendent whose certificate has been revoked, suspended, or denied is not employed or serving in any capacity in their district.

Authority O.C.G.A. § 20-2-200

See <https://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>

THE ROLE OF THE COOPERATING TEACHER

Cooperating teachers are critical to the success of the student teaching program. Their daily guidance aids the student teacher's transition from the role of pre-service teacher to classroom teacher. Through role modeling, co-teaching, informal conversations, formal observations and conferences, the cooperating teacher provides the student teacher with guidance in developing teaching procedures and methods, gathering resource materials, implementing feedback on instruction, and in developing relationships with students, co-workers, and the parents of students. The cooperating teacher plays an important role in the student teacher's capstone experience.

The selection of cooperating teachers involves the college, the Human Resource Departments of local school districts, and building principals. Cooperating teachers must meet the following criteria to supervise student teachers:

1. have a valid in-field certificate in the area in which he or she is teaching,
2. have at least three years of teaching experience,
3. have TKES evaluations scored at level three or above, and
4. have an interest and desire to work with a student teacher.

A. Supervision Responsibilities

The college supervisor, building administrator, and cooperating teacher, along with the student teacher share the responsibility for a successful student teaching experience. This section identifies the responsibilities of the cooperating teacher. **Form J** in the appendices to the Student Teacher Handbook is a checklist of the primary responsibilities of the

cooperating teacher. Since the student teacher has no legal status in public or private classrooms in Georgia, the cooperating teacher will maintain legal responsibilities for the students in his/her classroom.

1. Preparing for the Student Teacher

To ensure a good beginning in student teaching, the cooperating teacher will carefully plan for the student teacher's first days in the school. The student teacher will participate in the Opening School Experience (the first 10 days of the school year including pre-planning and the first days of school), attending full-time each day. The following guidelines will assist the student teacher in a smooth transition into the school and classroom environment:

- a. Prepare a folder of informative materials for the student teacher, including school/class schedules, a floor plan of the building, emergency procedures, clerical procedures, routine duties, faculty/student handbooks, classroom rules, planning guides, and discipline policies.
- b. Inform your student teacher about modifications and/or accommodations for any students with IEPs or 504 Plans.
- c. Use Form C to plan the student teaching sequence for semester.
- d. Prepare a work area where the student teacher can work and keep books, papers, supplies, etc.

2. Orientation during Pre-Planning

When the student teacher arrives, allow some time to orient him/her to the school, classroom, and students. During the days of pre-planning:

- a. Tour the school facilities and introduce the student teacher to the responsible building administrator(s), teachers, and staff.
- b. Familiarize the student teacher with the classroom, curriculum, and teaching materials.
- c. Go over the prepared folder of policies, procedures, schedules, and duties.
- d. Give the student teacher copies of curriculum guides, supplementary materials, access codes to electronic platforms, and current lesson plans/extra copies of the school or grade level lesson plan format to review.
- e. Explain the first day's schedule and assign the student teacher appropriate responsibilities.
- f. Have the student teacher help the cooperating teacher develop a student seating chart. Review characteristics of the students with the student teacher.

3. Beginning Experiences during the Opening School Experience

From the beginning, student teaching should provide numerous opportunities for the student teacher to identify the relationship between theory and practice, to develop proficiency in appropriate teaching strategies and classroom management, to formulate a sound educational philosophy, and to perform all duties in a professional manner. Throughout the student teaching experience, cooperating teachers are encouraged to meet with the student teacher regularly to evaluate their progress, as well as to establish goals for the weeks ahead. The following suggestions should provide appropriate beginning experiences:

- a. Introduce the student teacher to students, explaining that he/she is “another teacher.” Discuss the advantages of having a second teacher.
- b. Inform parents that there will be a student teacher in your classroom this year.
- c. Encourage the student teacher to maintain high standards of professional/personal conduct. Student teaching should be viewed as a partnership between the cooperating teacher and the student teacher in the education of the students in the placement classroom.
- d. Guide the student teacher to formally observe the cooperating teacher and then analyze the cooperating teacher’s instructional strategies. Discuss observations with the student teacher, revealing why particular choices were made concerning instructional strategies and classroom procedures and routines.
- e. Share the current teacher evaluation system with the student teacher.
- f. Guide the student teacher in developing and maintaining an environment conducive to learning: organizing the classroom, managing distribution and collection of materials, as well as movement of students, monitoring and handling inappropriate behaviors.
- g. Assist the student teacher in efficiently performing routine duties and in keeping records.
- h. Include the student teacher in your instructional planning. Establish a set time each week to discuss the student teacher’s progress and plan future lessons with the student teacher.
- i. Co-teach with your student teacher.
- j. Acknowledge and encourage the student teacher’s ideas and initiative toward developing his/her own style of teaching.
- k. Familiarize the student teacher with available electronic resources, materials in the school media center and at the central office.

4. **Berry College Fall Semester**

After completing the Opening School Experience (first 10 days of school district’s calendar year—full-time attendance), the student teacher will attend part-time throughout the remainder of the fall semester. Student teachers will follow the Berry College academic calendar for the fall semester. Elementary education majors will student teach 10 hours per week for the 14 weeks of the semester while Middle Grades, Secondary, and P-12 majors will student teach at least 6 hours per week during the fall semester. During the semester, the student teacher will begin teaching one or more classes/subjects, in preparation for the second semester when he/she will eventually teach all the classes/subjects. During part-time student teaching in the fall semester, the cooperating teacher is expected to:

- a. Participate in an initial three-way conference between the student teacher and the college supervisor at the beginning of the fall semester.
- b. Serve as a role model for planning and instruction.
- c. Discuss and outline a timeline for the student teacher to assume responsibilities for teaching different subjects and/or classes (use Form C in appendices in the Student Teaching Handbook).

- d. Increase the student teacher's teaching responsibilities from co-teaching with the cooperating teacher to teaching an individual student, to a small group, to whole class lessons commensurate with the student teacher's demonstration of ability.
- e. Provide the student teacher with feedback on lessons taught.
- f. Discuss with the student teacher the content and dates for when he or she will record one lesson during the fall semester. This is a Student Teacher Lab assignment.
- g. Conduct at least **one long and two short observations of the student teacher**, recording observations on Forms D and E. The rubric for Form D (the long observation form) is in the Field Experience Module in LiveText where the observation will be scored. The short observation form can be attached in Field Experience Module in LiveText.
- h. Write a letter of recommendation for the student teacher to proceed to full-time student teaching for the spring semester. Due Oct. 21.
- i. Participate in a final three-way evaluation conference between the student teacher, college supervisor, and the student teacher at the end of the fall semester.
- j. Approve student teacher's hours in LiveText.

5. **Spring Semester—Full-Time Attendance and Teaching**

Full-time student teaching will begin in January when the student teacher's school resumes after the Winter Holiday break. The student teacher will attend and participate full time in the assigned student teaching classroom until the end of the first seven weeks as indicated on the Berry College academic calendar. During full-time student teaching, candidates will experience increasing amounts of teaching and classroom responsibilities depending on their readiness. Below is a suggested timeline the cooperating teacher may use with his or her student teacher during full-time student teaching.

Weeks One-Two:

- a. Using the student teaching timeline (Form C), plan with the student teacher when:
 - each subject and/or class will be taught,
 - the three-to-five Impact on Student Learning lessons will be taught, and
 - the two weeks of independent teaching will be taught.
- b. Provide opportunities for the student teacher to observe and participate in subjects or classes that she or he may not have observed during the fall Senior Practicum and also to participate in the planning and implementation of lessons for those classes.
- c. Include the student teacher in grade or subject level planning meetings and staff meetings.
- d. Include the student teacher in the classroom management and discipline of students.

- e. Allow the student teacher to assume some of the supervisory responsibilities, such as homeroom or morning work, recess or hall duty, taking attendance, recording grades, transitions to Activity classes, etc.
- f. Plan when to conduct **one long and two short observations of the student teacher**, recording the observations on Forms D and E (available in the appendices in the Student Teaching Handbook). **Prior to each long observation, in consultation with the student teacher, identify which 2-3 performance standards will be the focus of each observation.**

Weeks Three-Five:

Provide the student teacher with time and/or opportunities to:

- a. Plan and teach lessons in several different areas of the curriculum and/or at different periods during the day or week.
- b. Teach three-to-five Impact of Student Learning lessons anytime during the first 7 weeks of student teaching.
- d. Plan and teach full-time for two weeks

Weeks Six-Seven:

Provide the student teacher with opportunities to:

- a. Participate in parent conferences.
- b. Begin to systematically return subject(s)/classes back to the cooperating teacher.
- c. Continue to teach classes in which he or she has had the least amount of teaching time and/or is still needful of more teaching experience.

Weeks Eight-Fourteen of Spring Semester:

During the second seven weeks of the spring semester, the candidate will student teach at least 3 days a week for a minimum of 15 hours each week. These hours must be arranged in consultation with cooperating teacher and college supervisor. During these weeks, the student teacher will continue teaching classes as determined by the cooperating teacher, student teacher, and college supervisor. In addition to teaching, the student teacher should be provided opportunities and direction for:

- a. Teaching subjects and/or classes agreed upon by the cooperating teacher, the college supervisor, and the student teacher.
- b. Observing in other classrooms and/or schools.
- c. Receiving training on how to proctor standardized tests, if asked to **assist with standardized testing**.
- d. Working with individual or small groups of students to prepare them for end-of-the-school year assessments (as directed by the cooperating teacher).
- e. Co-teaching with the cooperating teacher.

6. Conferencing with the Student Teacher

One of the most important aspects of supervising a student teacher is feedback to the candidate. The student teaching experience needs to be undergirded with a strong conferencing structure. It is in this phase of student teaching that student teachers receive the individual guidance from competent professionals who enable them to analyze their growing understanding of the relationship between theory and practice. With appropriate

guidance and questions during the conferencing, the student teacher will be able to reflect on his or her instructional practice and make the appropriate adjustments towards becoming an effective teacher. It is important for the cooperating teacher and the student teacher to meet on a daily and/or weekly basis to conference after each teaching segment and also to plan for future instruction.

The following suggestions should facilitate the desired results from the conference time:

- a. Schedule conferences after each significant teaching segment at a time/location when there will be minimal interruptions.
- b. Make the feedback an analysis of the teaching episode that includes both positive comments and constructive feedback that will lead to improvement in areas still under development. The basis for comments should be derived from the cooperating teacher's observations of the implementation of a lesson plan, classroom/behavior management skills, or the performance of other teacher-related duties.
- c. Encourage the student teacher to ask questions regarding the observations/feedback.
- d. Guide the student teacher in considering alternative ways of implementing a learning segment to promote student achievement.
- e. Foster self-evaluation during conferences by asking questions beginning with "Why do you think . . . ? What went well? Why? What did not go well? Why? These questions will elicit responses that encourage the student teacher to analyze his or her performance and develop reflection skills.
- f. Make specific suggestions for improving areas still under development when the student teacher is unable to offer suitable strategies.
- g. Identify a primary focus for the next observation that the student teacher should concentrate on for improvement. Give a copy of the observation notes to the student teacher and upload one copy into the Field Experience Module in LiveText.

7. Special Conferences

If necessary, the cooperating teacher should not hesitate to contact the college supervisor for a conference regarding the progress of the student teacher. Addressing problem areas quickly provides opportunities for correction and redirection. If the student teacher is in danger of being unable to complete his/her student teaching experience successfully, the college supervisor and the school administration should be informed immediately (see "Removal from Student Teaching").

8. Observations by the College Supervisor

The college supervisor will observe the student teacher at least four times during the spring semester. The student teacher and the cooperating teacher will receive a copy of the observation notes completed by the college supervisor.

9. Related Professional Activities

The student teaching experience should not be limited to the classroom. Cooperating teachers should arrange for the student teacher to observe/participate in a variety of school-related activities to enhance the teacher preparation process regarding the total school environment and teaching responsibilities. These additional experiences should include, but are not limited to:

- a. Arranging for the student teacher to observe instruction in other curricular areas or grade levels when appropriate.
- b. Inviting student teachers to the following meetings: staff, P.T.O., Student Support Team, IEP, other special meetings (including curriculum, grade level, and professional in-service), parent conferences, and extracurricular events/duties.
- c. Asking the student teacher to assist in monitoring students in the mornings, during lunch, and during bus duty.
- d. Having student teachers involved in planning/chaperoning field trips or assembly programs.

B. Reporting Responsibilities

1. Formal Evaluation of Student Teachers

Evaluation should be an ongoing process throughout the student teaching experience. The cooperating teacher should conduct regular, formal and informal observations of the student teacher's teaching at least once per week in addition to feedback after a significant teaching episode. A written record of observations and conference notes should be kept by the cooperating teacher to be used when conferencing and/or evaluating the student teacher. A mid-term evaluation conference may be held with the college supervisor if it is deemed appropriate.

A second three-way conference between the student teacher, the college supervisor, and the cooperating teacher will be held at the conclusion of the spring semester to evaluate the student teacher. Although the final responsibility for evaluating student teachers rests with the college supervisor and the Director of FECF, the evaluations of the cooperating teacher will be utilized in determining the final grade. At the end of the fall semester, the cooperating teacher will complete the Georgia Intern Keys: Candidate Assessment on Performance Standards. This evaluation instrument can be accessed through the Field Experience Module (FEM) in LiveText, an electronic platform used by the Department of Teacher Education. The Georgia Intern Keys assessment includes the performance standards, rubrics, "look fors," and spaces for scoring each rubric. The option "not applicable" will be available on the rubrics for the fall semester only because student teachers are in their placements part time. However, this option will not be available on the Georgia Intern Keys assessment at the end of the spring semester.

Near the end of the spring semester, the cooperating teacher will also score the student teacher on the Candidate Dispositions Rubric in LiveText. This rubric addresses teacher behaviors such as, but not limited to integrity, attitude and demeanor, collaboration, and professional judgement.

2. Reference Letters

Cooperating teachers are expected to write reference letters for student teachers, if requested. Writing letters of reference is a serious obligation, involving not only the student teacher but also future the P-12 students the student teacher will teach one day. Recommendations need to be a fair and truthful presentation of the candidate's qualifications. When writing references, include such areas as the following:

- a. A description of the setting in which the student teacher taught.
- b. A brief description of the range of the student teacher's activities during the semester including examples of lessons or units taught, subject areas taught, and methods of instruction utilized.
- c. Knowledge of content and developmental levels of students, including examples of how lessons were differentiated to meet the needs of diverse learners.
- d. Relationships with students.
- e. Classroom management skills.
- f. Interpersonal skills, both in terms of individual students and relationships with adults.
- g. Initiative, dependability, and commitment to teaching.
- h. A summary of the student teacher's general success and potential as a classroom teacher.

THE ROLE OF THE COLLEGE SUPERVISOR

The college supervisor is the representative of the college who is responsible for the supervision of the student teacher and serves as a liaison between the college and the personnel of the cooperating school, promoting a positive relationship between the college and school. The task of the college supervisor is to orient the student teacher and cooperating teacher to the student teaching program and to guide the student teacher in becoming an effective teacher by providing constructive feedback on, but not limited to, the following items:

- a. written lesson plans and executed lessons
- b. reflection journals
- c. the Impact on Student Learning assignment
- d. the two-week of independent teaching
- e. Georgia Intern Keys Candidate Assessment instrument
- f. classroom management

A. Functions

1. Orientation

The college supervisor will meet with the student teacher during the first week of the fall Berry College semester. At that meeting, among other things, the college supervisor will establish the dates for the journals (every other week), receive from the student teacher his or her **Form A-1** and the candidate's Viking Web schedule, and arrange an initial three-way conference with the student teacher, cooperating teacher, and him or herself. At the three-way meeting, the roles, expectations, and goals for the student teacher and the cooperating teacher will be discussed (see *Establishing Goals* on page 41).

2. Supervision

The goal of the college supervisor is to aid in the transition of the candidate from student teacher to professional teacher. Emphasis will be on learning from the student teaching experience, developing the head, the heart, and the hands of the candidate so she/he will be able to develop the human potential of P-12 students. During this capstone experience, the college supervisor will work with the cooperating teacher and principal in the guidance and development of the student teacher. The college supervisor will also support and guide the student teacher in balancing the multiple responsibilities and duties of the teaching profession. Together with the cooperating teacher, the college supervisor may suggest the use of a wide range of instructional strategies, offer suggestions for classroom management, and encourage the student teacher to experiment with different teaching strategies to maximize student achievement.

3. Evaluation

During the fall semester, the college supervisor will be asked to write a recommendation for the student teacher to continue the Field-Based Year, EDU 499, during the spring semester. In order to write the recommendation, the college supervisor must have conducted at least one formal observation prior to writing the recommendation, which is due October 21, 2022. In addition, the college supervisor will evaluate the student teacher

using the Georgia Intern Keys Candidate Assessment instrument prior to the final three-way conference for each semester. The college supervisor will be responsible for maintaining records of observations and recommending the final grade for student teaching, based on input from the cooperating teacher.

B. School Observations

1. Formal Observations

During the Field-Based Year, the college supervisor will conduct a total of **six** formal observations of the student teacher.

Fall Semester: **Two** observations will be conducted during the **first semester** of the Field-Based Senior Year.

Spring Semester: **Four** observations will be conducted during **the second semester**, with a *minimum of two* occurring during the *first seven weeks* when the student teacher is teaching full time.

These observations should be preceded by a pre-conference and followed by a post-conference (see next section). Prior to each observation, the student teacher and the college supervisor will decide upon which Georgia Intern Keys Performance Standards will be the focus of each observation. The recommended length of the observation is one complete lesson.

Each observation will be scored according to the performance standards listed on the Student Teacher Intern Keys Observation (**Form D**) and on the observation rubric in LiveText. In addition, observation notes to support the scores will also be written on the print observation form. After the observed lesson, the college supervisor will discuss the observation and scores with the student teacher. The student teacher and college supervisor will sign the print observation form. The signed observation form along with the accompanying lesson plan will be uploaded as an attachment into the Field Experience Module (FEM) in LiveText.

2. Supervisory Conference Cycle

The purpose of the supervisory conference cycle is two-fold: 1) to promote the student teacher's growth and development through the critical analysis of the candidate's instructional practice in a manner consistent with the goals of the Teacher Education Program, and 2) to prompt the student teacher to reflect on their professional development. Specific areas of analysis may include an examination of (1) pedagogical intentions and the relationship between the intentions and outcomes, (2) the effective use of research-based teaching strategies to deliver content which will positively impact student achievement, and (3) unanticipated outcomes as a result of the lesson. The conferencing format may be adapted to the individual needs/goals of each student teacher. Any and/or all of the following components may be utilized:

- a. Pre-observation
 1. Email lesson plan to college supervisor at least one day before observation
 2. Alert college supervisor to any special learner considerations
 3. Identify which performance standards will be the focus each observation
- b. Observation of Lesson
- d. Post-observation Conference
 1. Prompt student teacher to identify what went well during the lesson and why? What did not go well and why?
 2. Guide student teacher through reflective action, examining if objectives were met (how do you know?), teacher and student behaviors, unanticipated events, and consideration of alternative possibilities
 3. Review observation notes and scores
- e. Next steps
 1. Establish goals for next lesson

The supervisory cycle is intended to help student teachers think critically about their teaching practice, their experiences in school, and the broader context within which schools function. The conferencing component of the student teaching experience is viewed as being developmental in nature, with the college supervisor moving from a more directive approach by providing direct “First Aid” advice to a more collaborative approach, to finally a more non-directive approach where the candidate sets the agenda and formulates the questions for the debriefing segment of the supervisory cycle. The college supervisor guides the student teacher through the supervisory cycle toward the goal of being classroom ready.

3. Three-Way Conferences

Besides supervisory conferences after observations, the college supervisor will conduct at least 3 three-way conferences during the Field-Based Year: (1) during the first two weeks of the fall semester when the student teacher shares his or her goals for student teaching and the cooperating teacher shares his or her goals and expectations; (2) at end of fall semester to evaluate the student teacher’s progress and set goals for the spring semester; and (3) at the end of the spring semester for final student teacher evaluation.

a. Establishing Goals

The first three-way conference should take place within the first two weeks of the fall semester. The student teacher, cooperating teacher, and college supervisor make up the triad; and each should come to the conference prepared to share their plans, goals, and expectations for the semester. Additionally, a tentative teaching timeline for the semester, indicating how the student teacher will gradually assume classroom responsibilities will be discussed and approved by the cooperating teacher and college supervisor.

b. Final Evaluation for Fall Semester

A three-way conference at the end of the fall semester should focus on the progress of the student teacher in relation to the program requirements and the student teacher's ratings on the Georgia Intern Keys Performance Standards. In addition to the above, the following topics may also be addressed:

1. A review of the experiences of the student teacher to date;
2. Strengths demonstrated by the student teacher;
3. Areas the student teacher needs to work on during the spring semester;
4. When the student teacher will teach his or her three to five Impact on Student Learning lessons during the spring semester;
5. When the student teacher will independently teach for at least two weeks and;
6. Review of student teacher goals for the spring semester. This conference may be coordinated with an observation.

c. Final Evaluation for Spring Semester

Prior to the final three-way conference, the college supervisor, as well as the student teacher and the cooperating teacher, will complete the Georgia Intern Keys Performance Standards for the spring semester. The triad will share their respective scores and written comments to support the scores at the final three-way conference. The college supervisor will email the final grade the student teacher earned for student teaching to the Director of Field Experiences and Clinical Practice by the last day of class for the spring semester.

4. Other Responsibilities

The college supervisor may be asked to write letters of reference for each student teacher he or she supervises. Further requests may be received from school districts where the student teacher has applied for a teaching position. Recommendations need to be a fair and truthful presentation of the student teacher's qualifications. Descriptive information and specific examples in the reference letter will distinguish the candidate from other candidates applying for teaching positions.

THE ROLE OF THE PRINCIPAL

As the educational leader in a school, the principal sets the overall tone and climate of the school. His or her leadership will determine the quality and the amount of support the cooperating teachers provide student teachers. Specifically, it is recommended that the principal or other appropriate building administrator:

1. Aid in identifying professionally competent teachers that have TKES evaluation scores at level three or above, are certified in the area in which they are teaching, and who are willing to serve as mentors to student teachers.
2. Provide an orientation meeting for the student teacher to review policies such as attendance, disciplinary authority, and school and district level procedures, etc.
3. Assist and support the student teacher in developing professional relationships with faculty, staff, students, and the community.
4. Be informed about the student teacher's progress in student teaching.
5. Observe the student teacher during full-time student teaching.
6. Conduct a mock job interview if possible.

THE ROLE OF THE DIRECTOR, FIELD EXPERIENCES AND CLINICAL PRACTICE

The Director of Field Experiences and Clinical Practice is responsible for the placement of student teachers in accordance with the rules and regulations of Berry College. All student teacher placements are arranged by the director regarding placement in conjunction with school district personnel. The Director of FECP works also closely with the academic dean, the director of Teacher Education, the Teacher Education Unit, and local school personnel to coordinate student teaching placements. Some of the director's responsibilities include the following:

1. Identifying and recommending candidates seeking admittance into student teaching.
2. Participating in the selection of cooperating teachers in conjunction with school district personnel.
3. Placing student teachers with cooperating teachers in conjunction with school district personnel.
4. Exercising leadership in the development of programs for student teachers.
5. Cooperating with college supervisors in planning and carrying out student teaching programs.
6. Conducting student teaching labs and seminars for student teachers.
7. Gathering and interpreting evaluative information concerning the progress of student teachers.
8. Acting as a liaison between the college and local public and private schools.
9. Notifying applicants of their status in the Teacher Education and Student Teaching Programs.
10. Chairing the Admissions and Certification Committee.
11. Coordinating educational opportunities for cooperating teachers and college supervisors to improve supervisory skills.
12. Orienting inquirers about the Teacher Education Program to its expectations and requirements.
13. Coordinating with the Career Center for the Teacher Recruitment Fair.
14. Chairing the Field Experience Advisory Committee.

EVALUATION OF STUDENT TEACHING

The evaluation of the student teacher is on-going throughout the FBY and involves the cooperating teacher, the college supervisor, and the student teacher. The cooperating teacher and college supervisor often see different aspects of the student teacher's development and, therefore, are obliged to share with each other observation feedback and information related to the student teaching experience that will assist them in the process of developing an effective pre-service teacher. The student teacher is also responsible for engaging in on-going reflection and self-evaluation about his or her student teaching experience.

The evaluation of the student teacher's competence is based upon the observations conducted by the cooperating teacher and the college supervisor, the student teacher scoring satisfactory on the Georgia Intern Keys Effectiveness System Candidate Assessment on Performance Standards AND the student teacher scoring satisfactory on the criteria outlined in the syllabi for EDU 488 L and EDU 489 L.

The Georgia Intern Keys evaluation instrument, located in the Field Experience Module in LiveText, will be independently completed by the cooperating teacher, the college supervisor, and the student teacher. Their individual ratings will be shared with each other at the final three-way conference for each semester. In addition, each stakeholder will discuss the candidate's performance to date and identify future professional development goals. The college supervisor will recommend to the Director of Field Experience and Clinical Practice one of the final grades identified below for EDU 488, EDU 489, EDU 497, and EDU 499:

Satisfactory: Consistently plans and implements effective lessons; student teacher accepts constructive criticism and works to implement improvements; is punctual, knowledgeable of subject matter; has positive relationships with students and cooperating teacher, adequate classroom management skills; has professional promise, shows progress; completes assignments on time.

Unsatisfactory: Does not plan and execute effective lessons, weak in subject area, late for school and meetings. Not able to manage classroom effectively. Does not respond well to comments or constructive criticism. Overall classroom performance is unacceptable.

In addition, at the end of EDU 499/497 the cooperating teacher will evaluate each of his or her student teachers on the Professional Responsibilities and Dispositions Rubric in the Field Experience Module in LiveText.

EXIT REQUIREMENTS AND GEORGIA TEACHER CERTIFICATION

Completion of student teaching does not ensure completion of the teacher certification requirements. Student teachers must complete all college coursework in their approved program, successfully demonstrate effective pedagogic skills, maintain a 2.75 GPA, pass the appropriate state GACE content assessments, and the Georgia Educator Ethics Assessment 360. Exit requirements also include maintaining a [C (2.0) or better, rather than C-(1.7)], in courses in each

candidate's major. The Director of Field Experiences and Clinical Practice, in consultation with the Admissions and Certification Committee of the Charter School of Education and Human Sciences, will make the recommendation for certification based on an evaluation of the coursework completed and outcomes demonstrated along with passing scores on the appropriate teacher assessments. The Dean of the Charter School of Education and Human Sciences will officially authorize each recommendation for certification.

At the last EDU 490 seminar, student teachers will be asked to complete the College Recommendation for Certification, Berry College transcript request forms, and any other paper work required to process the candidates' certification. Student teachers will complete the forms in seminar under the direction of the Certification and Program Advisor.

As soon as the Registrar's Office has posted grades, the appropriate paperwork will be processed by the Certification and Program Advisor and forwarded to the Georgia Professional Standards Commission. The Georgia Professional Standards Commission (GaPSC) requires that all paperwork and the official transcript be submitted at the same time as a complete package; therefore, because Berry's policy prohibits the release of official transcripts to students, the package must be scanned and emailed directly from Berry College to the Georgia Professional Standards Commission.

The Georgia Professional Standards Commission no longer mails certification certificates. Candidates must set up an account with them with a valid e-mail address. The certificate of eligibility (plus any correspondence) from the PSC will be sent via e-mail to the candidate.

To set up your account, go to the PSC webpage (www.gapsc.com) and click on the link "MyPSC" to register for your account. If you have passed both GACE content exams in your major, then they already have you in their system and have assigned you a special ID number. When you register, they will ask you simple questions such as your DOB and SSN and will provide you with your PSC ID number. This is the number you will use when corresponding with the PSC. You must also give them an e-mail address that you use often. When your certificate is ready, the PSC will notify you by e-mail and you can print your certificate.

Please note that out-of-state certification requirements may differ from Georgia requirements. Georgia has an interstate certification agreement with many states. Candidates must obtain the specific certification requirements in effect in the state in which they are seeking employment and work directly with the Georgia PSC to secure the appropriate documentation for out-of-state certification.

REMOVAL FROM STUDENT TEACHING

The teacher education department of Berry College will use a sequential process to resolve student teaching problems when it appears that a student teacher cannot successfully perform at the assigned student teaching placement.

1. The college supervisor and the cooperating teacher will meet with the Director of Field Experiences and Clinical Practice and the candidate's advisor to assess concerns raised about a student teacher who is not performing acceptably in his or her student teaching placement. These four individuals will comprise a committee to address the student teaching situation. (Criterion: Is the placement a good "fit" for the student teacher?)
2. The committee will review the written feedback already provided to the student teacher from the college supervisor and cooperating teacher. In addition, the committee will provide additional suggestions/recommendations to help the student teacher improve his or her performance in the student teaching placement. The committee members will create an action plan that outlines recommendations and/or changes for the student teacher and a timeline for implementing the changes. (Criteria: Did the committee give adequate written feedback and recommendations on classroom performance to the student teacher? Was the student teacher made aware of resources at the school and on the college campus that could help make the placement successful?)
3. The committee members will meet with the student teacher to be sure that he/she is aware of the seriousness of the situation, to listen to the candidate's viewpoint about the placement, and to share the above action plan and timeline, with the incorporation of new ideas and perceptions from the student teacher. (Criterion: Did the committee collaboratively work with the student teacher on the action plan and timeline for improving his or her classroom performance?)
4. At the designated point on the timeline for reevaluation of the student teacher's improvements, the committee will meet again to share more observations and progress data. One of the following three decisions will be made at this point: (1) the student teacher's progress has been satisfactory and continuous; therefore, the placement continues, OR (2) the student teacher's efforts demonstrate some progress, but the placement does not allow for enough progress for continuation in the assigned classroom; therefore, a new placement is recommended, OR (3) the student teacher's skills are not improving enough that competencies can be met by semester's end or ever; THEREFORE, another placement is not recommended. Note: If the safety of the student teacher is a concern, the termination of the placement will be immediate. (Criterion: Has the student been given ample opportunity to implement the action plan with adequate support?)
5. The student teacher will be informed of the committee's decision, both in writing and in a meeting. (Criterion: Should the current placement be terminated and, if so, should another student teaching placement be recommended?)
6. If the committee recommends another student teaching placement, the Director of the OFECP will work with the Human Resource Department at another school district to secure a placement for the candidate and decide when that new placement will begin.

7. If the committee recommends that the student teacher not be provided a second placement, they will discuss with the student other career alternatives and available campus resources. The student will also be informed of the possibility of an appeal. (See appeal process in Policy Manual.)
8. The committee will review the reasons for the unsatisfactory student teaching placement. If the classroom circumstances are such that any student teacher would have had difficulty in succeeding in the placement, future placements will not be requested with that teacher again. Care will be taken to assess all the factors that contributed to the reassignment of the student teacher.

APPENDIX:

FORMS

Appendices

Form A-1	Schedule for Fall Semester (EDU 488/489)
Form A-2	Schedule for Spring Semester, Second 7 Weeks (EDU 499)
Form B	Field-Based Year Activities Checklist
Form C	Timeline for Teaching
Form D	Berry College Teacher Education Student Intern Keys Observation Form
Form E	Berry College Teacher Education Student Teacher Short Observation
Form F	Application for Student Teaching (EDU 499)
Form G	2022-2023 Field-Based Year At-A-Glance
Form H	Ten-day Sequence of Learning Template
Form I	Field-Based Year Reflection Journal
Form J	Cooperating Teacher's Checklist 2022-2023
Form K	Recommendation from Cooperating Teacher
Form L	Recommendation from College Supervisor
Form M	Berry College Teacher Education Lesson Plan Format
Form N	Teacher Education Lesson Plan Rubric

Schedule for Fall Semester (EDU 488/489)

This form should be completed and copies submitted to the cooperating teacher, the school principal, and the college supervisor by the end of the *first week* of the Berry College semester. Any time a change is made in the arrangement of the hours attended, an amended form shall be submitted to the parties mentioned above, **before** the change goes into effect. Please show cooperating teacher's full name, rather than Mrs. Doe, or Mr. Doe.

A copy of the student teacher's college class schedule (printed from Canvas) will be attached to this form for submission to the cooperating teacher, school principal, and college supervisor.

School

Student Teacher Name: First MI Last

Principal

Major Minor

Cooperating Teacher

Address while student teaching

School Phone

Phone while student teaching

Teacher email address

Student teacher email address

<i>Day of Week</i>	<i>Time of Attendance</i>	<i>Subject or Period</i>	<i>Room Number</i>

Time of Lunch Period

Time of Planning Period

Field-Based Year Activities Checklist

Name _____ Date _____
Initial and date when completed (items appropriate in your placement)

EDU 488/489 EDU 499

- _____ 1. Study thoroughly *Student Teaching Handbook*. Follow directions and suggestions carefully.
- _____ 2. Meet custodians and other staff members.
- _____ 3. With cooperating teacher assistance, prepare a set of objectives for each semester.
- _____ 4. Meet and hold a conference with the principal about school policies, school's plan, and other matters.
- _____ 5. Secure and study a copy of the school schedule.
- _____ 6. Locate and become familiar with files and materials in the classroom: Textbooks, supplementary books, magazines, etc.
- _____ 7. Study students' cumulative records for greater understanding of physical, emotional, and intellectual capacities (if recommended by cooperating teacher).
- _____ 8. Make a seating chart and learn students' names for each class.
- _____ 9. Observe teacher's guidance of routine tasks and assist in supervision of these duties.
- _____ 10. Assume responsibility for making and reporting attendance.
- _____ 11. Learn the grading system used in the classroom and school district.
- _____ 12. Assist in correcting papers and evaluating students.
- _____ 13. Determine which classes or subjects you will teach first, when you will start, and what will be taught.
- _____ 14. Hold informal discussions with students whenever feasible, to determine out-of-school interests or hobbies.
- _____ 15. Visit the media specialist to learn about the procedures for checking out books, etc.
- _____ 16. Arrange a bulletin board display at least once each semester.
- _____ 17. Work with the cooperating teacher in making classroom efficient and attractive.
- _____ 18. Make planned observations designed to yield data on a particular part of the total situation, such as academic differences in students, evidence of student-to-student relationships, etc.
- _____ 19. Practice writing on the Smartboard.
- _____ 20. Observe student lunchroom behavior.
- _____ 21. Study students' work in order to identify the different developmental levels in the classroom.
- _____ 22. Attend a faculty meeting.
- _____ 23. Attend a PTA/PTO meeting.
- _____ 24. Attend a school social function.
- _____ 25. Work with a teacher in homeroom.
- _____ 26. Review the Georgia Code of Ethics for Educators
- _____ 27. **Take the GACE Content Assessment BEFORE full-time student teaching**
- _____ 28. **Take the Georgia Educator Ethics Assessment 360 during spring semester**

Timeline for Teaching

Name _____

__ Fall

__ Spring

O - Observation

P – Participation

T – Teaching

Class	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7

Class	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14

**Berry College Teacher Education
Student Teacher Intern Keys Observation Form**

Teacher Candidate: _____ **Date:** _____

Cooperating Teacher: _____ **School:** _____ **Grade:** _____

Time of Observation: _____ **Number of Students:** _____ **Subject:** _____

Structure or Grouping of Lesson: _____ **College Supervisor:** _____

Intern Keys Standard(s) Observed: Circle or Highlight **1 2 3 4 5 6 7 8 9 10**

Observation Number: Circle **Fall 1 2 3**
Spring 1 2 3 4

The ratings on this form are not intended to be averaged for the final student teacher evaluation. The final evaluation reflects overall student teaching work, not just observations.

Proficient (P) (4)	Achieving (A) (3)	Needs Development (ND) (2)	Not Yet (NY) (1)
The teacher candidate consistently demonstrates the standard being addressed.	The teacher candidate often demonstrates the standard being addressed.	The teacher candidate inconsistently demonstrates the standard being addressed.	The teacher candidate does not yet uphold the CSEHS TE Program standards and expectations.
Performance Standards/Rating		Comments	
1. Professional Knowledge <i>The teacher candidate demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.</i> Rating Received _____			

<p>2. Instructional Planning</p> <p><i>The teacher candidate plans using state and local school district curricula and standards, effective strategies, resources, and data to address the needs of all students.</i></p> <p>Rating Received _____</p>	
<p>3. Instructional Strategies</p> <p><i>The teacher candidate promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate key skills.</i></p> <p>Rating Received _____</p>	
<p>4. Differentiated Instruction</p> <p><i>The teacher candidate challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.</i></p> <p>Rating Received _____</p>	
<p>5. Assessment Strategies</p> <p><i>The teacher candidate systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.</i></p> <p>Rating Received _____</p>	
<p>6. Assessment Uses</p> <p><i>The teacher candidate systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.</i></p> <p>Rating Received _____</p>	

<p>7. Positive Learning Environment</p> <p><i>The teacher candidate provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.</i></p> <p>Rating Received _____</p>	
<p>8. Academically Challenging Environment</p> <p><i>The teacher candidate creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.</i></p> <p>Rating Received _____</p>	
<p>9. Professionalism</p> <p><i>The teacher candidate exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.</i></p> <p>Rating Received _____</p>	
<p>10. Communication</p> <p><i>The teacher candidate communicates effectively with students, parents or guardians, district personnel, and other stakeholders in ways that enhance student learning.</i></p> <p>Rating Received _____</p>	

Rubric Total Score _____ / out of a possible _____.

Teacher Candidate:

By signing my electronic signature, I acknowledge that I have read the observation form and received a copy of it.

Please type your First and Last Name

Observer's Electronic signature:

Please type your First and Last Name

**Berry College Teacher Education
Student Teacher Short Observation Form**

Teacher Candidate: _____ **Date:** _____

Cooperating Teacher: _____ **School:** _____ **Grade:** _____

Time of Observation: _____ **# of Students:** _____ **Subject:** _____

Structure or Grouping of Lesson: _____ **College Supervisor:** _____

Observation Number: (Circle)

**Fall 1 2
Spring 1 2**

APPLICATION FOR STUDENT TEACHING (EDU 499)
Berry College Charter School of Education and Human Sciences

Name _____ Student Number _____ Date _____

Berry Box or Local
Address _____

Major _____ I plan to enroll in Student Teaching, Spring Semester
_____ Year

I wish to continue my senior experience in the classroom and am applying for EDU 499 Student Teaching. I understand that timing is critical in this process and I have taken responsibility for the items on the checklist below:

_____ Recommendation from cooperating teacher

_____ Recommendation from college supervisor

_____ GACE Content Assessment scores sent to BERRY COLLEGE; date taken (or will take): _____

_____ 2.75 cumulative GPA

_____ Earned a C or better in the professional education sequence, the major field, COM 203, and an approved math course.

Student Signature

Students: If you have more than one advisor, both advisors must sign below. This form is then to be returned to the Office of Field Experiences and Clinical Practice.

ADVISORS: I recommend that this student be allowed to continue in the senior-year experience, enrolling in EDU 499.

Major Advisor's approval _____

Date _____

Education Advisor's approval _____ Date _____

Form F

Berry College
2022-2023 Field-Based Year
At-A-Glance

Course	EDU 488 (fall) (4 hours credit)	EDU 489 (fall) (2 hours credit)
Major	ECE	MG, Sec, P-12 (Art, Music, Foreign Language)
Schedule	1 st ten days of school—full time (70 hrs.) 10 hrs. wk. during 14 weeks of semester (140 hrs.)	1 st ten days of school—full time (70 hrs.) 6 hrs. wk. during 14 weeks of semester (84 hrs.)
Total Contact Hours	210	154
Teaching Hours (minimum)	32	25
Course	EDU 499 (spring) (9 hours credit)	EDU 499 (spring) (9 hours credit)
Major	ECE	MG, Sec, P-12 (Art, Music, Foreign Language)
Schedule	1 st 7 weeks—full time (245 hrs.) 2 nd 7 weeks—15 hrs. wk. (105 hrs.)	1 st 7 weeks—full time (245 hrs.) 2 nd 7 weeks—15 hrs. wk. (105 hrs.)
Total Contact Hours	350	350
Minimum Teaching Hours	118	125
Full-time Teaching	2 weeks	2 weeks
Total Teaching Hours (minimum)	150	150

Form G

Ten-Day Sequence of Learning Template

Content:	
Standards:	
<p><u>Day 1</u> Objective(s):</p> <p>Learning Activities:</p> <p>Differentiation/Extension:</p> <p>Assessment Aligned to Objectives: (formative/summative)</p> <p>Materials/Resources/Technology:</p>	<p><u>Day 2</u> Objective(s):</p> <p>Learning Activities:</p> <p>Differentiation/Extension:</p> <p>Assessment Aligned to Objectives: (formative/summative)</p> <p>Materials/Resources/Technology:</p>
<p><u>Day 3</u> Objective(s):</p> <p>Learning Activities:</p> <p>Differentiation/Extension:</p> <p>Assessment Aligned to Objectives: (formative/summative)</p> <p>Materials/Resources/Technology:</p>	<p><u>Day 4</u> Objective(s):</p> <p>Learning Activities:</p> <p>Differentiation/Extension:</p> <p>Assessment Aligned to Objectives: (formative/summative)</p> <p>Materials/Resources/Technology:</p>
<p><u>Day 5</u> Objective(s):</p> <p>Learning Activities:</p> <p>Differentiation/Extension:</p>	<p><u>Day 6</u> Objective(s):</p> <p>Learning Activities:</p> <p>Differentiation/Extension:</p>

<p>Assessment Aligned to Objectives: (formative/summative)</p> <p>Materials/Resources/Technology:</p>	<p>Assessment Aligned to Objectives: (formative/summative)</p> <p>Materials/Resources/Technology:</p>
<p><u>Day 7</u> Objective(s):</p> <p>Learning Activities:</p> <p>Differentiation/Extension:</p> <p>Assessment Aligned to Objectives: (formative/summative)</p> <p>Materials/Resources/Technology:</p>	<p><u>Day 8</u> Objective(s):</p> <p>Learning Activities:</p> <p>Differentiation/Extension:</p> <p>Assessment Aligned to Objectives: (formative/summative)</p> <p>Materials/Resources/Technology:</p>
<p><u>Day 9</u> Objective(s):</p> <p>Learning Activities:</p> <p>Differentiation/Extension:</p> <p>Assessment Aligned to Objectives: (formative/summative)</p>	<p><u>Day 10</u> Objective(s):</p> <p>Learning Activities:</p> <p>Differentiation/Extension:</p> <p>Assessment Aligned to Objectives: (formative/summative)</p>

Materials/Resources/Technology:	Materials/Resources/Technology:
---------------------------------	---------------------------------

Directions for 10-day Learning Sequence Plan

1. Identify content standards that will be addressed across the learning sequence
2. Indicate measurable learning individual(s) for the day
3. Brief description of learning activities to promote learning
4. Indicate differentiation and/or extension of learning activities to meet various student needs.
5. Describe assessment aligned to learning objective and indicate scoring criteria.
6. List materials and resources used, including technology application(s).
7. Submit into College Supervisor.

Field-Based Year Reflection Journal

A number of theorists and experts (Cruikshank, Dewey, Schon, Zeichner) have indicated that various types of reflection become a way of knowing about our actions. This learning through reflection facilitates our decision making, and further reflection provides us with a feedback mechanism whereby we can continue to improve as teachers. The purpose of this Reflection Journal assignment is to provide you with an opportunity to make a critical inquiry and reflect about your field-based experiences. The reflection journal also provides you a means of conversing with your college supervisor about those experiences.

For each time period specified by your college supervisor you are to make an entry in your Reflection Journal using the format described below (Posner). The sooner you commit your reflections to paper, the better the quality your responses are likely to be. These journal entries will be submitted to your college supervisor on the designated dates. Your college supervisor will respond to your entries each time the journal is submitted.

REFLECTION JOURNAL FORMAT:

A. HEADING

Include the date, your name, the school, the grade, your cooperating teacher's name, time spent, and number of students.

B. SEQUENCE OF EVENTS

Make a brief listing of all events during your time in the classroom (even if it seems insignificant.)

(We really mean just a list, for example:)

1. Observed teacher teach persuasive writing
2. Observed a math lesson on _____
3. Assisted students during Writer's Workshop
4. Modeled use of context clues to whole class

C. ELABORATION OF ONE OR TWO SIGNIFICANT EPISODES (What?)

An episode is an event or sequence of events complete in itself, but forming a part of a larger one. Select one or two episodes that are significant to you because what happened aligns or does not align with what you have been taught in class, causes you to rethink an initial idea, or convinces you that your initial idea was valid. Whether the episode you report was a success or a failure, it is significant if you learned something important from it. You are encouraged to focus on episodes involving content, instruction, and/or management. Variety in focus across the entries is encouraged.

Once you pick an episode, describe it in detail. Include what people said and did. Be specific. Try to avoid inferences/conclusions/feelings. State facts; don't interpret.

Form I

D. PRACTICAL ACTION RESPONSE (So what?)

State why the episode was important to you and how you interpret it. Write about what you accomplished, problems that emerged, and how you followed up on them, and what you learned.

This last point is the most important. You may have learned what works and what does not; if so, describe what you concluded. You may have learned something about planning for specific developmental characteristics. Whatever you learned, write about it.

E. ETHICAL/CRITICAL RESPONSE (Now what?)

Think about what questions remain unanswered upon reflection on this lesson. Reliving the experience will enable you to think about what you felt and thought during the episode, how you perceived the responses of the students and the cooperating teacher to your actions, and who or what contributed significantly to shaping the events. What will you do in the future as a result of your observation during this lesson?

As we respond to your journals, we will be looking for responses which fall into one or more of the following three levels of reflection (Van Manen, Zeichner & Liston):

Technical Rationality- REFLECTIONS describe what happened; focus on events relying on personal experience and/or observations without due regard for a system or theory.

Practical Action or Contextual- reflections on WHY decisions were made; concerned with clarifying the assumptions and predispositions underlying competing pedagogical goals and with assessing the educational consequences toward which a teaching action leads.

Ethical or Critical Reflection- reflections on what SHOULD be; concerned with the worth of knowledge and the social circumstances useful students.

Questions listed below are presented to **guide your thinking** and not as a list which should be responded to at each entry in your journals.

1. What were essential strengths of the lesson?
2. What, if anything, would you change about the lesson?
3. Why was the lesson successful (or not successful)?
4. Which conditions were important to the outcome?
5. What, if any, unanticipated learning outcomes resulted from the lesson?
6. Can you think of another way you might have taught this lesson?
7. Can you think of other alternative pedagogical approaches to teaching this lesson that might improve the learning process?
8. Do you think the content covered was important to students? Why?
9. Did any moral or ethical concerns occur as a result of the lesson?

**COOPERATING TEACHER'S CHECKLIST
2022-2023**

Name _____ Date _____

Directions: The checklist below has been created to inform you of the events and tasks that will take place during your student teacher's year with you. Please check the appropriate line when each task or event has been completed by you and/or the student teacher. Some tasks occur during both semesters. Thank you.

Student Teachers will follow the Berry College Academic Calendar for the Fall Semester.

Fall Semester	Spring Semester
_____	1. Student teacher attends all day every day for Pre-planning and the Opening School Experience (10 school days)
_____	2. Inform student teacher about modifications and/or accommodations for students with IEPs and/or 504 Plans
_____	3. Observe the cooperating teacher teach and assisted with class as appropriate
_____	4. Provide student teacher with constructive feedback about his/her instructional practice
_____	5. August 22: Berry classes and part-time student teaching begin
_____	6. August 26: Receive Form A-1 AND Canvas Class Schedule
_____	7. Observe, assist, and co-teach with the cooperating teacher
_____	8. Establish date for initial 3-way conference
_____	9. Use Form C to plan teaching sequence for semester
_____	10. Plan when student teacher will teach lessons for required formal observations you will conduct (1 long & 2 short)
_____	11. August 29- Sept. 9: Initial 3-way conference to take place during this time
_____	12. October 21: Recommendation from CT due for student teacher to proceed to full-time student teaching
_____	13. Plan content and dates for Proposed Sequence of Learning
_____	14. November 1-18: Complete Intern Keys Student Teacher Evaluation & End of Semester 3-way conference
_____	15. Conduct 1 long and 2 short formal observations on required forms

Form J

_____ 16. **December 2:** Last day to approve student teacher hours in LiveText

_____ 17. **December 2:** Last day of Berry classes

Student Teachers will follow school district 's calendar for the spring semester.

_____ 18. **January - February 24:** Full-time student teaching begins

_____ 19. **January 13:** Receive Form A-2 AND Canvas Class Schedule

_____ 20. Provide student teacher with constructive feedback about his/her instructional Practice.

_____ 21. **Jan 20:** Teacher Recruitment Fair (**attendance required**)

_____ 22. **January -February 24:** 2 weeks of independent teaching

_____ 23. Use Form D to plan teaching sequence for semester

_____ 24. **February 27:** Part-time student teaching begins
(15 hours/week to be established in consultation with cooperating teacher & college supervisor)

_____ 25. Student teacher continues to teach classes as determined by CT & college supervisor

_____ 26. **April 3-25** Complete Intern Keys Student Teacher Evaluation and End of Semester 3-way conference

_____ 27. Conduct 1 long and 2 short formal observations on required forms

_____ 28. **April 25:** Last day to approve student teacher hours & Dispositions Rubric in LiveText

_____ 29. Request to write references

**Recommendation from Cooperating Teacher
For continuation in Student Teaching (EDU 499)
At Berry College**

Candidate's Name _____

Major _____ Student No. _____

I recommend the above named candidate be allowed to continue in the second semester of student teaching (EDU 499). To the best of my knowledge, and based on my observation of this candidate's performance in my classroom, this candidate has the necessary skills, including both academic and communication skills, that are required for successful teaching.

Please comment on the following:

Student teacher's ability to reflect and make decisions (Head).

Student teacher's ability to facilitate learning (Hands).

Student teacher's ability to enhance self and social awareness (Heart).

Signature _____ Date _____

Printed Name _____

School _____ Grade/Subject _____

**Recommendation from College Supervisor
For Continuation in Student Teaching (EDU 499)
At Berry College**

Candidate's Name _____

Major _____ Student No. _____

I recommend the above named candidate be allowed to continue in the second semester of student teaching (EDU 499). To the best of my knowledge, and based on my observation of this candidate's performance, this student has the necessary skills, including both academic and communication skills, that are required for successful teaching.

Please comment on the following:

Student teacher's ability to reflect and make decisions (Head).

Student teacher's ability to facilitate learning (Hands).

Student teacher's ability to enhance self and social awareness (Heart).

Signature _____ Date _____

Printed Name _____ Position _____

Form L

Berry College Teacher Education Lesson Plan Format

Name:

Course:

Preliminary Information	
Lesson:	Date of Teaching:
Grade: Number of Students:	Course/Subject:
Unit/Theme:	Period/Time: Estimated Duration:
Where in the unit does this lesson occur? (underline one) Beginning of the unit Middle of the unit End of the unit	Structure(s) or Grouping for the Lesson: (underline all that apply) Whole group Small group Team-taught

1. Identify student learning objective(s) and why it is appropriate for these students at this time.	
Central Focus for the Lesson	
Rationale/Context <i>Why this lesson at this time? How does it build on previous lessons or connect to succeeding lessons?</i>	
Prior Academic Learning and Prerequisite Skills Related to the Central Focus <i>Cite evidence of what students know, what they can do, and what they are still learning to do.</i>	
Standard(s)	Learning Target(s)/Objective(s)
	<i>What do you want the learner to know and be able to do at the end of the lesson?</i>
Academic Language <i>Identify academic language components listed below.</i>	
Language Demands	Language Function (identify one):
	Vocabulary:
	Syntax and/or Discourse

2. Describe the instruction you will provide to help students to meet your objectives.	
Resources, Materials and Technology	
Anticipatory Set	
<i>How will you get the lesson started? How will you activate students' schema, focus students' attention on the lesson, check for understanding? What questions, texts, inquiry, modeling, and/or other techniques will you use to engage students?</i>	
Time	
Instruction and Student Learning Task(s)	
<i>Detail step-by-step lesson procedures that provide instruction to guide students toward meeting your learning objective(s) <u>and</u> allow for the students to develop, apply, and practice the content. Clearly state the instructional strategies used and the questions asked to students during instruction.</i>	
Time	
Closure	
<i>In this section, TT checks for understanding as it relates to the objective(s). How will you actively involve the students in the review of the objectives and lesson activities? Write the specific questions you will use.</i>	
Time	
Misconceptions	
<i>Be proactive: consider what might not go as planned with the lesson. What misconceptions might students have? What will you do to overcome these?</i>	
Differentiation/Extensions	
<i>What different instructional supports are needed to address the variety of students' specific learning needs? What extensions are planned for students who finish learning activities early?</i>	
Accommodations/Modifications	
<i>IEP or 504 Plan dictates the type of instructional support that needs to be addressed with the content of the lesson.</i>	
Assessment	
<i>How will you assess students' achievement of the objective(s)? Include the assessment instrument. What evaluation criteria will be used to assess the students' achievement of the objective?</i>	
<i>How will you differentiate assessment for students with specific learning needs?</i>	

Research and/or Theory that Justifies Instruction <i>Identify and cite specific sources as you discuss how your instruction is based on appropriate research and/or theory.</i>

3. Reflect on the effectiveness of your teaching.
Reflection
Analyzing Teaching Effectiveness <i>Focus for this section needs to be on the “teacher” and not how the students react to the teacher, environment or content. Pros and cons related to instruction should both be addressed.</i>
Proposed Changes <i>These changes should be based on the analysis section above. What proposed instructional changes would you make? How would these changes improve student learning?</i>
Justification <i>The justification should be based on the proposed changes section above using principle(s) from theory and research to support your instructional changes.</i>

Attach all handouts, worksheets and assessment with associated evaluation criteria/rubric.

Teacher Education Lesson Plan Rubric

NAME:

DATE:

CLASS:

Performance Expectations	Does not Meet Expectations 0	Developing 1.5	Target - Meets Expectations 2.22	N/A	Rubric Score/ Comments
Central Focus InTASC 7	Central Focus is stated, but not related to the Standard	Central Focus is based on the Standard	Central Focus is aligned with the Standard and learning objective.		
Rationale/ Context InTASC 7	Does not provide background information about why the lesson occurs within the overall learning sequence.	Background information about the lesson is provided with a description of why the lesson is being taught at this time falls within the learning sequence.	Background information about the lesson is provided with a description of why and how the lesson occurs within the overall learning sequence.		
Prior Academic Learning and Prerequisite Skills InTASC 1 InTASC 3	Prerequisite skills relate to central focus; provides evidence of 1/3 elements -1.) what students know, 2.) what they can do and 3.) what still needs to be learned.	Prerequisite skills relate to central focus; provides evidence of 2/3 elements -1.) what students know, 2.) what they can do and 3.) what still needs to be learned.	Prerequisite skills relate to central focus; provides evidence of 3/3 elements - 1.) what students know, 2.) what they can do and 3.) what still needs to be learned.		
Standards InTASC 1 InTASC 7	Reference to standards not provided.	Content standard(s) are partly listed or are incorrect.	Content standard(s) and indicators from Georgia Standards of Excellence aligns to student learning objectives.		
Objectives InTASC 7	Objective(s) are not alignment with standard(s).	Objective(s) are aligned with standards but not stated in measurable terms.	Objective(s) are aligned with the Standard(s) and stated in measurable terms.		
Academic Language/ Language Demands InTASC 4(h)	Language Function, vocabulary, and syntax/ discourse are incorrectly identified for the language demands of the lesson.	Incorrect or missing one of the language demands of the lesson (Language Function, vocabulary, and syntax/ discourse).	Language Function, vocabulary, and syntax/ discourse are accurately identified for the language demands of the lesson.		
Materials & Resources InTASC 7	List of teacher materials and resources. Handouts, worksheets, assessment and scoring criteria are not attached.	List of materials and resources for both teacher and students is incomplete. Handouts and worksheets, assessment and scoring are attached.	Detailed list of materials and resources is provided for both teacher and students. All handouts, worksheets, assessment and scoring criteria are attached.		

Instructional Technology InTASC 7 ISTE 5b	Instructional technology needed to support lesson is missing.	Indicates instructional technology used by the teacher to support learning objectives.	Indicates teacher and student use of instructional technology to support learning objectives.		
Anticipatory Set/Lesson Introduction InTASC 7	No attempt to gather students' attention and/or set a purpose for the lesson.	Attempt to gather students' attention, sets the purpose for the lesson, and activates students' schema for the lesson.	Fully states what the teacher will say to introduce the lesson, stating the purpose, activating students' schema.		
Instruction and Student Learning Task(s) InTASC 7	Evidence provided for 1/4 elements - 1.) procedures, 2.) instructional strategies, 3.) questions/prompts and 4.) developmentally appropriate activities.	Evidence provided for 3/4 elements - 1.) procedures, 2.) instructional strategies, 3.) questions/prompts and 4.) developmentally appropriate activities.	Evidence provided for 4/4 elements - 1.) procedures, 2.) instructional strategies, 3.) questions/prompts and 4.) developmentally appropriate activities.		
Closure InTASC 7	Teacher ends lesson without review alignment to lesson objective(s).	Teacher ends lesson without active student involvement that aligns with lesson objective(s).	Teacher ends lesson by checking students' understanding using identified questions that align with lesson objective(s).		
Assessment InTASC 6	Assessment evidence includes 2/4 elements- 1.) all learners, including students with specific learning needs, 2.) alignment with lesson objective(s), 3.) criteria for achieving objective(s) is specified, and 4) assessment instrument attached.	Assessment evidence includes 3/4 elements- 1.) all learners, including students with specific learning needs, 2.) alignment with lesson objective(s), 3.) criteria for achieving objective(s) is specified, and 4) assessment instrument attached.	Assessment evidence includes 4/4 elements- 1.) all learners, including students with specific learning needs, 2.) alignment with lesson objective(s), 3.) criteria for achieving objective(s) is specified, and 4) assessment instrument attached.		
Misconceptions InTASC 4 InTASC 7	Description identifies 1/3 elements- 1.) misconceptions students may have, 2.) which part of lesson may not go as planned, and 3.) plan to addresses these concerns.	Description identifies 2/3 elements- 1.) misconceptions students may have, 2.) which part of lesson may not go as planned, and 3.) plan to addresses these concerns.	Description identifies 3/3 elements- 1.) misconceptions students may have, 2.) which part of lesson may not go as planned, and 3.) plan to addresses these concerns.		
Differentiation and Extension. InTASC 2	Instructional supports for differentiation or extension is not addressed.	Instructional support for differentiation or extension addresses students' specific learning needs.	Instructional supports for both differentiation and extension addresses students' specific learning needs.		

Accommodations / Modifications InTASC 2 InTASC 7	No indication if accommodations or modifications are needed for lesson.	Identified if accommodations or modifications are needed for lesson.	Identified how accommodations or modifications address learners' needs based on IEP or 504 Plan.		
Research/ Theory InTASC 7	No research or citations are provided.	Research and/or theory identified 1.) does not align to instructional decisions of this lesson and 2.) source(s) cited in APA format.	Research and/or theory 1.) aligns to specific instructional content of lesson and 2.) source(s) cited in APA format.		
Writing Conventions	4 or more grammatical or punctuation errors	1-3 grammatical or punctuation errors	No grammar or punctuation errors		
Reflection InTASC 9	Reflection addresses 1/3 elements - 1.) analysis of teaching, 2.) adjustment(s), and 3.) justification with theoretical support and citation APA included.	Reflection addresses 2/3 elements - 1.) analysis of teaching, 2.) proposed changes, and 3.) justification with theoretical support and APA citation included.	Reflection of 3/3 elements - 1.) analysis of teaching, 2.) proposed changes, and 3.) justification with theoretical support and APA citation included.		
Total (recalculate lesson plan point value based on NA category)					

V.10
May 12, 2020