

# College of Coastal Georgia

## Education and Teacher Preparation Handbook



Dynamic Educators Facilitating Student Achievement

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## **Message from the Dean**

The School of Education and Teacher Preparation at the College of Coastal Georgia enjoys a short, but exciting history. Approved by the University System of Georgia Board of Regents and the Southern Association of Colleges and Schools in 2008 and 2009 respectively, the first cohort of Teacher Candidates started their junior year of studies in August, 2009. Offering bachelor's degrees that lead to certification in early childhood/special education and in middle grades education, these programs offer Teacher Candidates innovative curricular opportunities, insights into professional development conducted by current public school teachers and administrators, and diverse instructional field experiences in the public schools ~ all over the course of four action-packed semesters.

This handbook represents the policies and procedures that govern our Teacher Education program. In addition, it provides important information supporting the foundation of our Teacher Education programs ~ our Conceptual Framework. As with any handbook, it becomes a living document as one semester follows the next and we learn from our previous experiences and find new and better ways to prepare beginning teachers. To that end, as policies and procedures change, we will update the handbook annually to reflect lessons learned.

On behalf of the faculty and staff, I encourage you to read this handbook carefully.

Sincerely,

*Kent Layton*

Kent Layton, Ph.D.  
Associate Vice President for Teaching and Learning &  
Dean, School of Education and Teacher Preparation

# PART I – The Program and Accreditation

## The Conceptual Framework

### *Dynamic Educators Facilitating Student Achievement*

#### Introduction.

The College of Coastal Georgia's School of Education and Teacher Preparation Conceptual Framework delineates the comprehensive foundation that guides our teacher preparation programs. This document represents our vision of educational reform and best practice in teacher preparation; it denotes current research-based practice as well as the importance of practitioner skill preparation; it represents a wide representation of constituencies as well as the faculty and staff at the College. The Teacher Education unit at the College of Coastal Georgia is defined as inclusive of all programs which lead to certification of Candidates for employment as public school teachers.

Steeped in the belief that the preparation of teachers is the responsibility of the entire college faculty as well as our partner school colleagues and other community partners, the Conceptual Framework provides the connections within and across all participants. It represents innovation and respect for individuality for which dialogue with all members of the professional community will be ongoing and systematic so as to capitalize on the synergies of collaboration.

#### Theme.

The theme of our Teacher Education program is: ***Dynamic Educators Facilitating Student Achievement.***

The College of Coastal Georgia's undergraduate Teacher Education Candidates are prepared to be:

*Dynamic Educators* who possess content expertise; are able to reflect about their teaching and its context to revise and improve future instruction; are capable of making decisions about pedagogy; are capable of implementing classroom management strategies that enhance the learning environment and advance student achievement; exhibit and model professional behaviors; and work collaboratively with colleagues, parents, and the community.

*Facilitators* who are well versed in standards-based instructional models; know and use effective and differential instructional strategies and practices; engage students in critical and higher order questioning, investigation and reasoning; and designate learner centered environments where fortes in technology and innovation are paramount.

Focused on *Student Achievement* by consistently bringing all students to higher levels of learning and academic growth; setting and maintaining high expectations for all students; engaging students in taking personal responsibility for their learning and behavior; meeting the academic and social/emotional needs of all students; and using diverse and systematic assessment to ensure learning of state mandated learning standards.

## Professional Outcomes and Proficiencies

As Candidates progress through their program, they are expected to meet program outcomes and proficiencies measured by the Teacher Candidate *Observation Instrument* (COI). The outcomes and proficiencies on the COI are aligned with the National Council for the Accreditation of Teacher Education's (NCATE) knowledge, skills,

and dispositions as well as the NCATE elements in Standard 1. The outcomes and proficiencies on the COI are also aligned with the Interstate New Teacher Assessment and Support Consortium (INTASC) Principles and the Georgia Department of Education’s CLASS Keys which are aligned with School Keys (Georgia’s school standards), and Georgia’s Framework for Teaching. Teacher Candidate’s dispositions are assessed throughout their program using the *Teacher Candidate Disposition Evaluation* (TCDE). The TCDE is aligned with the Georgia Department of Education’s *Georgia Teacher Duties & Responsibilities* form which is integrated and aligned with CLASS Keys.

<b>College of Coastal Georgia’s Teacher Education Outcomes and Proficiencies</b>
<b>Outcome I: Planning: Creates and designs instruction appropriate for all learners.</b>
<i>A. Lesson Plans</i>
<i>B. Instructional Resources</i>
<b>Outcome II. Instruction: Implements effective instruction that positively impacts the learning of all students.</b>
<i>A. Content Knowledge</i>
<i>B. Connections to the Real World</i>
<i>C. Research-Based Strategies</i>
<i>D. Higher Order Thinking Skills</i>
<i>E. Flexible Grouping</i>
<i>F. Monitors, Adjusts, Differentiates</i>
<i>G. Resources and Technology</i>
<b>Outcome III. Assessment: Uses the results of formative and summative assessments to guide and improve instruction for all learners.</b>
<i>A. Diagnostic Assessment</i>
<i>B. Formative Assessment</i>
<i>C. Summative Assessment</i>
<i>D. Systematic Use of Assessment</i>
<b>Outcome IV. Learning Environment: Creates an effective learning environment that reflects high expectations for all students.</b>
<i>A. Responsive to Students</i>
<i>B. Student Responsibility</i>
<i>C. Time and Resource Management</i>
<i>D. Classroom and Behavior Management</i>
<i>E. Effective Communication</i>
<b>Teacher Candidate Disposition Evaluation</b>
1. Models correct oral language in discussions and presentations.
2. Models correct written language on all assignments.
3. Works cooperatively with class colleagues on a consistent basis.
4. Acts in a professional manner in class and with instructors.
5. Is punctual to class on a consistent basis and exhibits good attendance.
6. Is open to and willing to consider new ideas presented by the instructor and by colleagues.
7. Displays a positive attitude on a consistent basis.
8. Is consistently prepared for class.
9. Turns in assignments on time on a consistent basis.
10. Exhibits an eagerness to learn on a regular basis.
11. Accepts and works to implement constructive criticism for improvement.
12. Interacts with all individuals in a respectful and accepting way without regard to race, ethnicity, gender, or religion.
13. Exhibits an attitude and belief that students from diverse racial and ethnic groups, both gender groups, exceptional students, and students from social-class groups should experience equal educational opportunities in schools and post-secondary opportunities.
14. Demonstrates basic technology competency across all assignments.
15. Continually works toward learning the use of instructional technologies.

## **Producing a New Generation of Teachers at the College of Coastal Georgia**

In Fall 2009, the College of Coastal Georgia (CCGA) was granted authority by the University System of Georgia and the Southern Association of Colleges and Schools to begin offering two new degrees in Teacher Education: A bachelor's degree in early childhood/special education and a bachelor's degree in middle grades education. Unique in five (5) ways, our programs offer the following:

First, each semester begins with a professional seminar ~ a series of workshops delivered during the first two weeks of classes designed to provide Teacher Candidates with an overview of the semester, the courses to be completed, the connections between courses, the overall course outcomes, dispositional expectations, technology skill development relative to the courses, and connection with the conceptual framework as candidates develop their knowledge, skills, and dispositions. At the end of the semester, assessments will be administered to examine progress with regard to global assessment of their professional development as Teacher Candidates.

Second, life-long learning is a necessary disposition for all teachers throughout their career. As a precursor to continuous professional development, Teacher Candidates are required to complete professional development seminars prior to completing their internship. Seminar topics are based primarily on input from public school principals and veteran teachers. Seminar delivery and module development will be a collaborative effort with partner schools and College of Coastal Georgia faculty from across the Schools.

Third, for each of the practicum experiences, faculty teaching the pedagogy and content courses collaborate on the performance-based learning outcomes and artifacts that are required of Teacher Candidates during their field experience as measured by the Candidate Observation Instrument. By planning and collaborating in this manner, Teacher Candidates maximize their experiential learning in real world settings based on their study of learning and teaching in the college classroom. Likewise, this collaboration exemplifies our belief that the coursework should be wrapped around the practicum experiences.

Fourth, overall unit and program assessment is aligned with the teacher evaluation system developed by the Department of Education's (GaDOE) Office of Education Support and Improvement, *CLASS Keys*. As a result of this collaboration and alignment, CCGA's graduates have first hand knowledge and experience with the evaluation system used to evaluate their effectiveness and annual progress when they enter the classroom as beginning teachers in Georgia schools. In addition, mentor teachers will be able to acclimate themselves to the Teacher Education assessment system with greater ease and efficiency.

### **NCATE – Diversity, Impact on Student Learning, Technology**

The School of Education and Teacher Preparation at the College of Coastal Georgia recognizes that today's schools are microcosms of diverse languages, social and personal cultures as well as ethnic diversity. The School is committed to providing all Teacher Candidates with diverse field experiences to prepare them to teach in this diverse, global society where differences are recognized and children are honored for their multicultural heritage. Field experiences are defined as the experiences students have both in their practicum settings as well as the semester-long internship.

As Teacher Candidates continue in their program, they focus on their teaching in the context of "impact on student learning". Assignments and artifacts in course work and field experiences require that candidates reflect on their teaching's impact on student achievement at three levels: Skills and concepts, lessons, and units. Although reflection is the initial component, the second and critical step is planning for future teaching to either introduce a new concept or skill, re-teach if necessary, and/or differentiate to reach all learners.

Technology is an integral part of Teacher Education in the School of Education and Teacher Preparation. Each course across both programs has at least one technology component and most have several components integrated within instruction and assignments. Teacher Candidates are required to integrate technology in their field experiences through lesson plans, instruction, and classroom participation. Assessment occurs during supervision by both mentor teachers and College Supervisors using the COI.

## PART II – Pre-Admission Information

### Area F Field Experiences – Requirements and Policies

During the first two years of college, students interested in Teacher Education are required to complete six (6) courses in Core Area F for a total of 18 hours of Teacher Education related courses. Three of the courses, EDUC 2110 *Investigating Critical and Contemporary Issues in Education*, EDUC 2120, *Exploring Socio Cultural Perspectives on Diversity*, and EDUC 2130, *Exploring Teaching and Learning* each require successful completion of ten (10) hours of field experience in a service learning setting working with children.

Students at this initial level are introduced to teaching through a service learning experience in Brunswick and Camden Counties. This is the first opportunity for students to observe and explore instructional type settings as they decide whether to pursue a teaching career. The goal is to provide students with an opportunity to connect their college courses with the needs of the local community. Through civic engagement, student learning and appreciation is increased. They are encouraged to become active participants in each setting by assisting the teacher when requested, preparing learning materials, and by active engagement with children when possible. While it is not an expectation that students at this level are proficient in instruction, they are assessed on dispositions and behaviors that are prerequisite to teaching such as following direction, taking initiative, oral and written communication skills, and ethical behavior.

The field experience is an integral part of the three courses and must be successfully completed to receive a passing grade. Students complete a class assignment for their field experience and most instructors include these “real life experiences with children” in class discussions. Typically, students taking these three courses will have met with a Teacher Education advisor and are sophomores, having completed at least 30 hours of general studies across Core Areas A, B, C, D, and E.

#### Specific Description of the EDUC Field Observations.

The courses require that students spend 10 hours placed in a local informal education agency selected by the School of Education and Teacher Preparation. **No outside exceptions will be considered.** These hours are to be used as a time to observe, reflect and participate in everyday learning environments. Students will be representing the College of Coastal Georgia within a service learning capacity. These experiences are an enriching aspect of student’s education and promote engagement with the surrounding community. Failure to complete the field experiences will result in a failing grade for the course. Each EDUC course has a different element that students are expected to examine and complete a written assignment.

EDUC 2110: Field experiences are focused on developing an individual teaching identity. Observations should focus on contemporary issues facing modern educators and will culminate in a reflective teaching philosophy that addresses many of the observed challenges.

EDUC 2120: Field experiences are focused on the social, socio-economic, and cultural influences within learning environments. Observations should focus on socio and cultural differences and their potential impact on student learning and the learning environment. This experience culminates with an interview of a practicing educator or administrator about the challenges of socio and cultural differences within a learning environment.

EDUC 2130: Field Experiences are focused on the practice of teaching and environments conducive to student learning. Observations should focus on best practices of instruction and student engagement. The experience will culminate with the authoring and execution of a short appropriate lesson or activity and a reflective journal entry.



Students are required to complete the *Personal Affirmation Form*, prior to beginning the service learning field experience that documents a clear criminal background check. The form is kept on file by the instructor, and students who answer any questions in the affirmative are required to meet with the School Dean before participating in any field experiences. At the end of the field experience, students complete a *Time Log* to document completion of the 10 hours. The supervisor at the field experience site signs the *Verification Form* to confirm successful completion of 10 hours. (See appendices for the *Verification Form*.)

## **Admission Criteria and Process**

To be eligible for admission to Teacher Education, students need to meet the following criteria:

- a. a cumulative GPA of 2.5 or higher on all course work
- b. successful completion of all three GACE Basic Skills Assessment tests
- c. successful completion of the Regents' Test
- d. a grade of C or better in all Area F courses
- e. a successful criminal background check
- f. successful completion and analysis of a disposition evaluation
- g. proof of tort liability insurance through GAE, SPAGE, or through a personal insurance policy

### **Application for Admission to Teacher Education.**

Applications for admission to teacher preparation at the College of Coastal Georgia are available before the end of Fall Semester each academic year and are sent out electronically via student email addresses. In addition, ads are posted on the College of Coastal Georgia website and posted throughout campus. There are two parts to the application process. Part 1 application deadline for both programs is January. Part 2 of the application process is due by March 1<sup>st</sup>. New cohorts start every Fall semester. The program is offered primarily during the day so that Teacher Candidates can gain and develop their knowledge, skills, and dispositions working with students in partner schools as well as from content and pedagogical coursework.

**Students interested in the education programs are encouraged to contact the Departmental Coordinator, at 912-279-5843 for information on the application process or to set up an appointment with a Teacher Education faculty advisor.**

### **Admission to Teacher Education.**

#### **Expectations and Continuance in Teacher Education (2009 Cohort)**

Once Teacher Candidates are admitted to a program, they must maintain a minimum GPA of 2.75 in all academic work each semester. In addition, all course work must be completed with a grade of C or better. As they progress in their programs, Teacher Candidates must demonstrate adequate progress in field experiences, practicum experiences, and the professional capstone internship, which is demonstrated through candidate work samples (e.g., case studies, portfolio entries, reflective activities) and through assessments by College Supervisors and mentor teachers. For each professional education course, faculty will collaborate to align course objectives, assignments, and assessments with professional standards and the components of the conceptual framework. These alignments exist in every course syllabus.

#### **Professional Improvement Plan**

Candidates who do not demonstrate adequate growth throughout their pedagogical and content coursework and educational field experiences will be required to undergo a more detailed *Professional Improvement Plan* (PIP) so that specific areas of observed weakness can be addressed. The purpose of a PIP is to ensure that Candidates are given an opportunity to correct any deficiencies in a timely manner so as not to negatively affect the learning environment for students or teachers at the field experience sites.

### **Practicum Performance**

College faculty periodically review Teacher Candidates' progress each semester. Teacher Candidates who do not successfully complete a practicum will not be allowed to continue in their current cohort and their performance will be evaluated by School faculty to determine appropriate action. Candidates who exhibit behaviors that exemplify serious infractions and/or that place student learning in jeopardy will be removed immediately from the practicum in which the infraction or infractions have occurred. If warranted, Teacher Candidates may be removed from the Teacher Education program as the result of one or multiple infractions.

### **Expectations and Continuance in the Teacher Education (revised August 18, 2010)**

Once Teacher Candidates are admitted to a program, they must maintain a minimum GPA of 2.75 or better each semester. Teacher Candidates earning a C or lower in a professional education course may be dismissed from the program. Teacher Candidates in the middle grades program earning two C's or lower in an area of concentration coursework may be dismissed from the program. Any Teacher Candidate found to have plagiarized any assignment or work will be immediately dismissed from the program and withdrawn from all professional education courses. Additionally, as Teacher Candidates progress in their programs, Teacher Candidates must demonstrate adequate progress and performance in field experiences, practicum experiences, and the professional capstone internship, which is demonstrated through Candidate work samples (e.g., case studies, portfolio entries, reflective activities) and through assessments by College Supervisors and Mentor Teachers. For each professional education course, faculty will collaborate to align course objectives, assignments, and assessments to professional standards and to the components of the conceptual framework. These alignments exist in every course syllabus.

### **Professional Improvement Plan**

Candidates who do not demonstrate adequate growth throughout their pedagogical and content coursework, educational field experiences and or professional dispositions will be required to undergo a more detailed *Professional Improvement Plan* (PIP) so that specific areas of observed weakness can be addressed. The purpose of a PIP is to ensure that Candidates are given an opportunity to correct any deficiencies in a timely manner so as not to negatively affect the learning environment for students or teachers at the field experience sites. If a Teacher Candidate's performance remains unsatisfactory after an initial PIP the Teacher Candidate may be dismissed from the program or placed on an additional PIP.

### **Practicum Performance**

College faculty periodically review Teacher Candidates' progress in their field experiences each semester. Teacher Candidates who do not successfully complete a practicum will not be allowed to continue in their current cohort and their performance will be evaluated by School faculty to determine appropriate action. Candidates who exhibit behaviors that exemplify serious infractions and/or that place student learning in jeopardy will be removed immediately from the practicum in which the infraction or infractions have occurred. If warranted, Teacher Candidates may be removed from the Teacher Education program as the result of one or multiple infractions. If a building principal recommends that a Teacher Candidate is no longer welcome due to performance or inappropriate professional behaviors, the Teacher Candidate may be dismissed from the program.

### Background Check Policy and Process.

To become an educator in the State of Georgia, all individuals must address questions regarding any criminal background they might have acquired prior to the Georgia Professional Standards Commission accepting an application for initial certification. For more information, visit [www.gapsc.com](http://www.gapsc.com).

As a precursor to this process, prospective Teacher Candidates complete an Area F Education Course Personal Affirmation Form. The form is kept on file by the instructor and students who answer any questions in the affirmative are required to meet with the School Dean before participating in any field experiences.

Admission to the Teacher Education program is an important step in a Teacher Candidate's career in education. Once accepted into the program, Teacher Candidates work extensively in the public schools until graduation. As a result, admission to the Teacher Education program requires that all Candidates complete an official criminal background check through a local law enforcement agency.

*For Teacher Candidates beginning their first semester, Junior year (Fall) in the Teacher Education program, the following is required as part of the application for admission to the Teacher Education program:*

Life-time residents of Georgia are required to submit a criminal background check request to the Brunswick Police Department or to the St. Marys Police Department. A nominal processing fee, payable in cash, will be assessed. After processing, the results of the background check will be shared with the School Dean who will contact any individual needing further consideration.

Residents who have lived outside of Georgia after the age of 16 for any amount of time must submit a criminal background check as well as a finger print check. After processing, the results of the finger print check will be shared with the School Dean who will contact any individual needing further consideration.

*For Teacher Candidates beginning their third semester, Senior year (Fall) in the Teacher Education program, the following is required by August 1:*

Life-time residents of Georgia and residents who have lived outside of Georgia after the age of sixteen (16) for any amount of time are required to submit a criminal background check request to the Brunswick Police Department or to the St. Marys Police Department. A nominal fee (in cash) is required. After processing, the results of the background check will be shared with the School Dean who will contact any individual needing further consideration.

As with the Area F Education Course Personal Affirmation form, Teacher Candidates are responsible for self-reporting any felony or misdemeanor involving moral turpitude\* throughout completion of their program. Failure to do so may result in suspension from the program.

In instances where the school system or agency requires more extensive or a different criminal background check, Teacher Candidates must adhere to those requirements in addition to the School's requirements.

All information is sent out electronically for those applying to Teacher Education. Those students in the EDUC courses will receive the personal affirmation form from their instructor.

**For additional information on Criminal Background checks, contact the Departmental Coordinator, at 912-279-5843.**

**\*What is Moral Turpitude?** *The Georgia Professional Standards Commission states, "Misdemeanors involving moral turpitude include, but are not limited to: larceny, fraud, theft by taking, soliciting for prostitution, writing or cashing bad checks, making a false report of crime, sale of narcotics or illegal drugs, and indecent exposure or other sex-offense crimes."*

### Liability Policy and Process.

*An ounce of prevention is worth a pound of cure!* Accidents can happen to Teacher Candidates and to the students and other individuals they come into contact with each day while working in the schools. Teacher Candidates are not employees of the school system where they are placed and thus are not provided any medical, accidental, or workman's compensation insurance by the school. Keep in mind that financial penalties can be extreme particularly when public school students are injured as a result of a Teacher Candidate's negligent acts or omissions regardless of the intent or effort.

While the chances are small that Teacher Candidates will be involved in an accident at school or be sued by parents because of actions in the classroom with their child, all Teacher Candidates admitted to the Teacher Education program are required to obtain tort liability insurance coverage of not less than \$1,000,000. This requirement may be met through one of four (4) options below.

### Insurance Options.

**Option 1:** Teacher Candidates who own a home may add a personal liability umbrella policy to their home owner's policy. Once added, the Teacher Candidate will receive a declaration page from their insurance company and a copy of this document will serve as proof of coverage.

**Option 2:** Teacher Candidates may obtain personal liability insurance coverage through the *Georgia Association of Educators* (GAE). Nearing 40 years of dedicated service and support, GAE provides free legal representation as well as \$1,000,000 in liability insurance per occurrence to its members. Serving over 40,000 educators in Georgia, GAE provides professional development workshops, a government relations department that fights laws and policies that might affect your profession, your classroom, and your standards, and costs Teacher Candidates only \$12 for two years or \$18 for three years. A copy of your membership card would serve as proof of your coverage. See: <http://gae1.org/> for more information about benefits.

**Option 3:** Teacher Candidates may obtain personal liability insurance coverage through *Student Professional Association of Georgia Educators* (SPAGE). SPAGE is the student organization of the Professional Association of Georgia Educators (PAGE). With more than 75,000 members statewide including 10,000 students from 41 institutions in Georgia, SPAGE provides publications, GACE workshops, access to PAGE legal services, accidental death insurance, scholarships, and more. Providing \$1,000,000 of liability coverage, SPAGE costs Teacher Candidates only \$12 for two years or \$18 for three years. A copy of the membership card will serve as proof of coverage. See <http://www.ciclt.net/pagefoundation/spage/join.html> for more information about benefits.

**Option 4:** A number of other professional education organizations offer low cost liability insurance to its members. If you have membership in an organization that offers tort liability insurance, indicate this on the declaration form and provide a copy of your current membership card.

Once you attain liability insurance coverage, you must submit a completed verification form. The form is available electronically.

[Membership applications for GAE and SPAGE are also available outside the School of Education and Teacher Preparation office located in the Coffin Building, Room 217.]

## **PART III – Practicum and Internship**

### **Practicum Experiences (I, II, & III)**

Practicum experiences are central to the School of Education and Teacher Preparation programs. College faculty work collaboratively to plan the practicum experiences first, and then to develop courses around those experiences. Assignments are tied to the practicums and are interdisciplinary in nature.

Teacher Candidates admitted to Teacher Education complete three practicums; Practicum I Fall semester junior year, Practicum II, Spring semester junior year, and Practicum III Fall semester senior year. Practicums I and II are Tuesday and Thursday mornings and Practicum III is Monday, Wednesday, and Friday mornings. All practicums occur in partnership public school settings working with exemplary Mentor Teachers.

During Practicum, Teacher Candidates learn and exhibit professional knowledge, skills, and dispositions that will be applied in the field experiences and ultimately in their internship (student teaching). Teacher Candidates are assessed by College Supervisors on the outcomes and proficiencies using the Candidate Observation Instrument (COI) and the Teacher Candidate Disposition Evaluation. Selected outcomes and proficiencies are measured over the three practicums resulting in a measured performance level on each outcome and proficiency before beginning the internship.

### **Internship**

Spring semester of the senior year, Teacher Candidates complete a twelve week internship (synonymous with student teaching) in a public school setting. Early Childhood/Special Education Candidates complete ½ of their experience in regular education and ½ of their experience in special education, or the entire experience in an inclusion classroom. Middle Grades Candidates complete ½ of their experience in each of their concentration areas.

During the internship, Candidates are required to demonstrate mastery of all outcomes and proficiencies on the COI while working closely with a Mentor Teacher and a College Supervisor. They must assume full planning and teaching responsibility for their assigned classroom(s) for at least two (2) weeks of the internship. College Supervisors observe and provide feedback to the Candidates in collaboration with the Mentor Teachers. Each Candidate is observed at least four (4) to six (6) times during the internship and must receive a minimum rating of EM3 on each outcome and proficiency to successfully complete the semester.

### **Placement Policy and Process.**

The Coordinator of Field Experiences works with the Dean of the School of Education and Teacher Preparation and in collaboration with the public partnership school systems to place Candidates for each practicum and the internship. It is the School's policy to place Candidates in highly diverse settings for experiences working in rural, urban, and suburban settings as well as with students who represent ethnic, racial, and socioeconomic diversity. In addition, Early Childhood/Special Education Candidates are placed in PK-2 and 3-5 classrooms to experience the multitude of differences among the grade levels. Middle Grades Candidates are placed in 4-5 and 6-8 classrooms to assure they are prepared across their grade levels as well as their two concentration areas for certification purposes.

The School is committed to placing Candidates in their county of residence for the internship but reserves the right to place Candidates in school sites commensurate with budget and personnel constraints. The School currently places Teacher Candidates in an eight-county region.

### Professional Improvement Plan Policy and Process.

During the program, Candidates are expected to display professional behavior, academic success, and teaching success during course work and practicums/internship. If the Dean of the School, faculty, Mentoring Teachers, or College Supervisors identify any areas of concern, a Candidate may be placed on a *Professional Improvement Plan* (PIP). Areas of concern may include:

- Issues with professionalism in field experience or Education classes with a “D” or “F” in a course
- GPA lower than 2.75 at the end of any semester
- Low performance in any field experience
- Dispositional issues such as absenteeism, punctuality, acceptance of constructive criticism, etc.
- Low performance on the COI
- Poor attendance record in either course work or field experience
- Code of Ethics Issue(s)

Implementation of the improvement plan follows a format to ensure that Candidates may work toward improving the identified area(s) of concern. The *Professional Improvement Plan* Process:

1. A conference is requested by the Dean of the School of Education and Teacher Preparation where the area or areas of concern are discussed. The purpose of the conference is to:
  - a. Provide an explanation of the deficient area(s) or area(s) of concern;
  - b. Suggest an action plan for remediation;
  - c. Outline a specific timeframe.
2. The Teacher Candidate assists with writing the improvement plan following the specific guidelines provided by the conference and the PIP form. The Dean and a faculty member approve the PIP or make suggestions for additions/modifications. The Teacher Candidate, Dean of the School, and faculty member sign the PIP.
3. The plan is monitored by the Dean and a faculty member during the specific time frame. Additional conferences may be requested as needed, but the Teacher Candidate is responsible for meeting with the Dean and faculty on the *scheduled progress updates*.
4. At the final due-date for the PIP, the Dean, faculty member, and Teacher Candidate meet to discuss the results. If the area(s) of concern have been addressed, the PIP will be discharged, with signatures from the collaborative team members.
5. If the area(s) of concern has not been addressed, a second PIP may be required **or** the Teacher Candidate will be removed from the Teacher Education program. The final decision is made by the Dean of the School of Education and Teacher Preparation, and issued to the Teacher Candidate in writing.
6. The Teacher Candidate may appeal the final decision to the Vice President for Academic Affairs in writing in a timely manner.

### Removal from Placement Policy and Process.

A Teacher Candidate will be removed from a placement and **possibly** from the program for the following:

1. Plagiarism (three times and the Teacher Candidate is removed from the program).
2. Any unethical behavior as defined by the Georgia Professional Standards Commission (see website at [www.gapsc.org](http://www.gapsc.org) for details).
3. Continued dispositional issues documented over time.
4. Continued unexcused absenteeism documented over time.
5. Poor performance in course work or field placement after a Professional Improvement Plan (PIP) is initiated.
6. Not maintaining a 2.75 GPA. (First time, probationary status; second time, probationary status may continue or removal from the program; third time, removal from the program).

### Incomplete Grade Record.

An “I” indicates that a student satisfactorily completed at least 80% of the required course work but, for non-academic reasons beyond the student’s control, was unable to meet the full requirements of the course. If the “I” is not removed by mid-term of the term (semester or full Summer) after it was received, the Registrar will change the “I” to an “F”. The student may apply to extend the time period to remove the “I” to the Vice President for Academic Affairs. An “I” will not count as course completion and will not satisfy as pre-requisite requirement.

## **Roles and Responsibilities**

Teacher Candidates are expected to demonstrate professional behavior, positive dispositions, as well as follow the Georgia Code of Ethics throughout the teacher preparation program. During practicum and the internship, the Mentor Teacher will provide the Teacher Candidate with a variety of opportunities to observe, work one on one, work with small groups, and teach the whole class, that ultimately leading to full-time, independent teaching in the fourth or fifth week of the internship. During these cumulative experiences, the Teacher Candidate will plan and implement lessons under the guidance of the Mentor Teacher and College Supervisor. They will practice the skills and strategies learned during practicums and coursework and incorporate self reflection, as well as self evaluation, to determine their strengths and any areas in need of improvement.

The College Supervisor will provide additional support for both the Teacher Candidate and the Mentor Teacher by observing the Candidate in the classroom, providing assessment and feedback during the field experiences, and answering the many questions that arise during the practicums and the internship. The College Supervisor is the liaison between the School of Education and Teacher Preparation and the public school and is available to provide support and guidance as needed.

### Teacher Candidate.

The following requirements must be observed by all Teacher Candidates:

#### **Student use of Email:**

All students are provided with an e-mail account. This account is created 24 hours after students register for classes the first time. There is no charge for this service. Electronic mail is used heavily on campus for communicating all kinds of information. To find out your e-mail address, go to <http://www.ccgga.edu/studres/home.html> click on the link to COAST and, once logged in, click on “Student Information” and you will see the link related to e-mail information.

At the College of Coastal Georgia, e-mail is an OFFICIAL means of correspondence between the College and its students. The College of Coastal Georgia e-mail messages with official College

announcements are transmitted to students using their College of Coastal Georgia e-mail addresses. You must check your College of Coastal Georgia e-mail regularly or make sure it is forwarded to an active private e-mail account that you use. For students without personal computer access, the computer lab in the Clara Gould Library and the library at the Camden Center is available.

### **Ethical Conduct:**

Students are expected to abide by the **Code of Ethics** developed by the Georgia Professional Standards Commission while engaged in all aspects of their teacher training experiences. A copy of the Code of Ethics can be found at: <http://www.gapsc.com/home.asp>, select Ethics at the top of the page.

### **Professional Behavior:**

Professional behavior is expected of all Teacher Education Candidates in their course work and field experiences. This includes coming prepared to class by reading textbooks and completing assignments as well as effective communication and participation during class meetings. Field Experiences are designed to provide you experiences working with children. It is important to dress appropriately and to act professionally at all times.

### **Policy on making up work:**

It is the responsibility of the student to gather any information that was disseminated during an absence and all work **must** be made up. Please ask a colleague in class to collect handouts, notes, etc. during your absence.

### **Attendance Policy:**

Absence from class should be avoided. When the need occurs it must be preceded by an email message to the instructor. A student's grade will be adversely affected by three (3) or more unexcused absences. Tardiness is disruptive and disrespectful. It displays a lack of commitment to the ideals of education. Repeated offenses will adversely affect a student's grade.

### **Course Evaluations:**

Course evaluations are completed (online via COAST) by the student during the specified time period before final exams.

### **College-wide Policies:**

#### **Academic Honesty Policy: Academic honesty is expected at all times.**

A student shall not cheat or be dishonest in any way in his/her academic work. Examples of such dishonesty would include but not be limited to plagiarizing materials presented as the student's own work, including failure to cite materials in a manner approved by the faculty, obtaining or attempting to obtain any course materials in an unauthorized fashion, providing course quiz, examination, or other materials from graded class activities in an unauthorized manner to another student. The faculty may exact penalties for instances of academic dishonesty. Further details on academic dishonesty are addressed in the college catalog.

#### **Student Conduct Policy:**

Students at CCGA are expected to conduct themselves responsibly and to pursue their studies with integrity. By enrolling at CCGA, students agree to comply with the College's rules and regulations. The College reserves the right to take necessary and appropriate action to protect the safety and well-being of the campus community. For further information, refer to the College Catalog and Student Handbook.



**Electronic Devices Policy:**

The carrying and use of personal electronic devices (cell phones, iPods, laptops, etc.) are allowed on the campuses of CCGA. The use of these devices must not disrupt the functions of the College overall and its classrooms and laboratories. Faculty members also may have strict individual course policies related to personal electronic devices outlined in their syllabi in order to provide and maintain a classroom environment that is conducive to learning. If personal electronic devices are used inappropriately for the purposes of cheating or academic dishonesty, students who do so will be penalized appropriately under the Academic Honesty policy of College of Coastal Georgia. See complete policy in the College Catalog.

**Teacher Education Policy:** All cell phones, pagers, calculators, recorders, digital cameras, PDA's, MP3 players or other personal electronic devices **must be turned off** during class. If there is an underlying emergency, please leave the phone number for Campus Police (Brunswick – 279-5802; Camden – 510-3306), or the Departmental Coordinator (279-5843), as the contact. They will deliver emergency messages to you in the classroom.

**Withdrawal Policy:**

Students may withdraw from a course before the published deadline in the Academic Calendar on the CCGA website. The student will receive a grade of “W” or “WF” depending on the determination of the course instructor, the course grade at the time and the circumstances of the withdrawal. It is the student’s responsibility to withdraw. Students who stop attending class without formally withdrawing will receive a final grade of “F”, which will appear on the transcript, be included in the GPA, and may affect your financial aid. Refer to the CCGA catalog for further details.

**Services for Students with Disabilities:**

The Office of Disability Services coordinates and provides a variety of services for students with physical and learning disabilities. Qualified students with documented disabilities are eligible for reasonable accommodations under the Americans with Disabilities Act. Students who need information should contact the Director of Counseling and Student Support, located in the Andrews Student Services Building, 2nd floor. Camden students may get information from the Student Services coordinator at Camden. For more information, call (912) 279-5802 (Brunswick) or 912-510-3300 (Camden). For further information refer to the College Catalog.

**Tobacco Free Campus Policy:**

The College of Coastal Georgia prohibits the use of tobacco products on any property owned, leased, or controlled by CCGA. All faculty, staff, students, visitors, vendors, contractors, and all others are prohibited from using any tobacco products i.e. cigarettes, cigars, smokeless tobacco, snuff, chewing tobacco, etc while on CCGA property.

**Children on Campus Policy:**

It is the goal of College of Coastal Georgia (CCGA) to provide a safe and effective learning environment for all students. Bringing children to the classroom is not permissible under most circumstances. Children must not be left unattended at any time on campus. If an emergency arises which requires a student to bring an underage child (defined as any child under the age of sixteen who is not a CCGA student enrolled in credit courses) to campus, the child must be under the direct supervision of an adult at all times. For further information refer to the College Catalog.

**Prohibition of Weapons on Campus Policy:** Subject to certain specified exceptions, all faculty, staff, students and visitors to the College of Coastal Georgia are prohibited from carrying or possessing any weapon or explosive compound while on College grounds or in College buildings. Violations of this

policy will result in prompt disciplinary action up to and including termination of employment or expulsion, in accordance with College employee or student disciplinary policies, as applicable. Additionally, should any faculty, staff, student or visitor to the College violate this policy, the College shall take all necessary steps to refer the matter to appropriate law enforcement authorities for criminal prosecution. This policy is intended to provide guidance to all faculty, staff, students and visitors to the College so as to ensure compliance with Chapter 11 of Title 16 of the Official Code of Georgia Annotated (O.C.G.A.), addressing carrying a weapon on college campuses. The complete Prohibition of Weapons on Campus Policy is located in the Policy Manual.

## PART IV – Post Graduation

### Teacher Guarantee

*Georgia Board of Regents Principle # 2: The University System will guarantee the quality of any teacher it prepares.*

The university that submitted the recommendation for teacher certification will stand by the quality of its graduates and maintain its obligation to nurture the continuing development of teachers. The University System will “take back” any teacher within the first two years after graduation from a System institution when the teacher is teaching in-field and a school district in Georgia determines the teacher’s performance is less than effective in helping students make satisfactory progress. If taken back, a teacher will receive additional preparation at no cost to the teacher or to the school district.

### The Guarantee

#### Actions

1. Any teacher recommended for certification will meet the employing school’s expectations in all areas listed in the principle plus classroom management. See *Regents Principles for the Preparation of Teachers* at: [http://www.usg.edu/educator\\_prep/publications/](http://www.usg.edu/educator_prep/publications/).
2. Any teacher not meeting those expectations within the first two years (and who has been teaching in-field, at a grade level included on the certificate, and in Georgia’s schools) will receive additional training at no expense to the student or the school.
3. That additional training will consist of an individualized plan agreed upon between the school district and the university. This plan will include learning outcomes desired.
4. The university that recommended the teacher for certification will provide the additional training. In cases of geographic inconvenience, training may be provided through distance technology or through arrangements mutually agreed to by a local institution.

#### Assessment

Once admitted to Teacher Education, Candidates are expected to meet program outcomes and proficiencies measured by the Teacher Candidate *Observation Instrument* (COI). The outcomes and proficiencies on the COI are aligned with the National Council for the Accreditation of Teacher Education’s (NCATE) knowledge, skills, and dispositions as well as the NCATE elements in Standard 1. The outcomes and proficiencies on the COI are also aligned with the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards, the Georgia Department of Education’s *CLASS Keys* which are aligned with *School Keys* (Georgia’s school standards), and Georgia’s Framework for Teaching.

Teacher Candidates’ dispositions are assessed throughout their program using the *Teacher Candidate Disposition Evaluation* (TCDE). The TCDE is aligned with the Georgia Department of Education’s *Georgia Teacher Duties & Responsibilities* form which is integrated and aligned with *CLASS Keys*. The proficiencies on the COI are introduced during specific practicums and are measured the entire time that Teacher Education candidates are in the Teacher Education program.

See Appendix for the COI and TCDE.

# APPENDICES

# College of Coastal Georgia

Area F – Education Courses

## Personal Affirmation Form

To become an educator in the State of Georgia, all individuals must address the questions below when completing the Professional Standards Commission application for initial certification. Since you are required to complete 10 hours of field experience working with children for each Area F EDUC course, completion of this form will be required of all EDUC students.

**Please circle the appropriate answer. If you answer YES to any question, an explanation must be given on the lines provided at the bottom of this form. Answering YES to any question does not preclude your admission to education programs.**

Have you ever resigned, been terminated, been discharged, been dismissed, or non-renewed from any employment position for committing a felony (in Georgia or another state)?	YES	NO
--	-----	----

Have you ever resigned, been terminated, been dismissed, or non-renewed for committing a misdemeanor involving <b>moral turpitude</b> (in Georgia or another state)?*	YES	NO
---	-----	----

Are any charges currently pending against you for a misdemeanor or felony offense? (in Georgia or another state)	YES	NO
--	-----	----

For any felony or for any misdemeanor offense involving moral turpitude*, have you ever:	YES	NO
◆ Pled guilty.	◆ Entered a plea of nolo contendere.	◆ Participated in a pre-trial diversion program, or
◆ Been found guilty.	◆ Been granted first offender treatment.	◆ Received a withheld adjudication or sentence?

Have you ever surrendered a professional certificate/credential/license/permit or had one denied, revoked or suspended, or is any adverse action now pending against you (in Georgia or another state)?	YES	NO
---	-----	----

**I affirm that to the best of my knowledge, all information is true and correct. I also understand that this information may be shared with public school or agency officials. I also understand that I am responsible for self-reporting any felony or misdemeanor involving moral turpitude throughout the duration of my education program to the Dean of the School of Education and Teacher Preparation.**

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Instructor:** \_\_\_\_\_ **Course:** \_\_\_\_\_

Printed Name: \_\_\_\_\_  
Last Name First Middle Other CCG ID Number

**TO THE STUDENT:** If you circled YES to any question above you **must** complete the *Explanation Area* below and you **must** schedule an appointment with Dr. Layton, School Dean (279-5720), within **5** working days. At this conference, you **must** provide a current background check from the Sheriff's Department. You should not begin your field experience hours until this matter is resolved.

**Student's Initials:** \_\_\_\_\_

**TO THE INSTRUCTOR:** If all questions are checked NO, these forms should remain on file in your office. If YES is circled on any question, please email Dr. Layton the student's name ([klayton@ccga.edu](mailto:klayton@ccga.edu)) and forward a copy of the form to him immediately. You should inform the student they are not to begin completing field experience hours until this matter is resolved.

**Instructor's Initials:** \_\_\_\_\_

**\*What is Moral Turpitude?**

*Misdemeanors involving moral turpitude include, but are not limited to: larceny, fraud, theft by taking, soliciting for prostitution, writing or cashing bad checks, making a false report of crime, sale of narcotics or illegal drugs, and indecent exposure or other sex-offense crimes.*

**EXPLANATION AREA:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [revised 1/25/11]

[False statements made on this form may constitute sufficient grounds to administratively remove you from all EDUC courses.]

**AREA F**  
**Field Experience Verification Form**  
**10 hours**

Name: \_\_\_\_\_

Course Title: \_\_\_\_\_

Instructor: \_\_\_\_\_

Day(s) of Week/Times of Class Meeting: \_\_\_\_\_

Semester/Year: \_\_\_\_\_

Description and Location of FE: \_\_\_\_\_

---

---

---

I, \_\_\_\_\_, have  
(Name)

successfully completed the 10 hours of field experience required in this AREA F course.

---

College student signature

Date

---

Contact/Supervisor/Teacher signature

Date

**College of Coastal Georgia**  
**VERIFICATION OF TORT LIABILITY INSURANCE**

**Teacher Education Candidates must secure and maintain liability insurance coverage for all Teacher Education field experiences. Signing below verifies this commitment.**

-----  
Academic Year

-----  
Date

I verify that I have obtained tort liability insurance in the amount of \$1,000,000 as indicated below and that I will maintain this coverage for all subsequent field experiences during the completion of my degree at the College of Coastal Georgia.

-----  
Print Full Name

-----  
Maiden Name

-----  
Name of Organization/ Company

-----  
Application Date

-----  
Coastal College of Georgia ID#

-----  
Email Address

-----  
Home Phone

-----  
Cell Phone

-----  
Signature

-----  
Date

-----  
Date

Copy to:

\_\_\_\_ Registrar

\_\_\_\_ School

\_\_\_\_ Student

\_\_\_\_ Advisor

**COLLEGE OF COASTAL GEORGIA**

Brunswick, GA

**INCOMPLETE GRADE RECORD**

_____ Student	_____ Course	_____ Semester
------------------	-----------------	-------------------

Description of Requirements to be completed:

Description of “non-academic reasons beyond the student’s control” that establishes the basis for the “I” grade:

Existing Grades or Average:

Description of method of computing final grade when work is completed, i.e., how are existing grades and uncompleted grades to be weighted in final average?

The symbol “I” indicates that a student completed 80% of his/her work satisfactorily, but, for non-academic reasons beyond his/her control, was unable to meet full requirements of the course. If an “I” is not satisfactorily removed after two semesters of residence, the registrar will change the “I” to the grade “F”.

\_\_\_\_\_  
Student Signature/ID Number

\_\_\_\_\_  
Instructor’s Signature

\_\_\_\_\_  
VPAA Signature

\_\_\_\_\_  
Dean’s Signature



**School of Education and Teacher Preparation  
Professional Improvement Plan (PIP)**

**(Adapted from the Georgia Department of Education *Class Keys*)**

If a Teacher Candidate exhibits “area(s) of concern” identified by instructors, College Supervisors, and/or self-identification, then a Professional Improvement Plan (PIP) is planned, written, and implemented. Areas of concern may be related to course work, GACE testing, practicum, and/or professional and dispositional performance.

Professional Improvement Plan Process

1. A conference is requested by the Dean of the School of Education and Teacher Preparation where the area or areas of concern are discussed. The purpose of the conference is to:
  - a. Provide an explanation of the deficient area(s) or area(s) of concern,
  - b. Suggest an action plan for remediation and,
  - c. Outline a specific timeframe.
2. The Teacher Candidate drafts the improvement plan following the specific guidelines provided by the conference and the PIP form, and returns the PIP to the Dean within one week. The Dean approves the PIP or makes suggestions for additions/modifications.
3. The plan is monitored by the Dean and an additional faculty member during the specific timeframe. Additional conferences may be requested as needed but the Teacher Candidate is responsible for meeting with the Dean and faculty on the *scheduled progress updates*.
4. At the final due date for the PIP, the Dean, faculty member, and Teacher Candidate meet to discuss the results. If the area(s) of concern have been addressed, the PIP will be discharged, with signatures from the collaborative team members.
5. If the area(s) of concern has not been addressed, a second PIP may be required **or** the Teacher Candidate will be removed from the Teacher Education program. The final decision is made by the Dean of the School of Education and Teacher Preparation, and issued to the Teacher Candidate in writing.
6. The Teacher Candidate may appeal the final decision to the Vice President of Academic Affairs, in writing, stating clear reasons why the Dean’s decision should be overturned. Submission of an appeal at this level also should be completed in a timely manner by the Teacher Candidate.

**Professional Improvement Plan (PIP)**

Teacher Candidate Name: \_\_\_\_\_ Semester/Date: \_\_\_\_\_

**Instruction:** Develop the PIP using one row per concern. If additional information is needed, include that on a separate page.

Concern (s)	Specific Plan of Action Number the Steps (e.g. 1, 2, 3, etc.)	Timeline for Specific Plan	Assistance/Support/Resources	Evidence/Artifacts (must be provided by the Teacher Candidate)
#1				
#2				

Signatures: \_\_\_\_\_ Teacher Candidate \_\_\_\_\_ Dean \_\_\_\_\_ Faculty Member

**Monitoring the Plan:** The PIP will be monitored collaboratively by the Dean, the faculty member, and the Teacher Candidate.

Scheduled Updates	Due Date	Evidence/Artifacts indicating improvement	Signature of Dean
Update 1			
Update 2			
Final Update			

Discharge of the PIP: The above PIP has been satisfied and discharged on \_\_\_\_\_ (date).

Date:	Teacher Candidate Signature:
Date:	Dean Signature:

**Note: This document is a SAMPLE and is to be used for information only.**

Candidate Observation Instrument for Practicum I and II (Junior Practicums)  
*School of Education and Teacher Preparation*

Teacher Candidate: \_\_\_\_\_ Dates: Fall \_\_\_\_\_ to Spring \_\_\_\_\_  
 School: Practicum I \_\_\_\_\_ Practicum II \_\_\_\_\_  
 Subject: Practicum I \_\_\_\_\_ Grade: \_\_\_\_\_ Practicum II \_\_\_\_\_  
 Practicum I Setting: Whole Class Small Group Individual Practicum II Setting: Whole Class Small Group Tutoring 1-2 Individual  
 Practicum I Evaluator: \_\_\_\_\_ Mentor Teacher \_\_\_\_\_ College Supervisor \_\_\_\_\_ Principal or AP \_\_\_\_\_ Teacher Candidate Name: \_\_\_\_\_  
 Practicum II Evaluator: \_\_\_\_\_ Mentor Teacher \_\_\_\_\_ College Supervisor \_\_\_\_\_ Principal or AP \_\_\_\_\_ Teacher Candidate Name: \_\_\_\_\_  
 [Note: Observation comments should be attached to the back of this form.]

[Rubric Definitions: NE=not evident; EM1=emerging, evident at least once; EM2=emerging, evident at least twice; EM3=emerging, evident at least three times; PR<sup>3</sup> = proficient, evident consistently; EX=exemplary, evident beyond the norm.]

		Teacher Candidate Outcomes and Proficiencies		Performance Ratings					
				PRACTICUM I			PRACTICUM II		
Practicum I	I. Planning: Creates and designs instruction appropriate for all learners.  A. Lesson Plans (CP 1.2, 2.2, 2.3, AL 1.2, P 1.2)	Holistic Score		Holistic Score		Other		Other	
		NE	EM P EX	NE	EM P EX	Observe 1	Observe 2	Observe 1	Observe 2
	Date _____	NE	NE	NE	NE	NE	NE	NE	NE
	Lesson plans lack clear organization and sequence; GPS not evident or clearly stated; standards-based framework weak or not present; assessment to measure student progress not present	EM1	EM1	EM1	EM1	EM1	EM1	EM1	EM1
	Lesson plan is logically organized and sequenced but GPS and attention to standards-based framework is weak; assessments to measure student progress weak	EM2	EM2	EM2	EM2	EM2	EM2	EM2	EM2
	Lesson plan is logically organized and sequenced; GPS and standards-based framework are clearly present as well as assessments to measure student progress	EM3	EM3	EM3	EM3	EM3	EM3	EM3	EM3
		P3	P3	P3	P3	P3	P3	P3	P3
		EX	EX	EX	EX	EX	EX	EX	EX
Practicum I	B. Instructional Resources (CP 1.1, 1.2, 2.1, SBI 1.5)	Holistic Score		Holistic Score		Other		Other	
		NE	EM P EX	NE	EM P EX	Observe 1	Observe 2	Observe 1	Observe 2
	Date _____	NE	NE	NE	NE	NE	NE	NE	NE
	Lesson plan lacks inclusion of state and district curriculum guides, scope and sequence materials, and other resources including technology	EM1	EM1	EM1	EM1	EM1	EM1	EM1	EM1
	Lesson plan reflects limited, but not clear use of state and district curriculum guides, scope and sequence materials, and other readily available resources including the integration of technology	EM2	EM2	EM2	EM2	EM2	EM2	EM2	EM2
	Lesson plan reflects use of state and district curriculum guides, scope and sequence materials, other readily available resources, and integration of appropriate technology	EM3	EM3	EM3	EM3	EM3	EM3	EM3	EM3
		P3	P3	P3	P3	P3	P3	P3	P3
		EX	EX	EX	EX	EX	EX	EX	EX

<b>II. Instruction: Implements effective instruction that positively impacts the learning of all students.</b>		<b>PRACTICUM I</b>		<b>PRACTICUM II</b>	
<b>A. Content Knowledge (CP 1.1)</b>		<b>Holistic Score NE EM P EX</b>		<b>Holistic Score NE EM P EX</b>	
<b>Date</b>		<b>Observe 1</b>	<b>Observe 2</b>	<b>Observe 1</b>	<b>Observe 2</b>
<b>Practicum I</b>	Significant uncorrected teacher content; concept errors; uncorrected student errors	NE	NE	NE	NE
	Shows partial content mastery; weak explanations of concepts; board work and verbal examples weak	EM1	EM1	EM1	EM1
	Understands content and concepts being taught, but is unable to explain clearly for students	EM2	EM2	EM2	EM2
	Accurate content and concepts presented clearly to students; helps students recognize and correct errors	EM3	EM3	EM3	EM3
		P3	P3	P3	P3
	EX	EX	EX	EX	EX
<b>Practicum I</b>	<b>B. Connections to the Real World (CP 1.3, SBI 1.1)</b>	<b>Holistic Score NE EM P EX</b>		<b>Holistic Score NE EM P EX</b>	
	<b>Date</b>	<b>Observe 1</b>	<b>Observe 2</b>	<b>Observe 1</b>	<b>Observe 2</b>
	Little or no evidence of making connections to other subjects and to students' everyday lives; provide no scaffolding	NE	NE	NE	NE
	Makes some connections to other subjects and/or students' everyday lives; connection explanations not clear to students	EM1	EM1	EM1	EM1
	Makes interesting and understandable connections to other subjects and clear connections to students' lives; scaffolds new learning to students' prior knowledge; encourages student input to connections	EM2	EM2	EM2	EM2
	EM3	EM3	EM3	EM3	
	P3	P3	P3	P3	
	EX	EX	EX	EX	EX
<b>Practicum II</b>	<b>C. Research-Based Strategies (SBI 1.1, 1.5, 2.2, SA 1.1, 1.2, CP 1.1)</b>	<b>Holistic Score NE EM P EX</b>		<b>Holistic Score NE EM P EX</b>	
	<b>Date</b>	<b>Observe 1</b>	<b>Observe 2</b>	<b>Observe 1</b>	<b>Observe 2</b>
	Inappropriate or no instructional strategies are used to engage and support learning; strategies inappropriate for subject matter; lesson plans/standards-based framework not followed; unclear whether all students learned content	NE	NE	NE	NE
	Lesson plan/standards-based framework does not adequately engage learners; teaching occurs but students unable to complete guided activity after teaching without extensive re-teaching or review	EM1	EM1	EM1	EM1
	Instructional strategies engage all learners; are appropriate for subject matter; provides multiple perspectives on key concepts; standards-based framework followed; technology integrated where appropriate; all students brought to high levels of learning	EM2	EM2	EM2	EM2
	EM3	EM3	EM3	EM3	
	P3	P3	P3	P3	
	EX	EX	EX	EX	EX
<b>Practicum II</b>	<b>D. Higher Order Thinking Skills (SBI 1.1, 1.2)</b>	<b>Holistic Score NE EM P EX</b>		<b>Holistic Score NE EM P EX</b>	
	<b>Date</b>	<b>Observe 1</b>	<b>Observe 2</b>	<b>Observe 1</b>	<b>Observe 2</b>
	Rigid adherence to textbook questions; no engagement of discussions or questions to facilitate critical and higher order thinking	NE	NE	NE	NE
	Some higher level questions and discussions, but inconsistently so; extraneous questions not sufficiently planned to effectively engage students in higher order thinking skills	EM1	EM1	EM1	EM1
	Uses a variety of questioning and probing strategies to engage students in critical and higher order thinking; teacher probes exceed textbook guidelines	EM2	EM2	EM2	EM2
	EM3	EM3	EM3	EM3	
	P3	P3	P3	P3	
	EX	EX	EX	EX	EX

		PRACTICUM I	PRACTICUM II		
		<i>Holistic Score</i> NE EM P EX		<i>Holistic Score</i> NE EM P EX	
		Observe 1	Observe 2	Observe 1	Observe 2
		NE	NE	NE	NE
		EM1	EM1	EM1	EM1
		EM2	EM2	EM2	EM2
		EM3	EM3	EM3	EM3
		P3	P3	P3	P3
		EX	EX	EX	EX
<b>E. Flexible Grouping (SBI 1.1, 1.4, AL 1.1, 1.2)</b>	<b>Date</b>				
	Does not use grouping for instruction where it could be effective; does not employ grouping as an instructional strategy despite instructional framework recommendations	NE	NE	NE	NE
	Employs grouping strategies, but unsuccessfully so; strategies for grouping unclear; grouping inappropriate for content being taught; is unable to manage multiple groups simultaneously	EM1	EM1	EM1	EM1
	Employs flexible grouping practice across activities and subjects based on ongoing diagnostic and formative assessment; effectively manages multiple groups simultaneously	EM2	EM2	EM2	EM2
		EM3	EM3	EM3	EM3
		P3	P3	P3	P3
		EX	EX	EX	EX
<b>F. Monitors, Adjusts, Differentiates (SBI 1.1, 1.3, AL 1.2, P 1.2, 1.3)</b>	<b>Date</b>				
	Does not monitor lesson or students; does not sense students are not understanding; does not differentiate based on student ability; does not attend to student questions; does not probe sufficiently	NE	NE	NE	NE
	Monitoring is inconsistent or happenchance; follows lesson plan so rigidly that emphasis on learning is compromised; differentiated instruction with some, but not all who need it; pacing is erratic	EM1	EM1	EM1	EM1
	Monitors lesson; makes appropriate modifications to instructional plans during the lesson to address students' needs; probes for understanding; uses students' questions to direct instruction	EM2	EM2	EM2	EM2
	Consistently monitors lesson and provides constructive and ongoing feedback to all students;	EM3	EM3	EM3	EM3
	consistently adjusts instruction based on student performance; differentiates instruction according to student need and ability; appropriate pacing for content and overall student ability	P3	P3	P3	P3
		EX	EX	EX	EX
<b>G. Resources and Technology (SBI 1.3, 1.5, CP 2.1)</b>	<b>Date</b>				
	Little evidence of using resources and materials other than assigned textbook and/or worksheets; technology could enhance student learning but is not used; technology could be used as a tool to enhance instruction, but is not	NE	NE	NE	NE
	Makes use of some resources and materials other than assigned textbook and/or worksheets; uses technology superficially or as a reward	EM1	EM1	EM1	EM1
	Consistently uses a variety of resources to enhance instruction for all students; resources used to differentiate for students; and uses technology to enhance student learning and/or instruction	EM2	EM2	EM2	EM2
		EM3	EM3	EM3	EM3
		P3	P3	P3	P3
		EX	EX	EX	EX

<b>III. Assessment: Uses the results of formative and summative assessments to guide and improve instruction for all learners.</b>		<b>PRACTICUM I</b>	<b>PRACTICUM II</b>
<b>Practicum II</b>	<b>A. Diagnostic Assessment (AL 1.1, CP 2.1, 2.3)</b>  Knowledge of diagnostic assessment instruments weak or unclear; use of diagnostic information not observed Uses some diagnostic assessment instruments but does not consistently make use of diagnostic assessment information to support students or inform planning Exhibits knowledge of and use of diagnostic instruments to identify individual and class strengths, misconceptions, and areas of weakness to inform planning	<b>Holistic Score</b> NE EM P EX	<b>Holistic Score</b> NE EM P EX
		<b>Observe 1</b>	<b>Observe 2</b>
		NE	NE
		EM1	EM1
		EM2	EM2
		EM3	EM3
		P3	P3
		EX	EX
			<b>Other</b>
		NE	NE
<b>Practicum II</b>	<b>B. Formative Assessment (AL 1.1,1.2, CP 2.1, 2.3, SBI 1.3, 2.3)</b>  Knowledge of formative assessment strategies weak or unclear; use of formative assessment information not observed Uses some formative assessment strategies that align with objectives and outcomes, but does not consistently make use of formative assessment information to adjust instruction or to maximize learning Exhibits knowledge and use of formative assessment strategies to monitor student progress and learning to adjust instruction and to maximize learning and to enhance performance on the GPS	<b>Holistic Score</b> NE EM P EX	<b>Holistic Score</b> NE EM P EX
		<b>Observe 1</b>	<b>Observe 2</b>
		NE	NE
		EM1	EM1
		EM2	EM2
		EM3	EM3
		P3	P3
		EX	EX
			<b>Other</b>
		NE	NE
<b>Practicum II</b>	<b>C. Summative Assessment (AL 1.3)</b>  Knowledge of summative assessment strategies weak or unclear; use of summative assessment strategies not observed Uses some summative assessment strategies but does not consistently make use of formative assessment strategies to evaluate student status relative to the GPS Exhibits knowledge and use of summative assessment strategies to evaluate student status relative to the GPS	<b>Holistic Score</b> NE EM P EX	<b>Holistic Score</b> NE EM P EX
		<b>Observe 1</b>	<b>Observe 2</b>
		NE	NE
		EM1	EM1
		EM2	EM2
		EM3	EM3
		P3	P3
		EX	EX
			<b>Other</b>
		NE	NE



	<b>C. Time and Resource Management (SBI 1.5, P 1.1, 1.2.)</b>	<b>PRACTICUM I</b>		<b>PRACTICUM II</b>		
		<i>Holistic Score</i> NE EM P EX		<i>Holistic Score</i> NE EM P EX		
		Observe 1	Observe 2	Observe 1	Observe 2	Other
	<b>Date</b>	NE	NE	NE	NE	NE
	Inefficient management of time, space, and resources for instruction; all students not actively engaged					
	Inconsistent management of time, space, and resources for instruction; some students engaged, too many students off task or not paying attention	EM1	EM1	EM1	EM1	EM1
	Efficient and appropriate use of time, space, and resources for instruction; all students actively engaged; technology integrated where appropriate	EM2	EM2	EM2	EM2	EM2
		EM3	EM3	EM3	EM3	EM3
		P3	P3	P3	P3	P3
		EX	EX	EX	EX	EX
	<b>D. Classroom and Behavior Management (P 1.1)</b>	<i>Holistic Score</i> NE EM P EX		<i>Holistic Score</i> NE EM P EX		
	<b>Date</b>	Observe 1	Observe 2	Observe 1	Observe 2	Other
	Unable to use current classroom management system effectively; cannot establish adequate control of the classroom; inconsistent and/or inappropriate response to student behavior	NE	NE	NE	NE	NE
	Classroom management skills developing adequately; Teacher Candidate accepting constructive criticism and working to improve	EM1	EM1	EM1	EM1	EM1
	Consistently and successfully follows and adheres to the current classroom management system; proactive classroom management style; fair, equitable, and respectful to all students	EM2	EM2	EM2	EM2	EM2
		EM3	EM3	EM3	EM3	EM3
		P3	P3	P3	P3	P3
		EX	EX	EX	EX	EX
	<b>E. Effective Communication (SBI 2.2, 2.3)</b>	<i>Holistic Score</i> NE EM P EX		<i>Holistic Score</i> NE EM P EX		
	<b>Date</b>	Observe 1	Observe 2	Observe 1	Observe 2	Other
	Language used for delivery of instruction and/or directions is unclear; standards-based or strategy language not used; feedback regarding student performances is inadequate; culturally sensitive language not utilized	NE	NE	NE	NE	NE
	Language used for delivery of instruction sometime clear, sometimes not; use of standards-based language is inconsistent; feedback regarding student performances is inconsistent or unclear; limited use of culturally sensitive language	EM1	EM1	EM1	EM1	EM1
	Language used for delivery of instruction and directions is clear; reflects strategy and standard-based language; provide effective feedback on student performances; use of culturally sensitive language to communicate effectively	EM2	EM2	EM2	EM2	EM2
		EM3	EM3	EM3	EM3	EM3
		P3	P3	P3	P3	P3
		EX	EX	EX	EX	EX



**CCGA Teacher Candidate Disposition Evaluation**

The College of Coastal Georgia's School of Education and Teacher Preparation **Conceptual Framework** delineates the comprehensive foundation that guides our teacher preparation programs whose end result is *Dynamic Educators Facilitating Student Achievement*. Therefore, education students and Teacher Education candidates must possess certain behaviors inherent to good teaching.

**Directions:** The purpose of this form is to assess those expected roles and responsibilities of Teacher Candidates and is completed by faculty and mentoring teachers. After circling the appropriate rating for each item (**Rating: 5=Exceptional, 3=Average, 1=Needs Improvement**), the completed form should be shared with the Teacher Candidate by the completer and forwarded to Kent Layton for inclusion in the Teacher Candidate's portfolio.

**Student:** \_\_\_\_\_ **Print Name** \_\_\_\_\_ **Signature** \_\_\_\_\_

**Semester/Year:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Course:** \_\_\_\_\_

<b>Rating</b>	<b>Prospective Teacher Candidate Classroom Behaviors</b>	<b>Comments:</b>
5 4 3 2 1	1. Models correct oral language in discussions and presentations.	
5 4 3 2 1	2. Models correct written language on all assignments.	
5 4 3 2 1	3. Works cooperatively with class colleagues on a consistent basis.	
5 4 3 2 1	4. Acts in a professional manner in class and with instructors.	
5 4 3 2 1	5. Is punctual to class on a consistent basis and exhibits good attendance.	
5 4 3 2 1	6. Is open to and willing to consider new ideas presented by the instructor and by colleagues.	
5 4 3 2 1	7. Displays a positive attitude on a consistent basis.	
5 4 3 2 1	8. Is consistently prepared for class.	
5 4 3 2 1	9. Turns in assignments on time on a consistent basis.	
5 4 3 2 1	10. Exhibits an eagerness to learn on a regular basis.	
5 4 3 2 1	11. Accepts and works to implement constructive criticism for improvement.	
5 4 3 2 1	12. Interacts with all individuals in a respectful and accepting way without regard to race, ethnicity, gender, or religion.	
5 4 3 2 1	13. Exhibits an attitude and belief that students from diverse racial and ethnic groups, both gender groups, exceptional students, and students from social-class groups should experience equal educational opportunities in schools and post-secondary opportunities.	
5 4 3 2 1	14. Demonstrates basic technology competency across all assignments.	
5 4 3 2 1	15. Continually works toward learning the use of instructional technologies.	

**Instructor:** \_\_\_\_\_ **Print Name** \_\_\_\_\_ **Signature** \_\_\_\_\_ **Date** \_\_\_\_\_ **Phone** \_\_\_\_\_

# NOTES