



Middle Georgia
State University

School of Education



FIELD and CLINICAL HANDBOOK

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It is the responsibility of all Middle Georgia State University students to be informed of, and to observe all policies and procedures in the Middle Georgia State University Student Handbook. In no case will a policy be waived or an exception granted because a student pleads ignorance of the policy or asserts that he/she was not informed of the policy by an advisor or other authority. Verbal misinformation is not grounds for waiver of a policy.

The information in this handbook is for the use of Candidates enrolled in the School of Education at Middle Georgia State University. It is superseded by the MGA Student Handbook.

http://www.mga.edu/student-affairs/docs/MGSC_Student_Handbook.pdf

SCHOOL OF EDUCATION MISSION STATEMENT

The mission of the Unit is to prepare adaptive professionals who are competent, accountable, reflective, and engaged. Faculty at Middle Georgia State University and in the School of Education are strongly committed to education through a dynamic curriculum that integrates quality academic training and supervised clinical experiences in diverse environments.

Completion of the program ensures that candidates emerge as adaptive professionals who understand the complexities of educating all students in central Georgia as part of a rapidly changing global environment.

The School of Education program areas of study include:

- Bachelor of Science Degree in Education – Early Childhood Special Education (P-5 only)
- Bachelor of Science Degree in Education – Middle Grades Education (4-8)
- Bachelor of Arts Degree in English or History with Secondary Teacher Certification (6-12)
- Bachelor of Science Degree in Biology or Mathematics with Secondary Teacher Certification (6-12)

PROGRAMS

Early Childhood Special Education (B.S.Ed.)

The Early Childhood Special Education program prepares the candidate to provide educational services for all students in grades P-5, including those with disabilities whose individualized Education Program (IEP) indicates instruction using the general education curriculum and participation in the general statewide assessment and special education preschool (Ages 3-5). The program is offered as a full-time cohort.

Middle Grades Education (B.S.Ed.) * This program is in the process of deactivation and no new students will be admitted.

The Middle Grades Education program prepares the candidate to provide educational services for all students in grades 4-8. Students take coursework which may qualify them to be certified in special education. Candidates must select an area of academic concentration from the following: English/Social Studies, Social Studies/English, Science/Math or Math/Science.

Secondary Education Certification Tracks (SECT)

The Secondary Education Certification Tracks in biology, English, history and mathematics prepare the candidate to teach in grades 6-12. Students interested in pursuing secondary education certification will be assigned two advisors, one in the major and one in education. Candidates are advised to work closely with both advisors to ensure that all major and education requirements are completed.

edTPA

Purpose

As of September 1st, 2015, edTPA is a requirement for teacher certification in the state of Georgia. EdTPA was designed by teachers and teacher educators to support candidate learning and provide data that support

preparation program growth and renewal. EdTPA is a summative capstone assessment to evaluate the quality of teacher preparation. It is also a source of evidence for program review, teacher licensure, and/or state and national accreditation. The essential purpose of edTPA is to increase the effectiveness of beginning teachers. The edTPA is designed to be educative to inform program improvement and to inform Induction Programs by providing targeted support for new teachers. The edTPA will be one element of the Preparation Program Effectiveness Measures (PPEM). The GaPSC, in collaboration with USDOE and GaDOE, has formed a representative edTPA Policy and Implementation Advisory Committee for the purpose of informing policy and practice to help providers effectively implement the edTPA. A timeline and information will be discussed in depth during scheduled seminar sessions.

Pricing:

- Full-portfolio: The assessment fee for the full portfolio during the two years of this contract is \$300*, which includes access for 18 months to the edTPA electronic portfolio platform for registration, submission, scoring, and score reporting services. Candidates may retake the entire portfolio and pay the full assessment fee. At the time of contract renewal, the assessment fee may be revised upon mutual agreement of the parties.
- Partial-portfolio: Candidates may resubmit one task and pay the single assessment task fee. The assessment fee for retaking one task of the portfolio is \$100*.

*Prices are subject to change. For more information on edTPA go to: www.edTPA.com.

edTPA Retake Course (additional cost)

Course Name: EDUC 4300 Clinical Practice III: Intensive edTPA Retake

Hours: 3 hours

Prerequisite: Permission of the Dean of the School of Education and hold a valid Pre-Service Certificate.

Course Description

This field-based course is a supervised clinical experience in an approved instructional setting. edTPA Retake will offer candidates additional opportunities to practice and refine teaching skills and for faculty and candidates to engage in reflective dialogue about candidate strengths, as well as areas for improvement. Additionally, edTPA Retake allows candidates to continue to analyze and reflect on teaching effectiveness and apply what they have learned in their preparation programs.

Note: All artifacts and commentaries included in a retake must reflect new planning, instructing and/or assessing for student learning, and must not have been previously submitted for edTPA. Revised or edited versions of previously submitted artifacts and commentaries may not be submitted with one exception – when retaking any portion of edTPA, if the candidate can teach the same group of students, the same context information about that group of students may be resubmitted. (SCALE, 2013, p. 1)

A faculty member will maintain close supervision during the clinical experience.

LiveText/FEM

Pre-Service teacher candidates must have a LiveText account with the Field Experience Module component. The Field Experience Module (FEM) is used by cooperating teachers, university supervisors, and pre-service candidates as an online management system used to archive placement data.

FIELD/CLINICAL

Field/Clinical experiences integrate the School of Education coursework and other components of Middle Georgia State University's (MGA) Teacher Education Program to prepare adaptive professionals who can meet the needs of all learners. Pre-service teacher candidates complete over 300 hours in the field prior to their

clinical practice experience. During this time, pre-service teacher candidates work in a variety of settings with students with exceptionalities and students with different language, ethnic, geographical, racial, gender, and socioeconomic groups to develop and practice their knowledge, skills, and dispositions for working with all students.

The following standards must be met before a teacher candidate is able to become involved in the field:

1. Maintain progression requirements in the Teacher Education Program (see MGA Academic Catalog)
2. Hold a valid GaPSC issued Pre-Service Certificate.
3. Maintain a cumulative GPA of 2.75 or higher for early childhood special education, 2.5 or higher in two (2) concentration areas for middle grades, and a cumulative GPA of 2.75 and a 3.0 in all upper content area and education courses for secondary.
4. Completion of all prerequisite coursework,
5. Fulfills the state mandated entrance exam requirement,
6. Completion of training on the Georgia Code of Ethics for Educators,
7. Evidence of liability insurance,
8. Evidence of LiveText account,
9. Completion of required background check for assigned school district if required.*

*Student may incur cost for background check.

POLICIES AND PROCEDURES GOVERNING FIELD/CLINICAL EXPERIENCES

Field and clinical experiences in teacher education are those experiences that are conducted at a school site and are carefully designed to prepare prospective teachers to work effectively in school classrooms. School sites and cooperating teachers are selected to meet state standards and to give candidates multiple opportunities to observe and work with professional educators who focus on becoming competent, accountable, reflective and effective professionals. The field and clinical experiences are sequenced to provide opportunities for candidates to observe, plan, and practice in diverse settings appropriate to the professional roles for which they are being prepared. Progressively, these experiences include observing in classrooms, assisting and conferring with classroom teachers and school administrators, individual and/or small group tutoring, participating in classroom, school and community-wide activities, whole group instruction, and other professional roles in schools.

In addition to the 30 hours completed in connection with EDUC 2110, 2120, and 2130, candidates will participate in over 900 hours of fieldwork and clinical practice during the program. Candidates will be active in the school environment gradually assuming the roles and responsibilities of the classroom teacher and will work with their cooperating teachers, University supervisors, and course professors each term to design and implement instructional projects that unite theory and practice in the classrooms. Candidates will take a lead role in developing and implementing a variety of lesson plans and instructional units, which are linked to the Georgia Common Core Georgia Performance Standards (CCGPS).

REQUIRED EXPERIENCES

Early Childhood Special Education

ECSE 3444 - Professional Roles and Teaching Practices I Credit: 2 hours

Prerequisites: Formal acceptance into the Bachelor of Science in Early Childhood Special Education Track and hold a valid Pre-Service Certificate

Description: In this semester long course, pre-service teacher candidates will become familiar with the school environment, working with students and parents, and collaborating with other professionals in the school setting. Candidates will work in P-5 classrooms assisting the teacher and P-5 students with instructional

routines. In collaboration with their cooperating teachers, university supervisors, and course professors, pre-service teacher candidates will work to design and implement instructional projects that unite theory and practice in the P-5 classrooms. Candidates will also attend regularly scheduled seminars on related topics throughout the semester. The use of technology is required. This course is aligned with state and national standards.

Note: This semester long experience requires candidates to engage in a **minimum of 120 hours** in a P-5 school setting; while these hours are of utmost importance, the most critical component of this placement is the hands-on learning opportunity that occurs over the course of the semester.

Lecture/Lab Hours: Two hours per week.

ECSE 3555 - Professional Roles and Teaching Practices II Credit: 3 hours

Prerequisites: Formal acceptance into the Bachelor of Science in Early Childhood Special Education Track, pass Check Point 1 and hold a valid Pre-Service Certificate.

Description: In this semester long course, pre-service teacher candidates will become more engaged in the school environment, continuing to work with the teacher, students and parents, and other professionals. Candidates will work in P-5 classrooms planning and implementing instruction and designing assessments based on the current required standards. Candidates will also attend regularly scheduled seminars on related topics throughout the semester. The use of technology is required. This course is aligned with state and national standards.

Note: This semester long experience requires candidates to engage in a **minimum of 180 hours** in a P-5 school setting; while these hours are of utmost importance, the most critical component of this placement is the hands-on learning opportunity that occurs over the course of the semester.

Lecture/Lab Hours: Three hours per week.

ECSE 4477 - Clinical Practice I Credit: 4 hours

Prerequisites: Formal acceptance into the Bachelor of Science in Early Childhood Special Education Track, Pass Check Points 1, 2, & 3 and hold a valid Pre-Service Certificate.

Description: In this semester long course, pre-service teacher candidates will become more engaged in the school environment, continuing to work with the teacher, students and parents, and other professionals. Candidates will work in inclusion and/or general education P-5 classrooms planning and implementing instruction and designing assessments based on the current required standards. Candidates will also attend regularly scheduled seminars on related topics. The use of technology is required. This course is aligned with state and national standards.

Note: This semester long experience requires candidates to engage in a **minimum of 300 hours** in a P-5 school setting; while these hours are of utmost importance, the most critical component of this placement is the hands-on learning opportunity that occurs over the course of the semester.

Lecture/Lab Hours: Four hours per week.

ECSE 4588 - Clinical Practice II Credit: 4 hours

Prerequisites: Formal acceptance into the Bachelor of Science in Early Childhood Special Education Track, pass Check Points 1, 2, 3, & 4 and hold a valid Pre-Service Certificate.

Description: This semester long course is a culminating experience in which students take a lead role as a teaching in the P-5 general education or inclusion classroom. Pre-service teacher candidates will develop and implement lesson plans and instructional units linked to the Common Core Standards. Candidates will be active in the school environment, assuming the role and responsibilities of the classroom teacher. Candidates will also attend regularly scheduled seminars on related topics throughout the semester. Use of technology is required. This course is aligned with state and national standards.

Note: This semester long experience requires candidates to engage in a **minimum of 300 hours** in a P-5 school setting; while these hours are of utmost importance, the most critical component of this placement is the hands-on learning opportunity that occurs over the course of the semester.

Lecture/Lab Hours: Four hours per week.

Middle Grades Education

MGED 3170 - Professionalism and Teaching I Credit: 2 hours

Prerequisites: Formal acceptance into the Bachelor of Science in Middle Grades Education Program and hold a valid Pre-Service Certificate.

Description: In this semester long course, pre-service teacher candidates will become familiar with the school environment, working with students and parents, and collaborating with other professionals in the school setting. Candidates will work in middle grades classrooms assisting the teacher and 4th-8th grade students with instructional routines. Candidates will also attend regularly scheduled seminars on related topics throughout the semester. The use of technology is required. The course is aligned with state and national standards.

Note: This semester long experience requires candidates to engage in a **minimum of 200 hours** in a middle school setting; while these hours are of utmost importance, the most critical component of this placement is the hands-on learning opportunity that occurs over the course of the semester.

Lecture/Lab Hours: Two hours per week.

MGED 3270 - Professionalism and Teaching II Credit: 2 hours

Prerequisites: Formal acceptance into the Bachelor of Science in Middle Grades Education Program, pass Check Point 1, and hold a valid Pre-Service Certificate.

Description: In this semester long course, pre-service teacher candidates will become more engaged in the school environment, continuing to work with the teacher, students and parents, and other professionals. Candidates will work in 4th-8th grade classrooms planning and implementing instruction and designing assessments based on the Georgia Performance Standards. Candidates will also attend regularly scheduled seminars on related topics throughout the semester. The use of technology is required. This course is aligned with state and national standards.

Note: This semester long experience requires candidates to engage in a **minimum of 200 hours** in a middle school setting; while these hours are of utmost importance, the most critical component of this placement is the hands-on learning opportunity that occurs over the course of the semester.

Lecture/Lab Hours: Two hours per week.

MGED 4170 - Clinical Practice I Credit: 3 hours

Prerequisites: Formal acceptance into the Bachelor of Science in Middle Grades Education Program, pass Check Point 1, 2 & 3 and hold a valid Pre-Service Certificate.

Description: This semester long course is a culminating experience in which pre-service teacher candidates take a lead role as a teacher in the middle grades general education classroom. Candidates will develop and implement lesson plans and instructional units linked to the Georgia Performance Standards. Candidates will be active in the school environment, assuming the role and responsibilities of the classroom teacher. Candidates will also attend regularly scheduled seminars on related topics throughout the semester. The use of technology is required. This course is aligned with state and national standards.

Note: This semester long experience requires candidates to engage in a **minimum of 300 hours** in a middle school setting; while these hours are of utmost importance, the most critical component of this placement is the hands-on learning opportunity that occurs over the course of the semester.

Lecture/Lab Hours: Three hours per week.

MGED 4270 – Clinical Practice II Credit: 3 hours

Prerequisites: Formal acceptance into the Bachelor of Science in Middle Grades Education Program, pass Check Points 1, 2, 3 & 4 and hold a valid Pre-Service Certificate.

Description: This semester long course is a culminating experience in which pre-service teacher candidates take a lead role as teachers in the 4th through 8th grade classroom. Candidates will develop and implement individualized education plans, make appropriate adaptations and modifications, and plan and implement instruction in general education settings. Candidates will also attend regularly scheduled seminars on related

topics throughout the semester. The use of technology is required. This course is aligned with state and national standards.

Note: This semester long experience requires candidates to engage in a **minimum of 300 hours** in a middle school setting; while these hours are of utmost importance, the most critical component of this placement is the hands-on learning opportunity that occurs over the course of the semester.

Lecture/Lab Hours: Three hours per week.

Secondary - Teacher Certification Track

EDUC 3602 - Internship in Secondary School Mathematics Credit: 3 hours

Prerequisites: Formal acceptance into the Bachelor of Science or Arts Teacher Certification Track, pass Check Points 1, 2, & 3 and hold a valid Pre-Service Certificate. Co-requisites: EDUC 3550 and EDUC 3600

Description: This semester long course provides a field-based internship in diverse settings, focusing on secondary mathematics instruction including planning instruction as mandated by State curriculum for secondary mathematics, implementing a variety of research-based instructional strategies including the effective use of technology and developing assessments for student learning through field experiences in 6-12 grade settings. Candidates will also attend regularly scheduled seminars on related topics throughout the semester.

Note: This semester long experience requires candidates to engage in a **minimum of 250 hours** in a school setting; while these hours are of utmost importance, the most critical component of this placement is the hands-on learning opportunity that occurs over the course of the semester. Lecture/Lab Hours: Three hours per week.

EDUC 3702 - Internship in Secondary Biology Credit: 3 hours

Prerequisites: Formal acceptance into Bachelor of Science or Arts Teacher Certification Track, pass Check Points 1, 2, & 3 and hold a valid Pre-Service Certificate. Co-requisites: EDUC 3550 and EDUC 3700

Description: This semester long course provides a field-based internship in diverse settings, focusing on biology instruction, including planning instruction as mandated by State curriculum for secondary biology, implementing a variety of research-based instructional strategies including the effective use of technology and developing assessments for student learning through field experiences in 6-12 grade settings. Candidates will also attend regularly scheduled seminars on related topics throughout the semester.

Note: This semester long experience requires candidates to engage in a **minimum of 250 hours** in a school setting; while these hours are of utmost importance, the most critical component of this placement is the hands-on learning opportunity that occurs over the course of the semester. Lecture/Lab Hours: Three hours per week.

EDUC 3902 - Internship in Secondary School History Credit: 3 hours

Prerequisites: Formal acceptance into the Bachelor of Science or Arts Teacher Certification Track, pass Check Points 1, 2, & 3 and hold a valid Pre-Service Certificate. Co-requisites: EDUC 3550 and EDUC 3900

Description: This semester long course provides a field-based internship in diverse settings, focusing on history instruction including planning instructions mandated by State curriculum for secondary history, implementing a variety of research-based instructional strategies including the effective use of technology and developing assessments for student learning through field experiences in 6-12 grade settings. Candidates will also attend regularly scheduled seminars on related topics throughout the semester.

Note: This semester long experience requires candidates to engage in a **minimum of 250 hours** in a school setting; while these hours are of utmost importance, the most critical component of this placement is the hands-on learning opportunity that occurs over the course of the semester. Lecture/Lab Hours: Three hours per week.

EDUC 4803 - Internship in Secondary School English Credit: 3 hours

Prerequisites: Formal acceptance into the Bachelor of Science or Arts Teacher Certification Track, pass Check Points 1, 2 & 3 and hold a valid Pre-Service Certificate. Co-requisites: EDUC 3500 and EDUC 3802

Description: This semester long course provides afield-based internship in diverse settings, focusing on English/Language Arts instruction including planning instruction as mandated by State curriculum for

secondary English, implementing a variety of research-based instructional strategies including the effective use of technology and developing assessments for student learning through experiences in 6-12 grade settings. Candidates will also attend regularly scheduled seminars on related topics throughout the semester.

Note: This semester long experience requires candidates to engage in a **minimum of 250 hours** in a secondary school setting; while these hours are of utmost importance, the most critical component of this placement is the hands-on learning opportunity that occurs over the course of the semester. Lecture/Lab Hours: Three hours per week.

EDUC 4604 - Student Teaching Secondary School Mathematics Credit: 8 hours

Prerequisites: Formal acceptance into the Bachelor of Science or Arts Teacher Certification Track, pass Check Points 1, 2, 3 & 4 and hold a valid Pre-Service Certificate.

Description: This semester long course is designed to give students a capstone experience in a secondary mathematics setting. Candidates will also attend regularly scheduled seminars on related topics throughout the semester.

Note: This semester long experience requires candidates to engage in a **minimum of 600 hours** in a secondary school setting; while these hours are of utmost importance, the most critical component of this placement is the hands-on learning opportunity that occurs over the course of the semester.

Lecture/Lab Hours: Eight hours per week.

EDUC 4704 - Student Teaching Secondary Biology Credit: 8 hours

Prerequisites: Formal acceptance into the Bachelor of Science or Arts Teacher Certification Track, pass Check Points 1, 2, 3 & 4 and hold a valid Pre-Service Certificate.

Description: This semester long course is designed to give students a capstone experience in a secondary biology setting. Candidates will also attend regularly scheduled seminars on related topics throughout the semester.

Note: This semester long experience requires candidates to engage in a **minimum of 600 hours** in a secondary school setting; while these hours are of utmost importance, the most critical component of this placement is the hands-on learning opportunity that occurs over the course of the semester.

Lecture/Lab Hours: Eight hours per week.

EDUC 4804 - Student Teaching in Secondary School English Credit: 8 hours

Prerequisites: Formal acceptance into the Bachelor of Science or Arts Teacher Certification Track, pass Check Points 1, 2, 3 & 4 and hold a valid Pre-Service Certificate.

Description: This semester long course is designed to give students a capstone experience in a secondary English setting. Candidates will also attend regularly scheduled seminars on related topics throughout the semester.

Note: This semester long experience requires candidates to engage in a **minimum of 600 hours** in a secondary school setting; while these hours are of utmost importance, the most critical component of this placement is the hands-on learning opportunity that occurs over the course of the semester.

Lecture/Lab Hours: Eight hours per week.

EDUC 4904 - Student Teaching in Secondary School History Credit: 8 hours

Prerequisites: Formal acceptance into the Bachelor of Science or Arts Teacher Certification Track, pass Check Points 1, 2, 3 & 4 and hold a valid Pre-Service Certificate.

Description: This semester long course is designed to give students a capstone experience in a secondary history setting. Candidates will also attend regularly scheduled seminars on related topics throughout the semester.

Note: This semester long experience requires candidates to engage in a **minimum of 600 hours** in a secondary school setting; while these hours are of utmost importance, the most critical component of this placement is the hands-on learning opportunity that occurs over the course of the semester.

Lecture/Lab Hours: Eight hours per week.

FIELD/CLINICAL EXPERIENCES

Once the teacher candidate has met necessary requirements, the Field Coordinator requests an appropriate placement with the designated area district personnel. Pre-service teacher candidates are placed only with cooperating teachers who have three years school teaching experience, are considered highly qualified in the area of supervision, and are willing to accept the responsibility that comes with having a teacher candidate in their classrooms.

1. The cooperating school and Middle Georgia State University share and integrate resources and expertise to support pre-service teacher candidates' learning during clinical practice.
2. Field experiences allow candidates to apply and reflect on their content, professional, and pedagogical knowledge, skills, and dispositions with students and adults.
3. Teacher candidate's knowledge is integrated into the school program and into field experiences. They reflect on and can justify their own practice.
4. Assessments used in field experiences indicate that pre-service teacher candidates meet professional, national, state, and institutional standards and have a positive effect on student learning.
5. Multiple assessments are used by pre-service teacher candidates and clinical faculty to determine areas that need improvement and to develop a plan for improvement.
6. Field experience facilitates the teacher candidates' exploration of their knowledge, skills, and dispositions related to all students.
7. Pre-service teacher candidates develop and demonstrate proficiencies that support learning by all students as shown in their work with students with exceptionalities and those from diverse, ethnic, racial, gender, and socioeconomic groups in classrooms and schools.

Adapted from NCATE Standards (National Council for Accreditation of Teacher Education)

FIELD PLACEMENT

All field experience placements are at the discretion of the local school systems and the Middle Georgia State University School of Education. The nature of the program requires that placements occur with school programs with which Middle Georgia State University has pre-established relationships and procedures. Middle Georgia State University faculty work in conjunction with the school district placement coordinators to ensure a good fit between the pre-service teacher candidates' needs and expertise in the schools. Pre-service teacher candidates are required to have a pre-planning and post-planning experience. **To satisfy this requirement and to ensure our pre-service teacher candidates the maximum experience in school settings, students will participate in semester-long experiences.** May and July between Spring Junior and Fall Senior semester should be reserved to meet this requirement in the school district.

Placement Criteria

Field/clinical placements are based on **two** principles:

- Assigning pre-service teacher candidates to schools and classrooms that will provide for optimal professional growth and
- Meeting the diversity of student population and grade level criteria required by the Georgia Professional Standards Commission.

No candidate is allowed to arrange his/her Fieldwork I or II, or Clinical Practice I or II experiences with a school principal, teacher, or school system. All placements must be made through the application process with the Field Coordinator of the School of Education at MGA. Assignments are made to satisfy the diversity of experiences requirements of the state and to work cooperatively with the school system, individual school principals, and the Field Coordinator.

Non-Recommended and Non-Approved Sites

- Placement for Fieldwork I and II and Clinical Practice I and II may not be in a school in which the

candidate has a child enrolled or in which another close relative is employed (e.g., parent/legal guardian, sibling, spouse).

- Placement for any field/clinical experience in schools in which the candidate has been previously employed or recently attended is not permitted.

Field Placements Paperwork

Field Coordinator will distribute and process paperwork as follows:

- Professional Roles I – will be processed upon enrollment into program
- Professional Roles II – Mid-Semester Seminar (fall junior year)
- Clinical Practice I/Secondary Internship – Mid-Semester Seminar (spring junior year)
- Clinical Practice II/Secondary Student Teaching – Mid-Semester Seminar (fall senior year)

Pre-service teacher candidates will be notified with placement information via MGA student email account by Field Coordinator.

OBJECTIVES OF FIELD/CLINICAL EXPERIENCES

Throughout field/clinical experiences teacher candidate will demonstrate proficiency in the following:

Knowledge of:

1. Subject matter being taught
2. Various approaches to classroom management
3. Various instructional approaches to the content areas
4. Oral and written language appropriate for a teacher in the field
5. The role of planning, implementing, and evaluating lesson plans and unit plans
6. Program adaptations suited to the varying needs of students and their learning styles
7. Social, emotional, physical, and psychological characteristics which include those from different cultures and ethnic backgrounds as well as those characteristics for students with disabilities who are included in the general education setting
8. Principles of using learning theories to develop appropriate instructional strategies
Students' backgrounds and experiences and how to utilize the information in planning instruction

Skills in:

1. Organizing and implementing routine classroom responsibilities such as taking attendance, completing forms, and grading papers
2. Identifying and writing behavioral objectives when planning learning experiences for individuals, small groups, and the entire class
3. Selecting, developing, and using appropriate technology and/or equipment to meet identified objectives
4. Evaluating performance in carrying out the assigned non-instructional and instructional responsibilities
5. Articulating clear learning goals for the lesson which are appropriate to the students
6. Prescribing and using instructional plans and resources to facilitate student learning
7. Forming consistent standards of classroom behavior which are suitable for students' personalities and the students involved
8. Developing a safe, fair, and risk-free classroom environment to promote the social, emotional, physical, and psychological well-being of students
9. Establishing connections with the content
10. Extending the students' thinking
11. Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands, reflecting on the extent to which learning goals were met, building professional relationships with colleagues to share

teaching insights and to coordinate learning activities, communicating with parents/guardians relative to student learning, demonstrating a sense of efficacy.

Attitudes and Values:

1. Demonstrates a sense of knowing that as a teacher one can make a significant impact on the lives of youth
2. Values constructive criticism as a means for professional growth
3. Conducts oneself in a manner that reflects the professional code of ethics
4. Respects and accepts the differences among students in their physical, social, emotional, and intellectual development
5. Values teaching as an important profession in our democratic society
6. Exhibits caring, concern, appreciation, and respect for all children, teachers, and administrators in a culturally diverse society
7. Demonstrates confidence and emotional control in responding to the pressures and challenges of teaching

SERVICE LEARNING REQUIREMENTS

Service Learning is a very important component of professional preparation programs. It allows students to connect personal goals with academic study and to apply what is learned to real-world situations. Service Learning serves to break down barriers between school and community, integrating academics with service activities in the community. Service learning can have a positive effect on students' academic growth, personal improvement, and social commitment.

As part of the field placement component of the teacher certification program at Middle Georgia State University, students are required to engage in service learning hours. Early Childhood Special Education (P-5), Middle Grade (4-8), and Secondary (6-12) students should obtain 20 service learning hours before graduation.

A minimum of five of these hours should take place in the cooperating school. These service learning hours are in addition to the required field placement hours.

Service hours may NOT be completed during assigned field or clinical hours. Service hours, other than those completed at the cooperating school, should be served through various community activities. Examples of each are provided below. Students are required to log their own service hours and to obtain a signature for verification of those hours. Hours must be completed in a minimum of half hour blocks.

Examples of service with the cooperating schools:

- Help with a Parent's Night
- Proctor for state testing
- Help the school/teacher put up bulletin boards
- Tutor
- Assist with school clubs, committees, and other school events (i.e. school dances, book fairs, PTO activities)
- Provide assistance outside of field hours (i.e. help teacher grade papers or prepare for a big activity)
- Assist with field trips

Other activities:

- Peer advising
- Peer tutoring (must be formalized and approved)
- Service on School of Education committees
- Assist RESA and/or GESA with professional activities
- Volunteer at a local community event

- Assist with a charity event
- Assist with high school visitation days
- Participate in the School of Education Service Learning Project

Note: A Service Learning Request form approved by the field supervisor or Field Coordinator is required for all service learning activities that are not listed above. These service learning hours must not interfere with university coursework.

FIELD COORDINATOR RESPONSIBILITY

1. Conducts a supervisor orientation at the beginning of each semester.
2. Collects all materials related to field placement for pre-service teacher candidates.
3. Maintains a field placement file for each teacher candidate.
4. Ensures required field experience data is entered in the database and/or LiveText.

The Field Coordinator is the liaison between the school district and the School of Education providing support for the cooperating teacher, the university supervisor, and the teacher candidate. The Field Coordinator works closely with the university supervisor to ensure that the candidate is performing well and conducts orientations to keep supervisors abreast of field and clinical responsibilities. In addition, the Field Coordinator avails himself/herself, on short notice, for any emergency involving the pre-service teacher candidate or the program. The supervisor may request that the Field Coordinator and/or another faculty member observe the candidate's performance in the field and they may work together to assist the teacher candidate in being successful. A supervisor should never hesitate to contact the Field Coordinator if there is ever a concern about a candidate.

UNIVERSITY SUPERVISOR RESPONSIBILITIES

The University Supervisors responsibility is to keep the Field Coordinator abreast of any concerns while the pre-service teacher candidate is in placement (i.e. negative dispositions, tardiness, lack of preparedness, etc.)

1. Attends a field experiences orientation conducted by School of Education personnel.
2. Schedules and conducts an initial conference with the cooperating teacher to review the requirements.
3. Holds in-school conferences with the cooperating teacher who works directly with the teaching performance and the evaluation of the teacher candidate.
4. Responds, on short notice, for any emergency involving the teacher candidate or the field experience.
5. Helps the cooperating teacher as needed in evaluating the performance levels of the teacher candidate.
6. Guides the teacher candidate in lesson planning and checks instructional plans on a regular basis.
7. Conducts required observations that encompass a full period or complete lesson.
8. Conferences with candidates to discuss observations; this observation documentation will then be uploaded in the candidates FEM LiveText portfolio.
9. Assesses field experience assignments using the designated scoring guides.
10. Maintains the teacher candidate FEM LiveText portfolio to include all appropriate documentation electronically.
11. Assumes the responsibility, in collaboration with the cooperating teacher and the Field Coordinator, of assigning a final grade based upon information from observations, assignments, and data supplied by the cooperating teacher.

COOPERATING TEACHER RESPONSIBILITIES

The Cooperating Teacher's responsibility is to keep the Field Coordinator and University Supervisor abreast of any concerns while the pre-service teacher candidate is in placement (i.e. negative dispositions, tardiness, lack of preparedness, etc.)

1. Prepares his/her classes for the arrival of the pre-service teacher candidate to help ensure a smooth transition.

2. Provides the teacher candidate with a desk, copies of textbooks, manuals, curriculum guides, policy handbooks, grade book, technology, and other pertinent material.
3. Assists the teacher candidate in becoming acquainted with student files and records and the regulations pertaining to their use.
4. Discusses with the teacher candidate pertinent district policies and building procedures.
5. Models effective teaching for the benefit of the teacher candidate in all areas of the curriculum.
6. Introduces the teacher candidate to other faculty and staff personnel with whom the teacher candidate will be working.
7. Holds conferences with the university supervisor who deals directly with the teaching performance and the evaluation of the teacher candidate.
8. Observes and evaluates the performance of the teacher candidate and confers with the teacher candidate to discuss strengths, areas of needed improvement, and to offer constructive criticism.
9. Completes required observations using the Georgia Intern Keys Effectiveness System.
10. Completes noted observations and requirements.
11. Collaborates with the university supervisor in assigning the teacher candidate final grade.

The cooperating teacher is a practicing professional who has met the state's and university's criteria to serve in this capacity. Cooperating teachers are selected using the following criteria.

Cooperating teachers:

- Express a commitment to the development of future teachers
- Possess a valid, clear, renewable professional certification in the field in which the candidate is preparing to teach
- Have a minimum of three years of successful teaching experience (during the clinical experience)
- Have been recommended by the school principal
- Have been recognized for excellence in teaching, the use of best practices, and their ability to work with others
- Possess effective mentoring, communication, and supervisory skills
- Understand the unit's conceptual framework and exhibit the conceptual framework's outcomes in their own classrooms
- Express reflective behavior in their own practice

PRE-SERVICE TEACHER CANDIDATE RESPONSIBILITIES

1. Attend an initial placement interview if requested by cooperating school personnel.
2. Attend the field/clinical placement orientation conducted by School of Education personnel.
3. Follow all district policies, school rules and regulations, and Middle Georgia State University policies and regulations.
4. Participate regularly in conferences with the cooperating teacher and the university supervisor.
5. Prepare and submit lesson plans according to schedule.
6. Provide the cooperating teacher with copies of all assignments in LiveText for reference.
7. Attend school each day during the field experience except for absences due to sickness, death in the immediate family, or other extreme emergency. **Please note that any time missed during field experience MUST be made up.**
8. Juniors will observe MGA holidays, seniors will not observe MGA holidays.
9. Notify the cooperating teacher and the university supervisor of an absence prior to the beginning of the school day and provide appropriate documentation.
10. Complete an evaluation on the university supervisor each semester as well as a Senior Exit Survey.

EARLY COMMUNICATION BETWEEN PRE-SERVICE TEACHER CANDIDATES AND COOPERATING TEACHERS

The teacher candidate should make all possible efforts to contact his/her cooperating teacher prior to the official beginning of clinical practice. There is much that can be shared between the teacher candidate and the cooperating teacher prior to the first day of school. Topics for discussion may include:

- Planning for experiences
- Availability and sharing of instructional materials
- Information regarding the students in the classroom
- Curriculum objectives and state standards
- Classroom rules and procedures, school schedules, policies, etc.
- Exchange of relevant personal information and contact information

APPEARANCE/ATTIRE GUIDELINES

Pre-service teacher candidates are expected to dress professionally.* The dress code at the assigned school is required. In addition candidates must adhere to the following guidelines while representing Middle Georgia State University during their field/clinical experiences.

- Candidates are required to prominently wear their MGA student IDs while in school settings.
- Fingernails should be conservative in length and color.
- Tattoos and cleavage must be completely covered.
- Body piercings (other than ear lobes) must be unadorned (no piercings worn to placement).
- Tee shirts, jeans, shorts, flip flops, hats/caps/ head coverings/rollers, exposed undergarments, “ear buds,” and “blue tooth” phones are not permitted.
- Gentlemen must tuck in their shirttails and wear belts and pants that are the correct size, so that their backs remain completely covered when reaching or bending. Decorative chains are not permitted.
- Ladies may wear pants or skirts, but skirts must be between knee and calf length. They may not wear revealing tops and blouses, and shirts must be long enough so that their midriffs and backs remain completely covered when reaching or bending.
- Hairstyles must be conservative in cut, color, and design.
- Shoes should be conservative in style; ladies may wear flats or low heels.
- Clothing must not exhibit written phrases or designs of personal expression.

*Candidates are allowed and encouraged to participate accordingly and appropriately in spirit days/activities with their teacher/class (NO JEANS).

PROFESSIONAL ATTITUDE

- Be positive and demonstrate a caring attitude.
- Be enthusiastic and demonstrate a strong work ethic.
- Be willing to learn, to change, and to grow.
- Be prepared to complete all activities. Work for maximum success, contributing as much time and effort as needed. Focus on the semester long learning experience, not the minimum number of hours required.
- Be receptive to suggestions/constructive criticism from cooperating teachers, principals, and clinical supervisors.
- Be courteous and considerate to everyone you encounter.
- Be willing to go the extra mile -arrive early, stay late, ask what you could do to help.
- Be observant and demonstrate an open, honest interest in the classroom and school activities.

PROFESSIONAL BEHAVIOR

- Be firm, fair, and friendly with students while maintaining a high level of professionalism in your

behavior and language.

- Use sir names when addressing adults and require students to refer to you in a professional manner (Ms., Miss, Mrs., Mr.).
- Do not touch students in any way that could be construed as inappropriate.
- Do not make a comment or accept a comment from a student, which you would not want a parent, cooperating teacher, or principal to hear.
- Refrain from making comments to students about other teachers whom you have observed.
- Use appropriate verbal and written communicative skills at all times, limiting the use of slang words and phrases while completely avoiding profanity or unacceptable language. All correspondence to students, teachers, and/or parents should be competently written, free of grammatical and spelling errors, and approved by the teacher or principal before distribution.
- Maintain CONFIDENTIALITY.

ATTENDANCE AND TRAVEL

Regular attendance and punctuality are mandatory. Candidates must use the Prior Approval Absence Form when requesting approval of an absence from fieldwork or clinical practice. Documentation and the appropriate signatures on this form must be obtained in order to authorize such an absence.

Acceptable reasons for an absence are:

- Professional meeting/conference/workshop;
- Presence in court required;
- Medical emergency and serious illness or death of immediate family member.

When an unplanned absence is necessary, the cooperating teacher and the school site office must be notified, as early as possible by phone. The Field Coordinator and University Supervisor must also be notified. Any missed placement days must be made up.

Candidates must sign in and out through the school office at each visit. This will assist in the verification of attendance and number of hours completed by each candidate. Candidates are responsible for recording field/clinical hours into FEM in LiveText on a weekly basis. Irregular attendance and poor punctuality will be immediately addressed by the university supervisor and will result in substantial penalties. Candidates are responsible for making their own travel arrangements to the assigned field and clinical experiences throughout the program. Please see the Forms section for forms relating to absences.

PUNCTUALITY

Meeting time-frames is an especially important part of the teaching profession. Punctuality is required! For that reason, careful attention is given to timeliness. **Each time** you fail to meet a responsibility in a timely manner the cooperating teacher will notify your university supervisor.

- The second punctuality infraction to meet a time-frame will result in a Concern Form and Action Plan being developed.
- Failure to meet the Action Plan requirements may result in dismissal from the School of Education.

What are some examples of infractions?

- Arrival in the classroom after the designated time.
- Turning in a lesson plan late.
- Failure to have teaching materials ready.

CLASSROOM MANAGEMENT

Candidates are frequently concerned about classroom management. This is normal, for it is an area in which candidates have generally had very little experience. Candidates will rely heavily on the Cooperating Teacher's guidance in setting standards and limits in the classroom. During the beginning week of all field and clinical

experiences the candidate should discuss the discipline plan of both the school and the classroom with the Cooperating Teacher. The candidate should be very clear about which discipline measures have been identified by the school as appropriate and which ones the candidate can administer. Candidates are never to use corporal punishment nor to serve as a witness to corporal punishment. When a substitute teacher replaces the cooperating teacher, he/she, not the candidate, has the legal responsibility for discipline.

The following suggestions may help prevent management problems:

- Respect the worth and dignity of each individual
- Seek to attain a high degree of student participation;
- Plan thoroughly and always have additional plans ready for activities that end sooner than expected (instructions to students to place their heads on their desks or read a library book are not appropriate);
- Plan appropriate and timely transitions between content areas;
- Learn and use students' names quickly;
- Be alert and focus attention on the total situation;
- Plan for movement in the classroom, lunchroom, and the corridors;
- Exhibit poise, dignity, and calmness at all times;
- Stop little things before they gain momentum;
- Be warm and friendly, but be firm;
- Avoid asking off-task students rhetorical questions;
- Avoid power struggles with students.

COLLEGIAL RELATIONSHIPS

As an adult participating in a school program, each teacher candidate is expected to establish and maintain harmonious and productive relationships with all members of the faculty and staff and to abide by the policies, regulations and procedures of the school.

CODE OF ETHICS

As a holder of a pre-service certificate, candidates are held to the same standards and mandates as all educators in the state of Georgia. Pre-Service Certificate holders are certified individuals, and they are expected to uphold the Code of Ethics for Georgia Educators. Both EPPs and school districts are equally responsible for reporting suspected violations of the Code of Ethics to GaPSC. All educators are mandated reporters and are required to report alleged misconduct. For the educator, failure to report could result in a sanction of the educator's certificate; and for an EPP, failure to report could impact the EPP's approval status.

505-2-.03 PRE-SERVICE TEACHING CERTIFICATE

(1) Purpose. The Pre-Service certificate is part of Georgia's tiered teacher certification system and provides a statewide structure to organize procedures related to pre-service teachers once admitted to certain state-approved educator preparation programs. Such procedures are designed to:

- (a) Assure the safety of school children;
- (b) Provide opportunities for pre-service teachers to practice/demonstrate knowledge and skills;
- (c) Standardize the criminal background check process across the state for pre-service teachers, eliminating those who are not eligible or suited to the profession;
- (d) Assist pre-service educators in understanding the Georgia Code of Ethics for Educators and hold them accountable under the Code; and
- (e) Require attainment of the Pre-Service certificate for anyone participating in field experiences and student teaching in Georgia schools (to include candidates in Georgia and out-of-state educator preparation programs).

COMMUNICATION AND CONFIDENTIALITY

Any written communication from a candidate to the parents or guardians of the students must be approved and co-signed by the Cooperating Teacher.

Although many school settings are conducive to interesting and professional discussions, candidates should exercise respectful discretion when voicing their personal views. Candidates should never participate in gossip about faculty, students, the parents, or school matters.

Under the guidance of the cooperating teacher, candidates may have access to student records and/or other school records. It is important that this information be used in a professional manner and remain confidential. The candidate is reminded that the confidentiality of all student records is protected by the Family Educational Rights and Privacy Act (FERPA). Under no circumstances can information be released to or discussed with any unauthorized person. If a candidate has a question or a concern, the candidate should speak with the cooperating teacher or the building administrator.

SOCIAL NETWORKING

As a future professional educator, you are expected to maintain high standards of personal and professional ethics at all times and in all settings. Social networking sites such as, Facebook, Twitter, and Snapchat should represent your high personal and professional standards. If you have postings on any of these sites you must remember that they are public and may be viewed by school personnel and teacher candidates. If school personnel find your postings unprofessional they can request your removal from their school. This request will be honored immediately and a new field/clinical placement will not be identified until the following semester. **Additionally, do not use any identifying information (school, cooperating teacher, student names) or post any P-12 student's pictures or video on your site.**

CRIMINAL BACKGROUND CHECK POLICY AND PROCEDURE

Prior to program admission, all candidates are required to have a clear criminal background check and hold a valid pre-service certificate (issued by GaPSC). The decision to issue the pre-service certificate resides solely with GaPSC.

In addition, it may be necessary to submit to individual school systems' background check before placement can be made. District background checks are the responsibility of the individual student, and must be completed in sufficient time for the results to be reviewed by the school prior to starting any field or clinical practice. A background check typically takes 3-5 normal business days to complete.

It is the responsibility of the candidate to inform the Dean of the School of Education when there has been a change to their background check information.

DISPENSING MEDICATIONS

While the Individuals with Disabilities Act (IDEA) requires schools to provide non-medical related services to students with disabilities and Georgia law permits educators to dispense and administer such medications, the immunities from liability that exist for certified personnel and education agency employees do not extend to Middle Georgia State University pre-service teacher candidates participating in field and clinical experiences. While it is important for candidates to understand the process of administering these services, the liability issues surrounding possibly invasive and potentially injurious procedures require that the candidate be a passive observer while the collaborating teacher actually dispenses the medication or performs the related service. If the candidate is asked or encouraged to dispense medications or perform related services, he or she must politely refuse to do so, citing possible exposure to liability should any adverse reactions occur. The immunity of the collaborating teacher does not extend to the candidate. The MGA university supervisor must be notified if the candidate feels pressure to participate in these activities.

HEALTH ISSUES

At the beginning of the field or clinical experience the candidate should give personal emergency information to the collaborating teacher. Candidates who are pregnant or have compromised immune systems are cautioned that field and clinical environments might present risks. Candidates are encouraged to address these risks with their personal physician.

LIABILITY INSURANCE

Students participating in field experiences 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. Candidates are reminded that they are eligible to join the American College Student Association (ACSA), which offers a major medical health plan.

All pre-service teacher candidates admitted to the teacher education program are required to obtain professional liability insurance coverage of not less than \$1,000,000. This tort coverage must be in effect before you will be allowed to participate in any field placement as a teacher candidate, and such liability coverage must remain in force during the candidate's entire program. This requirement may be met through one of the following options. Georgia Association of Educator's Student Program (<http://pv.gae2.org/>) and Student Chapter of the Professional Association of Georgia Educators - SPAGE (<http://www.pagefoundation.org>). Proof of coverage and the declaration form must be submitted with program paperwork.

ORIENTATION

An orientation session will be held prior to field and clinical experiences. Attendance is mandatory, and a candidate cannot begin a field or clinical experience without this orientation.

HOLIDAYS/PROFESSIONAL DEVELOPMENT

If a cooperating school holiday falls on a class day where Middle Georgia State University is not observing a holiday, pre-service teacher candidates are still required to attend their Middle Georgia State University classes that day.

If a Middle Georgia State University holiday falls on a day where a cooperation school is not observing a holiday, pre-service teacher candidates who are in their junior year (field placement) are not required to attend placement. Pre-service teacher candidates who are in their senior year (clinical placement) are required to attend placement.

If a professional development opportunity falls on a day when the candidate is assigned to be in the field, the candidate should attend the professional development.

SEMINARS

During each semester in which a candidate is enrolled in a field or clinical experience, university supervisors will hold seminars for the candidates assigned to them. These seminars will address a variety of topics and are designed to allow candidates to share inquiry and reflection, leading to shared knowledge and growth within the community of learners that is their cohort group. Attendance is required at these seminars. Candidates will have the opportunity during these seminars to discuss their fieldwork and clinical experiences. Information about these experiences must be presented in a professional manner and should provide anonymity for the collaborating teacher, students, and the school site. The tentative schedule of MANDATORY field experience seminars can be found in the appropriate field experience course syllabus.

SITE-BASED ASSESSMENT AND EVALUATION

Pre-service teacher candidates will be observed and evaluated by both his/her collaborating teacher and university supervisor using the SOE's observation evaluation instruments. Candidates will be given multiple opportunities to exhibit the required knowledge, skills, and dispositions. After each visit/observation, completed evaluation instruments will be reviewed by the candidate, the collaborating teacher, and university supervisor.

STATUS IN THE CLASSROOM

The pre-service teacher candidate has no legal, professional, or certificated status in public school classrooms in Georgia. No legal action is on record that has established precedents regarding the clarification of this status. At all times, the collaborating teacher maintains legal responsibility of the students in his or her classroom. Pre-service certificate holders can be held liable for negligent or intentional acts or omissions that result in harm to children in their care as per the Georgia Code of Ethics.

FORMS

Attendance/Activity Log

Concern Form

Action Plan

Documentation Of Absence/Illness

Prior Approval Absence Form

Permission To Use Ipod, Videotape, And Student Work (Edtpa)

Student Release Form (Edtpa)

Professional Liability Insurance Verification-Need Updated Form

Service Learning Log

Professional Behaviors And Dispositions Form

GEORGIA CODE OF ETHIC

GEORGIA INTERN KEYS EFFECTIVENESS SYSTEM

CONCERN FORM

Purpose:

The purpose of the Concern Form process is to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study. This form may be used after an initial meeting has been held with the pre-service teacher candidate regarding the concern(s). The form is designed to give the candidate an opportunity to improve on the area(s) of concern. If the person initiating the form assumes the roles of Program Chair and advisor to the student, a different Program Chair will be asked to join the meeting.

Process Steps:

1. Concern form is completed and given to the Program Chair.
2. Action plan may be devised.
3. If a warranted action plan is not completed to the satisfaction of all parties, the student may be dismissed from his/her program of study.
4. If the Concern Form is a result of academic dishonesty, the faculty member has the additional option of submitting a Report of Academic Dishonesty to the appropriate office. In addition to being part of the student's departmental advising folder, this report will be made part of the student's disciplinary record and shall remain on file in accordance with Board of Regents record retention policy.

Types of Concerns:

Examples of behavior warranting a concern form:

- Student who is absent and/or late for placement.
- Student who does not exhibit professional dress or demeanor when interacting with students, cooperating teachers, or faculty as defined by the School of Education and cooperating school.
- Student who does not demonstrate an ability to contribute effectively in a group setting.
- Student who exhibits a lack of proficiency in written and/or language skills.
- Plagiarism or cheating on any graded activity.
- Student who is not adequately prepared in class or field settings.
- Student who exhibits disruptive behavior toward fellow students, faculty or staff in all professional settings.

Note: Concern forms that do not result in an action plan should be placed in the student's folder.

Concern Form Consequences:

Concern forms which result in a developed action plan may jeopardize the student being placed in field or clinical experiences and/or not being placed in field or clinical experiences the following semester. If the student is already placed in a field or clinical experience at the time the Concern form is filed and the action plan is developed, the student may be removed from the field or clinical experience and may receive an "F" grade in the field or clinical experience class or field or clinical experience component of the class.

If the student refuses/fails to comply with any part of the concern process (e.g. meet with faculty member, meet with department head, or sign forms), the student may be removed from the School of Education and/or any field or clinical experience in which he/she is currently enrolled. The student will not be allowed to enroll in any further field or clinical experiences or professional classes until the student complies with all components of the action plan.

The student may appeal any aspect of the Concern Form process to the Dean of the School of Education.

CONCERN FORM

Student Name: _____ ID No.: _____

Major: _____ Advisor: _____

Name of faculty member initiating the Concern Report: _____

Complete the following:

1. State the concern:

2. Give evidence for area(s) of concern. Attach copies of documentation.

3. Document the student's response to the completion of the concern form.

4. Sign the faculty statement below; have the student sign the student statement below.

Faculty statement: I have met with the student and discussed the concern(s).

MGA SOE Faculty Signature: _____ Date: _____

Student statement: I have met with the faculty member(s) and discussed the concern(s).

Student Signature: _____ Date: _____

5. Meet with Program Chair and student. Complete the following:

_____ No action plan warranted. (Program Chair reports decision of no action taken to faculty member filing the concern form).

_____ Action plan warranted (see next page)

Distribute copies of this form and the Action Plan (if applicable) to the Dean, Dean's Administrative Assistant, Program Chair, Field Coordinator, Faculty Member, Advisor, Student, and the Student Advising Folder.

Signature of faculty member initiating concern form: _____

Date: _____



ACTION PLAN

Student Name: _____ ID No.: _____

Major: _____ Advisor: _____ Faculty member: _____ Dept: _____

Required
Program Chair: _____ Completion Date: _____

Action Plan:

I understand that failure to comply with this action plan may result in my not completing my program of study.

Student: _____ Date: _____

This action plan has been completed to the satisfaction of all parties.

Program Chair's Signature: _____ Date: _____

Distribute copies of this form and the Action Plan (if applicable) to the Dean, Dean's Administrative Assistant, Program Chair, Field Coordinator, Faculty Member, Advisor, Student, and the Student Advising Folder.

Revised 1-28-16

DOCUMENTATION OF ABSENCE/ILLNESS

NOTE: This form must be signed and submitted to your clinical supervisor immediately upon return from an absence due to illness or other medical issues. You must contact your cooperating teacher and clinical supervisor (by email and/or phone) to report an absence. The contact must be done PRIOR to the start of the school day in which you will be absent.

_____ was absent from the
 Pre-Service Teacher Candidate's Name
 field/clinical experience site on _____ and return on
 Date/Time

 Date/Time

Remarks:

Required signatures prior to formal submission Documentation of Absence/Illness form:

Cooperating Teacher
Clinical Supervisor

Candidates must make up hours missed and document those hours as completion of absence from clinical placement. The cooperation teacher must sign-off on those hours.

Date Absent	Hours Missed	Make-Up Date	Hours Made-Up	Cooperating Teacher's Signature

**If a candidate misses more than two (2) days of placement, the candidate should contact the Field Coordinator.

**PRIOR APPROVAL
ABSENCE FORM**

NOTE: This form must be approved and signed prior to an absence from your field/clinical experience.

_____ is hereby authorized to be
Candidate's Name

absent from the field/clinical experience site on _____ due to:
Date(s)

	Professional Meetings/Conferences/Workshops (please explain in remarks section below) (documentation required)		Medical emergency/appointment that cannot be scheduled at another time (documentation required)
	School sponsored activity (e.g., field trip) (documentation required)		Serious immediate family illness/death
	Attendance in court (documentation required)		Other: (please explain in remarks) (documentation may be required)

Remarks:

Required signatures prior to formal submission of Prior Approval Absence form:

Cooperating Teacher

University Supervisor

Required signature for Final Approval:

Field Coordinator

Candidates must make up hours missed and document those hours as completion of absence from clinical placement. The cooperating teacher must verify these hours.

Date of Make-up	Hours Made Up	Cooperating Teacher Verification

REQUEST FOR PERMISSION TO USE VIDEOTAPE AND STUDENT WORK

Dear Parent/Guardian:

I am a pre-service teacher at Middle Georgia State University, participating in edTPA to fulfill a program requirement for my institution which is also a state teacher certification requirement. edTPA is a teacher performance assessment for pre-service teacher candidates, created by Stanford University. My edTPA materials will be submitted to and scored by educators in a secure system operated by Pearson.

The performance assessment documents a series of lessons I teach in your child's classroom and includes short video recordings. Although the video recordings involve both the teacher and various students; the primary focus is on my instruction, not on the students in the class. In the course of recording my teaching, your child may appear on the video. Also, I will collect samples of student work as evidence of my teaching practice, and that work may include some of your child's work.

No student's name will appear on any materials that are submitted and materials will be kept confidential at all times. The video recordings and student work I submit will not be made public in any way. Materials I submit will be reviewed by my program at Middle Georgia State University. My assessment materials may also be used by Stanford University and Pearson under secure conditions for edTPA program development and implementation, including scorer training, and to support continued program improvement activities such as future validity and reliability studies. The form attached will be used to document your permission for these.

Sincerely,

(Pre-Service Teacher Candidate's Signature)

Student Release Form

To be completed either by the parents/legal guardians of minor students involved in this project, or by students who are 18 or more years of age that are involved in this project.

Student Name: _____
Teacher: _____

School: _____
Grade: _____

I am the parent/legal guardian of the child named above. I have read and understand the project description given in the letter provided with this form, and agree to the following:

Please check the appropriate box below.

I DO give permission to you to include my child's student work and /or image on video recording as part of video(s) showing your classroom performance, to be used for the purpose of participating in edTPA. I understand that my child's name and any other personally identifiable information about my child will not appear on any of the submitted materials.

I DO NOT give permission to you to include my child's student work and/or image on video recordings as part of video(s) showing your classroom performance, to be used for the purpose of participating in edTPA.

Signature of Parent or Guardian: _____ Date: _____

I am the student named above and am more than 18 years of age. I have read and understand the project description given in the letter provided with this form, and agree to the following:

I DO give permission to you to include my student work and/or image on video recordings as part of video(s) showing your classroom performance, to be used for the purpose of participating in edTPA. I understand that my name and any other personally identifiable information about me will not appear on any of the submitted materials.

I DO NOT give permission to include my student work and/or image on video recordings as part of video(s) showing your classroom performance, to be used for the purpose of participating in edTPA.

Signature of Student: _____ Date: _____

Date of Birth: ____/____/____
MM DD YY



PROFESSIONAL LIABILITY INSURANCE VERIFICATION

It is important for you to have professional liability insurance coverage when you participate in any field experience. Please obtain liability coverage by joining one of the two professional organizations listed below. www.gae.org or www.pagefoundation.org. **A 2-year membership is required.**

Check one:

_____ GAE (Georgia Association of Educators' Student Program)
2 years *Membership start date can be delayed until the first day of class by submitting your information by phone or in writing.

_____ SPAGE (Student Chapter of the Professional Association of Georgia Educators) 2 years

Membership Information

Membership Number: _____

Period Covered (List the beginning and ending date): _____

Name: _____
(please print)

Signature: _____

Date: _____

**Print a copy of your receipt and attach it to this form.

GLOSSARY

Auditory

Relying on the sense of hearing for gaining information. (e.g., The use of speech or music, choral reading, teacher and student read aloud, rhymes, or mnemonics to present and represent information and learning.)

Authentic assessment

Performance based child behavioral evidence, including a description of the context, which is used to determine the actual academic progress and skills.

Assistive technology

Any material (pencil grips, sound boards, amplifiers, etc.) which allows the child to participate as a typically developing child would.

Closure

The ending of a lesson, during which time the teacher

- Summarizes the PLO(s);
- Reviews the important concepts, skills, and essential questions;
- Helps students to transfer the new knowledge or skills to future learning;
- Makes connections to students' lives.

Content development

Teaching new content. A means of engaging the student with new materials, concepts or skills.

Cooperative learning

The use of a small group format during which time each group is given a specific project or assignment, each child is given a specific task, and students work together to accomplish the assignment.

Critical thinking

The employment of a variety of higher order level evaluation and analysis used to develop solutions to a problem.

Demonstration

A strategy for teaching and content development during which the teacher “shows and tells.”

Differentiated instruction

The teacher's plans and instruction are based on the academic level, learning style, and individual needs of the students to insure maximum comprehension and participation; different instructional strategies may be occurring simultaneously.

Direct instruction

Explicit, teacher led instruction (e.g., demonstrating, modeling, outlining, lecturing)

Divergent questions

Divergent questions have no “right” or “wrong” answer and most often have a large number of acceptable answers. Divergent questions elicit hypothetical, personal, opinion-focused responses. (e.g., 'Who do you think was our best president?' 'How would you solve this problem?' 'What other ways are there to accomplish this?')

Essential Questions

Key questions that help to focus learning; questions that probe for bigger ideas and deeper meaning, setting the stage for further questioning. Essential questions are intended to develop critical thinking skills and higher order capabilities.

Facilitator

A facilitator is someone who skillfully helps a group reach consensus without personally taking any side by watching the group, its members, their interactions, and knowing and intervening in a way that adds to the group's work.

Formal assessment

A method of appraising children that follows a specific format, uses a specific instrument, and is typically recorded and reported to others.

Formative assessment

A method of checking on the learner's progress and adjusting instruction and practice so that the learner achieves the stated learning outcome(s). Formative assessment occurs continually during instruction.

Graphic organizers

An instructional tool used to illustrate or offer a visual representation of a concept. Graphic organizers may be made during instruction to illustrate a student or class's prior knowledge about a topic or section of text, or they may be made by the teacher and posted to serve as reminders about key concepts or classroom procedures.

Guided practice

Following instruction/content development, the teacher provides guidance during an activity which requires that the learner demonstrates a basic level of understanding of the concept.

Heterogeneous grouping

Assigning children from a wide variety of ability levels to a group or class.

Higher order questions

Questions posed to students that require critical thinking and the respondent to employ a variety of strategies, including application, analysis, synthesis or evaluation.

Homogeneous grouping

Assigning children of similar academic abilities to the same group or class.

Informal assessment

A method of collecting information that provides insight into a child's learning. Informal assessments are not standardized and may not be in a written form, but provide the teacher with useful information about children's learning (e.g., observation, etc.).

Inquiry

Inquiry is an educational process that is often used to explore the physical world; learning stems from asking questions and making discoveries and leads to new understandings. Inquiry-based education requires that the teacher assume the role of colleague and mentor. Students ask, investigate, create, discuss, and reflecting while actively engaging in problem solving activities.

Instructional formats

Ways of organizing the students.

Instructional methods

The overall procedures and organization used for teaching particular content that addresses the needs of diverse students (e.g., direct instruction, cooperative learning, teacher-led small group, centers, differentiated instruction,

inquiry, guided reading groups, and science lab).

Instructional strategies

Ways of presenting and/or having students demonstrate specific concepts, skills, or areas of knowledge (e.g., graphic organizers, K-W-L, advanced organizers, mnemonic devices, manipulatives, class discussion, peer teaching, think-pair-share, demonstration, writing strategies, vocabulary strategies, comprehension strategies, summarizing, timeline, story problems, science experiments, and critical thinking activities).

Kinesthetic

Relying on whole body movement for gaining or conveying information (e.g., hand and body movements, games, role playing).

Learning modality

Everyone gains information through their senses; however, each individual has a primary learning modality preference and perceives information best through a modality. Students can be assessed as auditory learners (hearing), visual learners (sight) or tactile (touch), kinesthetic learners (whole body movement). Every individual, unless physically impaired, uses each of these modalities to bring in information through his/her senses for processing.

Not Able To Rate

- Not appropriate of the lesson
- Observer arrives too late or left too early to see this indicator

Modality (see Learning modality)

Modeling

A method of providing instruction during which the teacher performs the actions s/he is describing while the learners are replicating what they see.

Momentum

Momentum is a physics term referring to the quantity of motion that an object has. In teaching it refers to managing the movement the lesson, keeping the lesson moving briskly.

Motivational techniques

Those strategies used to create and maintain interest and engagement with a lesson.

Pre-assessment

A technique used to determine what students already know about a topic before it is taught. Based upon the results of the pre-assessment, learning outcomes and instruction are modified to bring all students to higher levels of learning.

Proximity

Using physical nearness to regulate student behavior. Using an effective classroom arrangement with good access allows the teacher to move about the classroom so that students can be easily monitored and reached in order to provide efficient help.

Tactile

Relying on the sense of touch for gaining or conveying information (e.g., the use of manipulatives or textural materials to gather or represent knowledge).

Talk procedures

Predetermined routines that convey to students when, where, with whom and how loudly they may talk.

Specific procedures are needed for student participation during a variety of whole group and small group activities.

Traditional assessment

Paper and pencil tests, quizzes, work sheets (either standardized or teacher made).

SES

Socio economic status. Factors include parental income, parents' educational level, and place of residence.

Smoothness

Lesson continuity. The lesson with smoothness flows forward uninterrupted, without digressions or insertion of material that is off task or off track.

Summative assessment

Occurring at the conclusion of instruction, summative assessments are formal measure which verify the learner's progress and certify achievement.

Think-pair-share

A three-part instructional strategy during which time (1) each student reads a selection and gleans important information, (2) is assigned to a group of two, and (3) exchanges unique information with one another. Think pair-share allows each student to formulate their own ideas and share these ideas with another student.

Visual

Relying on the sense of sight for gaining information. (e.g., The use of sign language, chalkboards or whiteboards, video, overhead or PowerPoint projection, pictures, posters, or graphic organizers to present and represent information.)

Wait time

The interval between when a question is asked and a response is sought.

Providing sufficient wait time allows all students to formulate a response prior to a response and further discussion and results in longer and more appropriate responses, more student questions, and increased higher order and divergent responses. Wait time is particularly beneficial for students who speak English as a second.

Withitness

Being aware of behavior and communicating that awareness to the students; correcting misbehavior quickly and correctly.