TEACHER EDUCATION PROGRAM

Called to Teach
Truett McConnell University
Education

HANDBOOK

August 2019

TABLE OF CONTENTS

Contact Information

Location:
The TMU Teacher Education Program is located in Odell Hall, which is just west of the main campus at Hwy. 115 and Dixon Drive. All faculty and administrative offices, a conference room and study room are located in the back of the former church building. Classrooms and a large meeting room are located across Dixon Drive in the former fellowship hall.

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Frequently Asked Questions

1. What programs do you offer? Truett McConnell University offers an Early Childhood Education (P-5) program, a Middle Grades (4-8) program, and a Music Education (P-12) program.

2. Are these programs day or evening programs? They are daytime programs.

3. What are the program's admission requirements?
    a. A 2.75 GPA on a minimum of 40 hours of college work.
    b. Completion of the GACE requirement, either by making a minimum score on the test or
        by exemption (SAT of 1080 or ACT of 43 – English and mathematics).
    c. Grades of C or better in all courses except ED 290 which requires a B.
    d. Three completed reference forms from faculty members, co-workers or individuals
        having knowledge of your ability to work with children.
    e. A criminal background check.
    f. An introductory portfolio that includes an essay and the completion of several other
        documents. (See Teacher Application.)
    g. An interview may be required.
        Note: See the application and the introductory portfolio documents for more specific information. All students seeking to enter the junior-level courses must have been admitted to the Teacher Education Program. Transfer students, in particular, need to consult both with the TMU admissions office and with the Dean of the Teacher Education Department, to make sure that both admissions have been completed. All upper-division education courses have admission to Teacher Education as a pre-requisite.

4. If I am admitted to the program, are there requirements for continuation? You must receive a satisfactory clinical evaluation in every field experience course, and you will not be recommended for teacher certification with any grade of D in your major courses. In addition, you must maintain a 2.75 overall GPA and a 2.0 in each content area. You will need to complete a portfolio. Refer to other sections of this handbook for more specific information.

5. When I complete this program, will I be certified to teach in Georgia? To be certified, you must graduate from an approved program, pass the state certification examinations (edTPA, Ethics Exit Exam, & GACE content) and be recommended for a certificate.

6. What about teaching out of state? Most other states have a reciprocity arrangement with Georgia, so you can receive a certificate in another state based on your Georgia certificate. Some states have additional requirements.

7. Will I have to spend time in schools? Yes. There will be a significant amount of field experience hours during each of your last four semesters, as well as a school opening experience in August and a school closing experience in the spring. You will spend approximately 1100 hours in the schools before you complete the program. The department chooses your field experience placements in order to give you a range of experience and an opportunity to work with diverse students. Some of your placements will be outside of White County. You are responsible for your own transportation. The faculty only supervises internships in White and surrounding counties.

8. What is an internship? "Internship" is another word for student teaching. It is a full-time experience that students generally complete during their final semester at Truett McConnell University.

9. What is a field placement experience? During each semester of the program, candidates spend a significant amount of time completing observations and assignments within schools. These are field placement experiences, and they occur in the three semesters prior to the internship. (See page 36.)

10. Do you offer education courses in the summer? There may be a limited number of core requirement education courses offered in the summer. Upper division courses are tied to field placements, which are not available in the summer.

11. When may I begin the program? All teacher education programs begin in the fall of each year. The upper division courses begin in the fall of the junior year, and early childhood and middle grades students take all of their courses together as a cohort. Many music education courses are only offered alternate years.

12. Can I do these programs part-time, or must I go to school full-time? These programs require a full-time commitment because there are five-day a week field placement experiences.

Programs Offered by Truett McConnell University

Truett McConnell University offers a Bachelor of Science degree in Early Childhood Education, in Middle Grades Education, and in Music Education. Integrated in the Early Childhood Degree is the Reading Endorsement: Classroom Teacher of Reading. Truett McConnell also offers an Associate of Arts degree in general studies which prepares students to transfer to schools offering specific secondary programs.

The conceptual framework for Truett McConnell Programs is "Accomplished Teachers as Servant-Leaders in a Diverse World." The programs are aligned with the Georgia Framework for Teaching, the InTASC Standards & CAEP Standards. They are field-based and developmental. They are consistent with the mission and vision of the institution.

Accreditation

Truett McConnell University is accredited by the Southern Association of Colleges and Schools (SACS) Commission on Colleges to award associate and baccalaureate degrees. The early childhood education program at Truett McConnell University was approved by the Georgia Professional Standards Commission (GaPSC) in July 2008. The middle grades program was approved by the GaPSC in May 2012. The music education program is an accredited institutional member of the National Association of Schools of Music.

Conceptual Framework
VISION

Vision of the Institution

Truett McConnell University is a private, Christian, coeducational university of liberal arts and sciences, operated under the auspices of the Georgia Baptist Convention and controlled by a Board of Trustees.

Mission

Truett McConnell University equips students to fulfill the Great Commission by fostering a Christian worldview through a Biblically-centered education.

- **World Mission Emphasis** – The Great Commission, Matthew 28:18-20, is the guiding principle of Truett McConnell University. With its World Missions Center occupying one half of the foyer in the new Science and Mathematics building, a Bachelor of Arts degree in World Missions, a concentration in World Missions, and the underlying vision of the administration to make it possible for every student to go on an evangelistic world mission trip, the college declares itself committed to equipping students to fulfill the Great Commission. (Scripture Verse Matthew 28:18-20)

- **Christian Worldview** – The Quality Enhancement Plan (QEP) of Truett McConnell University is entitled "Fostering a Christian Worldview at Truett McConnell University." Following its approval by SACS, this plan, now program, is the foundation for the entire curriculum and student life of the college and is its *raison d'être*. It is at the core of everything the university does in education, athletics, and student activities. The university seeks to infuse every aspect of its ministry with a Christ-centered and Biblically-based worldview and will challenge any and all secular and/or post-modern worldviews which students face. (Scripture Verse Acts 17:23-31)

- **Biblically-centered Education** - Truett McConnell University offers both Bachelor and Associate's degrees in a variety of majors, concentrations, and minors. The university is a growing Christian community dedicated toward merging the finest traditions of higher education with the growing demands for Christian professionals embodied in a curriculum that is Biblically-centered. Since Scripture is authoritative, it is the yardstick against which every course and program of studies is measured. Truett McConnell University is limited by the "authoritative nature of the Scriptures, and by the distinct purpose for which the school exists." (*The Baptist Faith and Message*, Article XII). (Scripture Verse 2, Timothy 3:16)

The core values of the institution, as identified in the university catalog, are:
- Christ-centered commitment in an environment that integrates faith and learning and gives internal consistency to teaching, scholarship, student life, administration, advancement, and all other university functions;
- Quality academic programs in an educational program that nurtures and encourages sound learning, intellectual growth, and the development of critical thinking and communication skills;
- Caring Christian community encouraged through programs that enhance the physical, spiritual, emotional, intellectual and social well-being of each individual; and
- Servant leadership development, which encourages students to develop life-long servant-leadership characteristics, including integrity, ethics, compassion and service.

Vision and Mission of the Teacher Education Program

The education program derives its vision and mission from the vision and mission of the college. The vision of the Teacher Education Program is to prepare accomplished teachers who can make a difference in the lives of all children, schools and communities in which they serve as leaders. These teachers:
- Affirm the worth and dignity of **all** children and their families;
- Value disciplined scholarship in themselves and their students;
- Have the skills to create a classroom reflective of a caring Christian community which facilitates physical, social, emotional, intellectual and social well-being of their students; and
- Exhibit the dispositions of a servant leader.

Thus, the conceptual framework of the Teacher Education Program at Truett McConnell University is "Accomplished Teachers as Servant-Leaders in a Diverse World."

PROGRAM PHILOSOPHY AND OUTCOMES
"Accomplished Teachers as Servant-Leaders in a Diverse World"

Those who enter the teaching profession today will be educating students with varying social, cultural, and ability differences. Some students will come from socio-economic situations that are less than desirable. Others will speak languages that are unknown by anyone else in their schools. Still others will not be able to perform as well as (or they will out-perform) their peers. Recognizing the challenges that future teachers will face, the philosophy of Truett McConnell University's Teacher Education Program is to prepare these candidates to effectively teach—and serve—students in the diverse world in which we live. This concept drives the other pieces of the philosophy, accomplished teachers as servant-leaders.

The relationship between accomplished teaching and servant-leadership is reciprocal. At first glance, accomplished teaching seems to emphasize what the candidate knows and can do, and servant-leadership appears to emphasize the candidate's character and dispositions. However, there are dispositions embedded in the act of accomplished teaching, and knowledge and skills implicit in the practice of servant leadership. The characteristics of each are enriched by the other. And both of these concepts are woven into the ways in which the candidates work with students who have varying social, cultural, and ability differences.

Although Christ Jesus was a servant-leader and our role model for servant-leadership, the term "servant-leadership" was most closely associated with the writings of Robert Greenleaf (1977). He describes a servant-leader as:

> …a servant first, beginning with the natural feeling that one wants to serve, to serve *first.* Then conscious choice brings one to aspire to lead. The best test, and most difficult to administer is: Do those served grow as persons? *While being served,* do they, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? *And,* what is the effect on the least privileged in society; will they benefit or at least not be further deprived?

Substituting the word "teacher" for the word "leader" and the word "child" or "children" for the word "served" produces a precise description of the goals of an accomplished teacher for his or her students—that they become healthier, wiser, freer, and more autonomous. Bowman (2005) indicates that "servant leadership in the classroom speaks to the universal human longing to be known, to care and to be cared for in pursuit of the common good" (p. 257).

Program Outcomes
The description of an accomplished teacher used in this program comes from the Georgia Framework for Teaching (2006) that was developed by the Georgia Systemic Teacher Education Program between 2001 and 2005 (Hudson-Ross, 2005). This Framework was adopted by the Georgia Department of Education and the Georgia Professional Standards Commission as a statewide definition of teaching. It contains six domains:

(1) Content and Curriculum: Teachers demonstrate strong knowledge of content areas appropriate for their certification levels;
(2) Knowledge of Students and their Learning: Teachers support the intellectual, social, physical, and personal development of all students;
(3) Learning Environments: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation;
(4) Assessment: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners;
(5) Planning and Instruction: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessments; and
(6) Professionalism: Teachers recognize, participate in, and contribute to teaching as a profession.

Each domain includes between four and eight descriptors that clarify the meaning of the domain statement and reflect the principles that guided the framework development. **The domains listed above serve as the outcomes which describe an accomplished teacher in the Truett McConnell Education Program.**

This framework was designed to provide a statewide focal point for developing a coherent induction support program across the state from one's decision to teach through the teaching career (GSTEP, 2001) and because it has been adopted by all state agencies concerned with licensing and induction, it is an excellent model for a solid program.

Explanation of Dispositions

The Teacher Education Program is responsible for preparing candidates who have the required knowledge, skills, and *dispositions* to be effective educators. These dispositions are related to a servant-leadership perspective on teaching and are integral elements in the teaching framework.

Dispositions are defined as the values, commitments, and professional ethics that influence the behavior of educators toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice (NCATE, 2001).

To be an accomplished teacher who is a servant-leader, you must strive to make everyone around you better for your presence. The dispositions defined below are those that enable one to effectively serve and lead in the classroom:

Collaboration: One who is able to work with others to accomplish joint goals.
Attitude: One who demonstrates a positive attitude.
Relationships with Adults: One who maintains positive relationships with other adults (parents, colleagues, guardians, staff, administration, etc.)
Communication: One whose written, oral, and body language is appropriate for professional situations; who is sensitive to each audience and shows mastery of the conventions of standard English.
Attendance: One who adheres to policies regarding attendance and punctuality.
Relationships with Students: One who interacts appropriately and positively with others.
Initiative: One who is responsible, dependable, organized, and accountable in all matters. One who anticipates all situations, trying to prepare for, intervene in, or control occurrences or situations.
Professional Appearance: One who adheres to good hygiene and follows university, school, and/or district policies for professional appearance.
Legal and Ethical Conduct: One who is in accordance with the accepted principles of right or wrong that govern the conduct of the profession of education.
Diversity: One who demonstrates respect for, and appreciation of, a wide variety of individual differences.
Learning Environment: One who demonstrates a commitment to creating a positive, low-risk learning environment.
Time Management: One who uses time effectively.
Commitment to Student Learning: One who demonstrates a commitment to students' learning.
Commitment to continuous Improvement: One who demonstrates a commitment to continuous improvement as an educator.

Explanation of Diversity Principles

The diversity principles that drive the instruction of the candidates are woven into every domain and disposition in the Teacher Education Program. These diversity principles are:

1. All students can learn.
2. All students learn differently.
3. All cultures are valuable.
4. All people are valuable.
5. All people learn from each other.
6. We celebrate our differences.

As the faculty considered the diversity principles by which we would serve our teacher education candidates, we examined many textbooks and resources. We believe that Cooper and Grant (2003) summed up our beliefs:

> *"[You must] treat diversity as an ongoing theme in your classroom, making it an environment that is accepting of the many differences that children bring to school. Look for ways to celebrate and incorporate these differences in your classroom, for by doing so, your students will learn good citizenship and their lives will be enriched" (p. 37).*

Our desire is to not only teach our teacher education candidates this concept, but we want to live it out in front of them, demonstrating these principles in everything that we do.

Alignment of the domains, dispositions, and diversity principles:

Each numbered section below includes an element from the framework, followed by an explanation of its relationship to servant-leadership. All of the domains are connected to all of the diversity principles, and for each domain, there is a list of the dispositions expected of teacher education candidates in the university classroom and in the schools.

(1) **Content and Curriculum: Teachers demonstrate strong knowledge of content areas appropriate to their certification level.** Servant-leaders have the ability to conceptualize their content in ways that encourage others to expand their vision and knowledge. They foster an environment that encourages excellence and creativity.
Teacher candidates**:**
   o   Seek to improve their abilities to think critically and communicate effectively;
   o   Continually seek to increase their vision and knowledge in all areas; and
   o   Engage in lifelong learning through reading, observing**,** self-assessing and participating in professional development.

   The dispositions most closely associated with this element are **Relationship w/student, Learning Environment, Initiative, Diversity** and **Commitment to Student Learning** .

(2) **Knowledge of Students and their Learning**: **Teachers support the intellectual, social, physical and personal development of all learners**. Servant-leaders are able to understand what is happening in students' lives and how those experiences are affecting the students. They have developed an appreciation for the health and spiritual development of their students. Teachers who are servant leaders connect to learners' developmental needs and actively find ways to meet those needs in order to achieve academic growth.
Teacher candidates:
   o   Believe that all children have worth and value and hold high expectations for their achievement;
   o   Establish rapport with students and their families;
   o   Demonstrate involvement with parents, families, school personnel and community agencies on behalf of all students; and
   o   Value diversity (race, religion, gender, language, ethnicity, socio-economic status, educational background, and ability differences) through choosing and creating inclusive materials, lessons and assessment.

   The disposition most closely associated with this element is **Diversity, Learning Environment** and **Commitment to Student Learning**.

(3) **Learning Environments**: **Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.** Servant-leaders are excellent listeners who are receptive to and interested in the views and input of their students, parents and colleagues. They seek to motivate others to assume responsibility, participate in decision making and assume responsibility.
Teacher candidates:
   o   Affirm the perspectives and contributions of diverse students, teachers, families, instructors, and peers;
   o   Collaborate with students, peers, instructors, school personnel, and parents, (initiating, suggesting and contributing); and
   o   Cooperate with instructors/school personnel; resolve differences or misunderstandings respectfully and reflectively.

   The dispositions most closely associated with this element are **Collaboration, Attitude, Relationship w/adults, Communication, Attendance, Relationship w/student, Legal & Ethical Conduct, Diversity, Learning Environment, Time Management** and **Commitment to Student Learning.**

(4) **Assessment**: **Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners**. Servant leaders look for cues from the environment to inform their opinions and decisions. This is the heart of effective assessment practice.
Teacher candidates:

- o Promote success for all students (including those with varying social, cultural, and ability differences) through best practices and informative assessment;
- o Respond productively and respectfully to feedback from instructors, classroom teachers, mentors and principals; and
- o Engage in reflection by using various forms of feedback regarding learner achievements and personal development.

The dispositions most closely associated with this element are **Diversity, Learning Environment** and **Commitment to Student Learning**.

(5) **Planning and Instruction**: **Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment**. Servant-leaders have an ability to anticipate and plan for instruction for the lifelong development of learners. They have the ability to see patterns in the environment and develop plans and curriculum based on those patterns.
Teacher candidates:
- o Demonstrate organization through student-centered planning, selection, and preparation of materials, and time management;
- o Demonstrate flexibility in modifying ideas, materials, plans, lesson implementation, and course assignments;
- o Demonstrate the ability to collaborate with colleagues in planning for instruction; and
- o Demonstrate poise and a positive attitude through proactive planning, preparation, and engagement in classes and school activities.

The dispositions most closely associated with this element are **Collaboration, Relationship w/adults, Communication, Relationship w/students, Diversity, Learning Environment,** and **Commitment to Student Learning**.

(6) **Professionalism**: **Teachers recognize, participate in, and contribute to teaching as a profession.** Servant-leaders view teaching as a calling. They have a natural desire to serve others. The notion of having a calling to serve is deeply rooted and values-based. This commitment to other human beings is an extension of who candidates are as Christians who reflect in their own lives the qualities indicative of Christian commitment and leadership. Servant-leaders have a desire to make a difference for other people and will pursue opportunities to impact others' lives. Servant-leaders have a commitment to the growth of people—learners, colleagues, and themselves. They work hard to help people grow spiritually, professionally, and personally. They work to build a strong sense of community in their school and classroom. They have a strong sense of community spirit and work to foster it in their profession.
Teacher candidates:
- o Articulate a personal call to teaching;
- o Willingly engage in service to schools and students;
- o Communicate professionally and appropriately;
- o Reflect on their practice;
- o Demonstrate ethical behavior by maintaining confidentiality about students, following the code of ethics and maintaining a record of personal integrity;
- o Provide leadership to peers, students, instructors and school personnel and parents (initiating, suggesting, and contributing); and
- o Behave responsibly and professionally with respect to timeliness, attendance and appearance.

The dispositions most closely associated with this element are **Collaboration, Attitude, Relationship w/adults, Communication, Attendance, Relationship w/students, Professional Appearance, Legal & Ethical Conduct, Diversity, Time Management,** and **Commitment to Student Learning**.

We seek to prepare an accomplished teacher who is a servant leader in a diverse world. Such a teacher:

- **Articulates a call to teaching.** This call is foundational for being an educator.
- **Exhibits the characteristics of an accomplished teacher based on the six domains of the Georgia Framework for Teaching.**
- **Exhibits the dispositions of a servant-leader: collaborative, respectful, organized, proactive, competent communicator, lifelong learner**.
- **Exhibits the following diversity principles: All students can learn; all students learn differently; all cultures are valuable; all people are valuable; all people learn from each other; we celebrate our differences.**

Goals and Objectives for each program are found at the end of the Teacher Education Handbook.

Following is the alignment of the Truett McConnell Conceptual Framework with the InTASC Standards, CAEP Standards, edTPA, and TAPS Standards.

Truett McConnell University
Alignment of InTASC Standards, CAEP Standards, edTPA, TAPS Standards, & TMU Conceptual Framework

InTASC Standards	GA Standards	edTPA	TAPS Standards	TMU Conceptual Framework
Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	**Standard 1:** Content and Pedagogical Knowledge	**Rubric 2:** Planning to Support Varied Student Learning Needs **Rubric 3:** Using Knowledge of Students to Inform Teaching and Learning **Rubric 4:** Identifying and Supporting Language Demands **Rubric 5:** Planning Assessments to Monitor and Support Student Learning **Rubric 14:** Analyzing Students' Language Use and Content Learning	**1 Professional Knowledge:** The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	**1 Content & Curriculum:** Teachers demonstrate strong knowledge of content areas appropriate to their certification level.
Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	**Standard 1:** Content and Pedagogical Knowledge **Standard 4:** Program Impact	**Rubric 1:** Planning for Content Understandings **Rubric 2:** Planning to Support Varied Student Learning Needs **Rubric 3:** Using Knowledge of Students to Inform Teaching and Learning **Rubric 4:** Identifying and Supporting Language Demands **Rubric 5:** Planning Assessments to Monitor and Support Student Learning **Rubric 6:** Learning Environment **Rubric 7:** Engaging Students in Learning **Rubric 14:** Analyzing Students' Language Use and Content Learning	**1 Professional Knowledge:** The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences. **2 Instructional Planning:** The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students. **4 Differentiated Instruction:** The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	**1 Content & Curriculum:** Teachers demonstrate strong knowledge of content areas appropriate to their certification level. **2 Knowledge of Students and their Learning:** Teachers support the intellectual, social, physical, and personal development of all learners. **5 Planning & Instruction:** Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

InTASC Standards	GA Standards	edTPA	TAPS Standards	TMU Conceptual Framework
Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	**Standard 2:** Clinical Partnerships and Practice	**Rubric 1:** Planning for Content Understandings **Rubric 6:** Learning Environment **Rubric 7:** Engaging Students in Learning **Rubric 8:** Deepening Student Learning **Rubric 9:** Subject-Specific Pedagogy	**7 Positive Learning Environment:** The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all. **8 Academically Challenging Environment:** The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	**2 Knowledge of Students and their Learning:** Teachers support the intellectual, social, physical, and personal development of all learners. **3 Learning Environments:** Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	**Standard 1:** Content and Pedagogical Knowledge **Standard 4:** Program Impact	**Rubric 1:** Planning for Content Understandings **Rubric 2:** Planning to Support Varied Student Learning Needs **Rubric 3:** Using Knowledge of Students to Inform Teaching and Learning **Rubric 4:** Identifying and Supporting Language Demands **Rubric 7:** Engaging Students in Learning **Rubric 8:** Deepening Student Understandings **Rubric 9:** Subject-Specific Pedagogy **Rubric 14:** Analyzing Students' Language Use and Content Learning	**1 Professional Knowledge:** The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences. **3 Instructional Strategies:** The teacher promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	**1 Content & Curriculum:** Teachers demonstrate strong knowledge of content areas appropriate to their certification level. **5 Planning & Instruction:** Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

InTASC Standards	GA Standards	edTPA	TAPS Standards	TMU Conceptual Framework
Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	**Standard 1:** Content and Pedagogical Knowledge **Standard 4:** Program Impact	**Rubric 4:** Identifying and Supporting Language Demands **Rubric 7:** Engaging Students in Learning **Rubric 8:** Deepening Student Learning **Rubric 14:** Analyzing Students' Language Use and Content Learning	**1 Professional Knowledge:** The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences. **3 Instructional Strategies:** The teacher promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	**1 Content & Curriculum:** Teachers demonstrate strong knowledge of content areas appropriate to their certification level. **5 Planning & Instruction:** Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	**Standard 5:** Provider Quality Assurance and Continuous Improvement	**Rubric 5:** Planning Assessments to Monitor and Support Student Learning **Rubric 11:** Analysis of Student Learning **Rubric 12**: Providing Feedback to Guide Learning **Rubric 13:** Student Use of Feedback **Rubric 15:** Using Assessment to Inform Instruction	**5 Assessment Strategies:** The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population. **6 Assessment Uses:** The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.	**4 Assessment:** Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

InTASC Standards	GA Standards	edTPA	TAPS Standards	TMU Conceptual Framework
Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	**Standard 1:** Content and Pedagogical Knowledge **Standard 4:** Program Impact	**Rubric 1:** Planning for Content Understandings **Rubric 2:** Planning to Support Varied Student Learning Needs **Rubric 3:** Using Knowledge of Students to Inform Teaching and Learning **Rubric 15:** Using Assessment to Inform Instruction	**1 Professional Knowledge:** The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences. **2 Instructional Planning:** The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students. **4 Differentiated Instruction:** The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	**1 Content & Curriculum:** Teachers demonstrate strong knowledge of content areas appropriate to their certification level. **2 Knowledge of Students and their Learning:** Teachers support the intellectual, social, physical, and personal development of all learners. **5 Planning & Instruction:** Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	**Standard 1:** Content and Pedagogical Knowledge **Standard 4:** Program Impact	**Rubric 1:** Planning for Content Understandings **Rubric 2:** Planning to Support Varied Student Learning Needs **Rubric 4:** Identifying and Supporting Language Demands **Rubric 5:** Planning Assessments to Monitor and Support Student Learning **Rubric 6:** Learning Environment **Rubric 7:** Engaging Students in Learning **Rubric 8:** Deepening Student Understandings **Rubric 9:** Subject-Specific Pedagogy **Rubric 15:** Using Assessment to Inform Instruction	**1 Professional Knowledge:** The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences. **2 Instructional Planning:** The teacher promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	**1 Content & Curriculum:** Teachers demonstrate strong knowledge of content areas appropriate to their certification level. **5 Planning & Instruction:** Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

InTASC Standards	GA Standards	edTPA	TAPS Standards	TMU Conceptual Framework
Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	**Standard 2:** Clinical Partnerships and Practice **Standard 3:** Candidate Quality, Recruitment, and Selectivity	**Rubric 3:** Using Knowledge of Students to Inform Teaching and Learning **Rubric 10:** Analyzing Teaching Effectiveness	**9 Professionalism:** The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	**6 Professionalism:** Teachers recognize, participate in, and contribute to teaching as a profession.
Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	**Standard 2:** Clinical Partnerships and Practice **Standard 3:** Candidate Quality, Recruitment, and Selectivity	None	**10 Communication:** The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	**3 Learning Environments:** Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

Admission and Progression in Teacher Education Program

A student who applies to the Teacher Education Program may be offered either Provisional or Full Admission in accordance with the levels described below.

Level I: Full Admission – Pre-Certification

Full admission is required before a student can enroll in any restricted 300 or 400 level education courses. The student will receive written notification of the admission status from the Division Chair.

To be fully admitted, a student must:
1. have a cumulative GPA of 2.75.
2. have passed all education courses taken and have earned no grade below a "C" in any courses required for the program of study (*ED 290 must have a B or above).
3. have passed the GACE Program Admission Test that reflects the minimum score set by the Georgia Professional Standards Commission. Students may be exempt from this requirement if they provide official documentation of qualifying scores on any of these tests: SAT, GRE, ACT as defined by the Professional Standards Commission.
4. declare a major in education.
5. have completed all pre-certification paperwork.
6. have completed the Educator's Ethics Assessment as required by the GA PSC.

Admissions Appeals

Admissions appeals follow the policies outlined in the Truett McConnell Catalog for grade appeals.

Progression After Admission

In order for a student to continue in the Teacher Education Program and to register for restricted education courses, he/she:

1. must meet and maintain all requirements for Full Admission to the Teacher Education Program.
2. must maintain a cumulative GPA of 2.75 or better.
3. must maintain a 2.75 GPA or better in all education courses required for the major.
4. must comply with his/her timetable for completing required courses.
5. must successfully complete all major and major-related courses. A student who receives a grade below "C" in more than 2 major or major-related courses will be dismissed from the Teacher Education Program. Any major or major-related course may be repeated only one time.
6. must have positive recommendations from each required field experience in order to advance in the sequence of field experiences. Field experience placements must meet all diversity of placement criteria. See the field placement policies for information regarding unsatisfactory performance in field placement.

Transition Points After Admission to the Education Program

Level II: Clinical Practice (Internship)

Entry Requirements:

Admission to internship is required prior to enrollment in the internship (ED 440, 441, 444). This process occurs during the End-of-Semester Conference in which the student takes ED340. All of the following must be in place and in order:
1. has successfully met all Level I criteria and the Progression Policy Criteria.
2. has no more than eight hours of required coursework toward the degree in addition to the internship, as evidenced by the degree check sheet.
3. has positive evaluations from prior field experiences in accordance with the scoring criteria listed on the rubrics.
4. presents a timely and satisfactory portfolio consistent with requirements in place at the time. These include all program progression documents and a working portable e-Portfolio with at least 10 items complete.
5. evidence of having taken one part of the GACE content area examination.
6. evidence of having taken Ethics Exit Exam

Exit Requirements: *(These materials are reviewed at the Final End-of-Semester Conference.)*
1. Satisfactory completion of the Unit Plan and edTPA in accordance with the rubric
2. Satisfactory scores on the final Field Experience Evaluation Rubric
3. Satisfactory portfolio items including program progression documents and a complete working e-Portfolio
4. Submission of all official scores on the GACE content examination and Ethics Exit Exam
5. Submission of evidence having attempted edTPA.

Level III: Candidate for Certification
A teacher education candidate becomes eligible to apply for certification when all of the following are in place:
1. has successfully met all Level II exit criteria.
2. has met all program progression criteria.
3. has completed all degree requirements.
4. has passed the appropriate GACE content test(s) and has submitted official score reports to the Teacher Education Program Certification Official.
5. submits an application for certification.
6. meets all state requirements for certification.
7. has completed the Educator's Ethics Assessment as required by the GA PSC.
8. has passed the edTPA as a requirement for certification.

Level IV: Employment/Induction After Hire
Once a candidate has been certified, she or he is requested to remain in contact with the School of Education. Near the end of the first year of employment, the candidate and the candidate's employer will receive from the School of Education a request for candidate and program evaluation. Please return this request in a timely fashion so that we may evaluate our programs. Please feel free to contact the School of Education for information or assistance during your induction period.

As required by the GaPSC, all newly hired Georgia teachers will go through the 4-tiered certification process. The Certification Rules are listed in the GaPSC rules 505-2-.03 through 505-2-.07. The four tiers are Pre-Service, Induction, Professional, and Advanced/Lead Professional.

Other Admission and Progression Policies

Graduation without Certification (Non-Program Completers)
Students who receive a D in major or major-related courses, and do not choose to repeat those courses may elect to graduate without a recommendation for certification (providing they are in compliance with the university's 2.0 GPA requirement). These students will not be eligible to progress to Level III as certification candidates, and they will not receive a certification recommendation from Truett McConnell University until and unless such requirements have been fulfilled at TMU. Students choosing this option will be required to sign a form acknowledging this policy.

Transfer Student Admission Policy
Undergraduate transfer students who wish to enter the Teacher Education Program must meet all criteria for Level I as outlined and must be accepted into the program before registering for courses. Transfer students must complete a minimum of 15 semester hours in education coursework at Truett McConnell University, including ED 340, before they will be eligible for the internship.

Readmission Policy
An application for readmission is required for students who wish to enroll in the education program after an absence of more than one semester (summer excluded). Readmission will more than likely be approved for all students who were in good standing during the term they last attended, determined by program requirements. If a student's record indicates a GPA below the admissions criteria for the program, the application for readmission will be reviewed by the Teacher Education Admissions Committee. Readmitted students must meet any new program requirements instituted since their withdrawal regardless of the length of time between their original admission to a Teacher Education Program and their readmission.

Recency of Study
Content or education coursework taken five or more years prior to admission to the Teacher Education Program is subject to review and may or may not be accepted for credit in an education program plan.

Test Information
Comprehensive and up-to-date information about the required Georgia assessment program for teachers may be found on the web at http://www.gace.nesinc.com/. This information includes registration information, test dates, required tests, test blueprints, preparation materials and passing scores. Information about older tests (PRAXIS) and testing exemptions may be found at the Professional Standards Commission web site: http://www.gapsc.com/TeacherTesting.asp.

Plagiarism as Described by American Psychological Association
"Quotation marks should be used to indicate the exact words of another. Summarizing a passage or rearranging the order of a sentence and changing some of the words is paraphrasing. Each time a source is paraphrased, a credit for the source needs to be included in the text. The key element of this principle is that an author does not present the work of another as if it were his or her own work. This can extend to ideas as well as written words. If an author models a study after one done by someone else, the originating author should be given credit. If the rationale for a study was suggested in the Discussion section of someone else's article, that person should be given credit. Given the free exchange of ideas, which is very important to the health of psychology, an author may not know where an idea for a study originated. If the author does know, however, the author should acknowledge the source; this includes personal communications." (*Publication Manual* 292-95)

Teacher Education Application Information
Truett McConnell University

Truett McConnell University offers a Bachelor of Science degree leading to certification in Early Childhood Education, Middle Grades Education, or Music Education. These programs are daytime programs. Students are accepted to the Teacher Education Program at the junior level to begin in the fall of the academic year.

Students must apply to the program. They may not take upper-level courses in education until they have been admitted. Students may apply at any time after they have completed 40 hours of college level work. They may apply to the program at the same time as they apply to the university, but program admission is contingent on university admission. See below for the items that must be included in the application portfolio. Students should save the files they use to create this portfolio because the files will be updated to be used throughout the program. All items must be **typed or neatly written and presented professionally**. Portfolio items should be contained in a small notebook or folder (without sheet protectors) and should be included in the order indicated.

1. Application for Admission
2. A resume that includes personal and contact information, educational background, work experience, multicultural experiences, and service activities. Be sure to include all paid or volunteer work with children and young people. Provide these with the most recent experiences first.
3. An essay that describes a teacher who impacted your life. Describe the ways the teacher influenced you.
4. A 1-page biography describing your potential to be a teacher.
5. A transcript that includes your work from the most recent semester and shows your overall GPA of 2.75 or greater. Students who have transferred to or are transferring to TMU need to include transcripts from other institutions that show their grades on transfer courses. Unofficial copies of transcripts are acceptable. Remember that this degree requires students obtain a grade of C or higher in **ALL** of their courses except ED 290 which must be at least a B.
6. A neatly completed degree check sheet for the program to which you are applying. Courses in progress should be marked IP (in progress). You may complete this document in ink, rather than typing.
7. Your most recent GACE score, ACT score or SAT score with the corresponding certificate included. The Georgia Professional Standards Commission defines competency as having passed either the GACE Program Admissions Test with a 250 or higher or having exempted the test with an ACT score of 43 or greater (English and math), or SAT score of 1080 or greater (critical reading and math).
8. Have taken the GACE Ethics Entrance Exam which was discussed/started in ED 205.
9. A table that demonstrates your Content Area GPA. (See page 23 for directions.)
10. A chart detailing your field experience placements. (See page 24 for example.)
11. Three recommendations. (See page 25 for form.) These should be completed by one professional, one personal and one person of your choosing who is familiar with your academic abilities and/or your performance in situations requiring responsible behavior and contact with children. **NO RELATIVES ARE ALLOWED!** Recommendation forms should be placed in a sealed envelope with the recommender's signature across the flap. In extenuating circumstances, a reference may be signed electronically and emailed directly to the Education Department at akinson@truett.edu from the reference person's email.

* All materials are to be submitted at the same time in a single package.
* An interview may be required.

Students will be notified upon admittance to the program. **APPLICATION DEADLINE FOR CURRENT TMU STUDENTS FOR FALL SEMESTER: January 24, 2020.** Transferring students interested in the Teacher Education Program should contact the education office. Applications may be mailed to the Walpott School of Education, Truett McConnell University, 100 Alumni Drive, Cleveland, GA 30528, or hand-delivered to Ms. Kinson in the Education Department.

Application for Admission
Truett McConnell Teacher Education Program
Applying for: (circle one)
Elementary (P-5) Education   Music (P-12) Education
Middle Grades (4-8): Language Arts/S.S.   Middle Grades (4-8): Math/Science
Applying to begin in the fall of _____

Name (including middle initial): **Gender:** **Social Security Number:**	**Campus or current address:**
Preferred email: **Cell:** **Campus or current phone:** **Date of Birth:**	**Permanent address:**

Number of college credit hours now complete:	Number of college credit hours that will be complete at the end of the current semester:	GPA at the end of the most recent semester completed:

Grades in the following courses:	Grades in the following courses (or IP—In Progress):
CH 121 _____ (MG-MA/SC) **EN 101** _____ (ALL) **EN 102** _____ (ALL) **EN 201 >** _____ (EE) **HI 101** _____ ((MG-LA/SS) **MA101** _____ (Music Ed Majors) **MA 102** _____ (EE & MG-LA/SS) **MA 116** _____ (MG-MA/SC) **MA 200** _____ (EE & Middle Grades) **MA 220** _____ (MG-MA/SC) **PS 102** _____ (EE & MG MA/SC) *A grade of "C" or better is required, and these courses must be complete before admission. Use "IP (in progress)" if you are currently taking the course.*	**MA 220** _____ (Middle Grades M/S Majors) **ED 205** _____ (Investigating Issues in Ed.) **ED 250** _____ (Intro to Teaching & Learning) **ED 290** _____ (Diverse Learners) (B or higher) **PY 220** _____ (Human Growth and Development) *These are lower division courses required in the program, and some are pre-requisite to courses taken in the first year. If you have not taken them, indicate when you plan to complete them.*
Are you a student at TMU this semester?	**If not, where are you attending?**

GACE status—check and attach verification

___I am exempt because my SAT critical reading and mathematics scores added together meet the minimum requirement of 1080. (Please include your SAT scores.)

___I am exempt because my ACT English and mathematics scores added together meet the minimum requirement of 43. (Please include your ACT scores.)

___ I have passed the 3 components of the GACE Program Admission Test with a score of 250 or higher on each section. (Please include your GACE scores.)

___ I have taken the GACE Program Admission Test, but have not passed all 3 components.

___ I have taken the GACE Program Admission Test, but have not received my scores.

___ Other (Praxis I or GRE).

___ I have taken the Georgia Educator Ethics Entrance Assessment. (Please include your certificate.)

*GACE Program Admission Tests are the tests required for admission to teacher education programs in Georgia. Registration information may be found at www.gace.ets.org

* I have read the application check list and attached the required materials. I am aware that a criminal background check will be required.

_____   _____
Signature   **Date of application**

Calculating the Content Area GPAs

Multiply credit hours for each course (in each content area) by 4 for each A, 3 for each B, 2 for each C, 1 for each D, and 0 for each F. Divide by total credit hours in that content area. If you have repeated a course, use your highest grade and count the hours only once.

Example: EN101—3 hours (A), CO105—3 hours (C). 4 x 3 = 12, 2 x 3 = 6. 12 + 6 = 18. 18/6 = 3.0. The content area for this individual (in communication) is 3.0.

Content Area GPA Requirement: Elementary Education Majors

Content Area	List of Courses, Hours and Grades
Communication	Include EN101 and BU105. Upper-division students will also include LA303.
Reading and Literature	Include EN102 and all lit courses here. Upper-division students will also include LA301, LA302, LA401 and LA402.
Mathematics	Include all mathematics courses.
Social Science	Include history, political science, psychology, sociology and all Great Commission courses. Upper-division students will also include ED304.
Science	Include all science courses here.
Arts	Include all Fine Arts courses here including performance courses. Upper-division students will also include ED302.
Health and PE	Include all physical education and PE310.
Education	Include all education courses not listed above. Upper division students should include ED301, ED310, ED340, ED440, ED441, and ED444.

Content Area GPA Requirement: Middle Grades LA/SS Education Majors

Content Area	List of Courses, Hours and Grades
Communication	Include EN101 and BU105.
Language Arts	Include EN102 and all lit courses here. Upper-division students will also include LA301, LA304, LA401, LA403, and EN310.
Social Science	Include history, political science, psychology, sociology and all Great Commission courses. Upper-division students will also include ED304 and ED305.
Education	Include all education courses not listed above. Upper division students should include ED309, ED310, ED340, ED440, ED441, and ED444.

Content Area GPA Requirement: Middle Grades Math/Science Education Majors

Content Area	List of Courses, Hours and Grades
Communication	Include EN101 and BU105.
Math	Include all math (MA prefix) courses.
Science	Include all science courses. Upper-division students will also include PS301, PS302, and ED306.
Education	Include all education courses not listed above. Upper division students should include ED309, ED310, ED340, ED440, ED441, and ED444.

Content Area GPA Requirement: Music Education Majors

Content Area	List of Courses, Hours and Grades
Communication	Include EN101 and BU105.
Music	Include all music courses except MU274 and MU275.
Education	Include all education courses. Upper division students should include MU274, MU275, ED310, ED341, ED440, ED441, and ED444.

Field Experience Placement Chart Example

Course and number of hours	Name of School & System	Grade Level	Website for school and CCRPI report card	Classroom level demographics, using CCRPI categories. Provide as much information as you can.
ED205 (Investigating Issues)	Example: J.P. Nix, White County GA	Example: 2nd grade	Example: Home page: http://schoolshomepage CCRPI report: www.gadoe.org/CCRPI/Pages/default.aspx	Example: 20 students, 8 F, 12 M; SWD, 3; ELL, 3; Econ. Disadv, 8; Black, 1; Hispanic, 2; White 17, Multiracial, 1
ED250 (Classroom Internship				
ED290 (Exceptional Learner)				
Continue with other experiences, including Teacher Cadet, if applicable				

Truett McConnell University
Recommendation Form—Teacher Education Program

Student Name (Please print)_____

I hereby waive my right to review any recommendation forms provided to the Teacher Education Program committee for admission to the Teacher Education Program   Yes___ No___
Signature_____ Date_____

The above student has applied for the Truett McConnell University Teacher Education Program.

Please answer the following questions by checking the appropriate box regarding the student's behavior and dispositions for teaching. Use the scale 1=questionable, 3=acceptable, 5=exemplary or NATR (not able to rate)

| Behavior or disposition	1	2	3	4	5	NATR
Has satisfactory subject matter knowledge						
Communicates effectively in writing						
Uses grammatically correct speech						
Relates well to children or youth						
Is flexible and adaptable						
Works well with others						
Is a thoughtful and responsive listener						
Seems emotionally stable						
Maintains a positive attitude						
Is willing to give and receive help						
Completes tasks on time						
Organizes time, space and materials effectively						
Maintains appropriate dress and hygiene						
Adheres to high ethical standards						
Demonstrates respectful verbal and non-verbal communication						
Assumes leadership roles						

Capacity in which you know this individual_____
Comments:

Would you want this person to teach your child?   Yes____No____
I recommend this student for the Teacher Education Program. Yes____No____

Your name (print and signature)_____
Position _____

Date_____   If you would like us to call you for additional information, please list number:_____

*NO RELATIVES ALLOWED
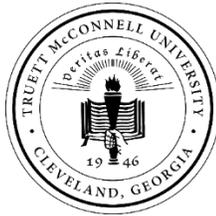
Bachelor of Science in Education
(Elementary)
Degree Program Checklist

Student: _____   ID#:_____   Advisor:_____

Class	**Hours**	**Grade**	**Semester**

General Education (46 Hours):

Humanities/Fine Arts:

Class	Hours	Grade	Semester
EN 101 Composition	3	_____	_____
EN 102 Composition and Literature	3	_____	_____
HI 201 American History I	3	_____	_____
BU 105 Leadership and Public Speaking	3	_____	_____
FA 110 Art, Lit., Mus.: Appreciation & Worldview	3	_____	_____
PH 210 Introduction to Logic	3	_____	_____

Social/Behavioral Sciences:

Class	Hours	Grade	Semester
PO 101 American National Government	3	_____	_____
PY 220 Human Growth and Development	3	_____	_____

Natural Science/Mathematics:

Class	Hours	Grade	Semester
BI 101 Concepts in Biology	4	_____	_____

Great Commission Studies:

Class	Hours	Grade	Semester
CS 101 Bible Survey	3	_____	_____
CS 322 Christian Theology I	3	_____	_____
CS 323 Christian Theology II	3	_____	_____
CS/HI 330 Baptist History	3	_____	_____
MI 251 Intro to the Great Commission	3	_____	_____

Other Institutional Requirements:

Class	Hours	Grade	Semester
ES 101 Physical Well Being I with Activity Lab	1	_____	_____
ES 102 Physical Well Being II with Activity Lab	1	_____	_____
FD 100A Discipleship	0	_____	_____
FD 100B Discipleship	0	_____	_____
FD 200 Christian Worldview	1	_____	_____

Degree Requirement:

This degree requires students obtain a grade of C or higher in ALL courses.

Class	Hours	Grade	Semester

Major Related (22 Hours):

Class	Hours	Grade	Semester
EN (201 or higher) _____	3	_____	_____
MA 102 College Algebra	3	_____	_____
MA 200 Elementary Statistics	3	_____	_____
ED 205 Investigating Issues in Education	3	_____	_____
ED 250 Intro to Teaching & Learning	3	_____	_____
ED 290 Intro to Differences of Learners	3	_____	_____
PS 102 Physical Science ll	4	_____	_____

Upper Level Major

Admission to Teacher Education Required for ALL Upper Level Designated Courses

Reading Language Arts (15 Hours):

Class	Hours	Grade	Semester	
LA 301 Fundamentals Reading/Writing*	3	_____	_____	(1)
LA 302 Reading Diagnosis/Remediation*	3	_____	_____	(2)
LA 402 Children's Literature*	3	_____	_____	(2)
LA 303 Language Arts Practicum	3	_____	_____	(2)
LA 401 Reading & Writing in Content Area**	3	_____	_____	(3)

Content Area Studies (18 Hours)

Class	Hours	Grade	Semester	
ED 302 Creative Arts*	3	_____	_____	(1)
ED 304 Teaching Social Studies**	3	_____	_____	(3)
MA 301 Number Systems	3	_____	_____	(1)
MA 302 Informal Geometry	3	_____	_____	(2)
PS 301 Physics in P-8 School	3	_____	_____	(2)
PE 310 PE for Elementary School*	3	_____	_____	(3)

Field Placement and Child Development (27 Hours)

Class	Hours	Grade	Semester	
ED 301 Practicum in PreK, K, 1*	3	_____	_____	(1)
ED 310 Child, Family, Community*	3	_____	_____	(1)
ED 340 Curriculum & Assessment**	6	_____	_____	(3)
ED 440 Professional Internship***	10	_____	_____	(4)
ED 441 Assessment Practicum***	3	_____	_____	(4)
ED 444 Professionalism Seminar***	2	_____	_____	(4)

TOTAL HOURS   128

Students in this program take upper level courses sequentially. Courses labeled (1) in the semester column are taken fall of the junior year. Courses labeled (2) are taken spring of the junior year. Courses labeled (3) and (4) are taken fall and spring of the senior year.

*Level I admission required

**Level II admission required

***Level III admission required

The following must be initialed by your advisor:

Passed GACE content _____   Ethics Exit Exam _____

Date to submit edTPA _____   (Final Score _____)

Bachelor of Science in Education
(Middle Grades: Language Arts/Social Studies)
Degree Program Checklist

Student: _____ ID#:_____ Advisor:_____

Class	Hours	Grade	Semester

General Education (46 Hours):

Humanities/Fine Arts:

Class	Hours	Grade	Semester
EN 101 Composition	3	_____	_____
EN 102 Composition and Literature	3	_____	_____
HI 201 American History I	3	_____	_____
BU 105 Leadership and Public Speaking	3	_____	_____
FA 110 Art, Lit., Mus.: Appreciation & Worldview	3	_____	_____
PH 210 Introduction to Logic	3	_____	_____

Social/Behavioral Sciences:

Class	Hours	Grade	Semester
PO 101 American National Government	3	_____	_____
PY 220 Human Growth and Development	3	_____	_____

Natural Science/Mathematics:

Class	Hours	Grade	Semester
BI 101 Concepts in Biology	4	_____	_____

Great Commission Studies:

Class	Hours	Grade	Semester
CS 101 Bible Survey	3	_____	_____
CS 322 Christian Theology I	3	_____	_____
CS 323 Christian Theology II	3	_____	_____
CS/HI 330 Baptist History	3	_____	_____
MI 251 Intro to the Great Commission	3	_____	_____

Other Institutional Requirements:

Class	Hours	Grade	Semester
ES 101 Physical Well Being I with Activity Lab	1	_____	_____
ES 102 Physical Well Being II with Activity Lab	1	_____	_____
FD 100A Discipleship	0	_____	_____
FD 100B Discipleship	0	_____	_____
FD 200 Christian Worldview	1	_____	_____

Degree Requirement:

This degree requires students obtain a grade of C or higher in ALL courses.

Class	Hours	Grade	Semester

Major Related (18 Hours):

Class	Hours	Grade	Semester
ED 205 Investigating Issues in Education	3	_____	_____
ED 250 Intro to Teaching & Learning	3	_____	_____
ED 290 Intro to Differences of Learners	3	_____	_____
HI 101 World History I	3	_____	_____
MA 102 College Algebra	3	_____	_____
MA 200 Elementary Statistics	3	_____	_____

Upper Level Major

Admission to Teacher Education Required for ALL Upper Level Designated Courses

Social Studies (15 Hours):

Class	Hours	Grade	Semester
HI 102 World History II	3	_____	_____ (2)
HI 202 American History II	3	_____	_____ (2)
HI (300 level or higher) _____	3	_____	_____
HI 303 Georgia History	3	_____	_____ (1or3)
ED 304 Teaching Social Studies**	3	_____	_____ (3)

Language Arts (21 Hours):

Class	Hours	Grade	Semester
EN (201 or higher) _____	3	_____	_____
EN 305 Georgia Literature	3	_____	_____ (2)
EN 310 Advanced Comp and Grammar	3	_____	_____ (1or3)
LA 301 Fundamentals Reading/Writing*	3	_____	_____ (1)
LA 304 Integrating LA for Adolescent Learner*	3	_____	_____ (2)
LA 401 Reading & Writing in Content Area**	3	_____	_____ (3)
LA 403 Middle Grades Literature 4-8*	3	_____	_____ (2)

Field Placement and Child Development (27 Hours):

Class	Hours	Grade	Semester
ED 309 Middle Grades Practicum*	3	_____	_____ (1)
ED 310 Child, Family, Community*	3	_____	_____ (1)
ED 340 Curriculum & Assessment**	6	_____	_____ (3)
ED 440 Professional Internship***	10	_____	_____ (4)
ED 441 Assessment Practicum***	3	_____	_____ (4)
ED 444 Professionalism Seminar***	2	_____	_____ (4)

TOTAL HOURS   127

Students in this program take upper level courses sequentially. Courses labeled (1) in the semester column are taken fall of the junior year. Courses labeled (2) are taken spring of the junior year. Courses labeled (3) and (4) are taken fall and spring of the senior year.
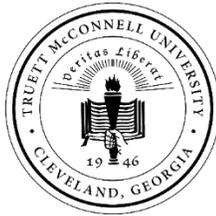
*Level I admission required

**Level II admission required

***Level III admission required

The following must be initialed by your advisor:

Passed GACE content _____   Ethics Exit Exam _____

Date to submit edTPA _____   (Final Score _____)

Bachelor of Science in Education
(Middle Grades: Math/Science)
Degree Program Checklist

Student: _____ ID#:_____ Advisor:_____

Class	Hours	Grade	Semester

General Education (46 Hours):

Humanities/Fine Arts:

Class	Hours	Grade	Semester
EN 101 Composition	3	_____	_____
EN 102 Composition and Literature	3	_____	_____
HI 201 American History I	3	_____	_____
BU 105 Leadership and Public Speaking	3	_____	_____
FA 110 Art, Lit., Mus.: Appreciation & Worldview	3	_____	_____
PH 210 Introduction to Logic	3	_____	_____

Social/Behavioral Sciences:

PO 101 American National Government	3	_____	_____
PY 220 Human Growth and Development	3	_____	_____

Natural Science/Mathematics:

BI 101 Concepts in Biology	4	_____	_____

Great Commission Studies:

CS 101 Bible Survey	3	_____	_____
CS 322 Christian Theology I	3	_____	_____
CS 323 Christian Theology II	3	_____	_____
CS/HI 330 Baptist History	3	_____	_____
MI 251 Intro to the Great Commission	3	_____	_____

Other Institutional Requirements:

ES 101 Physical Well Being I with Activity Lab	1	_____	_____
ES 102 Physical Well Being II with Activity Lab	1	_____	_____
FD 100A Discipleship	0	_____	_____
FD 100B Discipleship	0	_____	_____
FD 200 Christian Worldview	1	_____	_____

Degree Requirement:

This degree requires students obtain a grade of C or higher in ALL courses.

Class	Hours	Grade	Semester
Major Related (24 Hours):			
CH 121 General Chemistry	4	_____	_____
PS 102 Physical Science Survey II	4	_____	_____
ED 205 Investigating Issues in Education	3	_____	_____
ED 250 Intro to Teaching & Learning	3	_____	_____
ED 290 Intro to Differences of Learners	3	_____	_____
MA 116 Pre-Calculus	3	_____	_____
MA 220 Calculus with Analytic Geometry	4	_____	_____

Upper Level Major

Admission to Teacher Education Required for ALL Upper Level Designated Courses

Class	Hours	Grade	Semester	
Major Courses (35 Hours):				
MA 200 Elementary Statistics	3	_____	_____	(3)
MA 301 Number Systems	3	_____	_____	(1)
MA 303 Middle Grades Math Pedagogy*	3	_____	_____	(1)
MA 302 Informal Geometry	3	_____	_____	(2)
MA 401 Teaching Algebra in Middle Grades*	3	_____	_____	(2)
BI 107 Principles of Biology I	4	_____	_____	
BI 108 Principles of Biology II	4	_____	_____	
PS 301 Physics in Elem and Middle Grades	3	_____	_____	(2)
PS 302 Earth Science for Middle Grades	3	_____	_____	(2)
LA 304 Integrating LA for Adolescent Learner*	3	_____	_____	(2)
ED 306 Science Methods for Middle Grades	3	_____	_____	(3)
Field Placement and Child Development (27 Hours):				
ED 309 Middle Grades Practicum*	3	_____	_____	(1)
ED 310 Child, Family, Community*	3	_____	_____	(1)
ED 340 Curriculum & Assessment**	6	_____	_____	(3)
ED 440 Professional Internship***	10	_____	_____	(4)
ED 441 Assessment Practicum***	3	_____	_____	(4)
ED 444 Professionalism Seminar***	2	_____	_____	(4)

TOTAL HOURS   132

Students in this program take upper level courses sequentially. Courses labeled (1) in the semester column are taken fall of the junior year. Courses labeled (2) are taken spring of the junior year. Courses labeled (3) and (4) are taken fall and spring of the senior year.

*Level I admission required

**Level II admission required

***Level III admission required

The following must be initialed by your advisor:

Passed GACE content _____   Ethics Exit Exam _____

Date to submit edTPA _____   (Final Score _____)

Bachelor of Science in Music Education
Degree Program Checklist

Student: _____ ID#: _____ Advisor: _____

Class	Hours	Grade	Semester
General Education (46 Hours):			
Humanities/Fine Arts:			
EN 101 Composition	3	_____	_____
EN 102 Composition and Literature	3	_____	_____
HI 201 American History	3	_____	_____
BU 105 Leadership and Public Speaking	3	_____	_____
FA 110 Art, Lit., Mus.: Appreciation & Worldview	3	_____	_____
PH 210 Introduction to Logic	3	_____	_____
Social/Behavioral Sciences:			
PO 101 American National Government	3	_____	_____
PY 220 Human Growth and Development	3	_____	_____
Natural Science/Mathematics:			
BI 101 Concepts in Biology	4	_____	_____
Great Commission Studies:			
CS 101 Bible Survey	3	_____	_____
CS 322 Christian Theology I	3	_____	_____
CS 323 Christian Theology II	3	_____	_____
CS/HI 330 Baptist History	3	_____	_____
MI 251 Intro to the Great Commission	3	_____	_____
Other Institutional Requirements:			
ES 101 Physical Well Being I with Activity Lab	1	_____	_____
ES 102 Physical Well Being II with Activity Lab	1	_____	_____
FD 100A Discipleship	0	_____	_____
FD 100B Discipleship	0	_____	_____
FD 200 Christian Worldview	1	_____	_____

Support **Courses (3 Hours):**

Class	Hours	Grade	Semester
MA 101 Mathematical Modeling	3	_____	_____

Degree Requirement:

This degree requires students obtain a grade of C or higher in ALL courses.

Class	Hours	Grade	Semester

Educational Foundations (9 Hours):

ED 205 Investigating Issues in Education	3	_____	_____
ED 250 Intro to Teaching/Learning	3	_____	_____
ED 290 Intro to Differences of Learners	3	_____	_____

Professional Studies (17 Hours):

ED 341 Educational Assessment **	2	_____	_____
ED 4402 Professional Internship***	10	_____	_____
ED 4412 Assessment Practicum***	3	_____	_____
ED 4442 Professionalism Seminar***	2	_____	_____

Courses Related to Degree (59-61 Hours):

Music Theory
MU 101 Theory & Practice I   4 _____ _____
MU 102 Theory & Practice II   4 _____ _____
MU 201 Theory & Practice III   4 _____ _____
MU 202 Theory & Practice IV   4 _____ _____

Music Technology and Advanced Theory
MU 206 Music Tech   1 _____ _____
MU 302 Form & Analysis   3 _____ _____
MU 312 Arranging   2 _____ _____

Music History
MU 305 Music History & Lit I   3 _____ _____
MU 306 Music History & Lit II   3 _____ _____

Music Conducting
MU 220 Fund of Conducting   2 _____ _____
MU 421 Choral Lit & Tech **OR**
MU 422 Instrumental Conducting 2 _____ _____

Materials and Methods Classes
MU 170 Brass Methods   1 _____ _____
MU 172 Str & Perc Methods   1 _____ _____
MU 174 Woodwind Methods   1 _____ _____
MU 270 Vocal Methods   1 _____ _____
MU 3743 Elem Mus Methods   3 _____ _____
MU 3754 Secondary Methods   3 _____ _____

Performing Ensemble5
MU _____   1 _____ _____
MU _____   1 _____ _____
MU _____   1 _____ _____
MU _____   1 _____ _____
MU _____   1 _____ _____

Small Performing Ensemble++
MU _____   1 _____ _____
MU _____   1 _____ _____

Applied Major6
MU 140 _____   1 _____ _____
MU 140 _____   1 _____ _____
MU 240 _____   1 _____ _____
MU 240 _____   1 _____ _____
MU 340 _____   1 _____ _____
MU 340 _____   1 _____ _____
MU 440 _____   1 _____ _____
MU 440 _____   1 _____ _____

Applied or Class Secondary
MU _____   .5/1 _____ _____
MU _____   .5/1 _____ _____
MU _____   .5/1 _____ _____
MU _____   .5/1 _____ _____

Performance Attendance Requirement
MU 130A   0 _____ _____
MU 130B   0 _____ _____
MU 230A   0 _____ _____
MU 230B   0 _____ _____
MU 330A   0 _____ _____
MU 330B   0 _____ _____
MU430A   0 _____ _____
MU 430B   0 _____ _____

Performance Skill Area Electives (Select one)
Voice Major
MU 135 Diction I   1 _____ _____
Instrumental Major
MU 331 Jazz Fund I   1 _____ _____
Piano Major
MU 303 Accompanying I   1 _____ _____

**Level 2 admission to Teacher Ed required
***Level 3 admission to Teacher Ed required
++May be fulfilled by the following chamber-type groups: Brass Quartet, Woodwind Quintet, Mixed Vocal Ensemble, Musical Theatre, Guitar Chamber Ensemble, Percussion Chamber Ensemble.
 1. 28 hour placement experience
 2. Student teaching semester
 3. A significant school placement experience included
 4. A significant school placement experience included
 5. Required ensembles include MU 100/400 (Chorale) or MU 107/407 (Wind Ensemble).
 6. Final semester of applied study includes capstone recital - must pass to graduate.

Total Hours 134 - 136

The following must be initialed by your advisor:

Passed GACE content _____   Ethics Exit Exam _____
Date to submit edTPA _____   (Final Score _____)

Overview of Field Experience

Elementary Education Majors

1. Candidates are required to complete 12 contact hours of observation in a classroom of their choice during ED205 which is completed prior to admittance to the Teacher Education Program.
2. Candidates are required to complete 28 contact hours in a classroom at the grade level at which they wish to teach in ED250 prior to admittance to the Teacher Education Program. This placement requires observation and teacher assistance.
3. Candidates are required to complete 12 contact hours in a special education setting during ED290 which is prior to admittance to the Teacher Education Program.
4. Candidates spend all day M & F and W, 8:00 - Noon for approximately 10 weeks in ED301 during their first semester in the Teacher Education Program for a total of 120 contact hours in a classroom. During this placement, candidates are placed in two different settings: One is a Kindergarten classroom, and the other is a 1st grade classroom. Candidates will also observe in Pre-K classrooms.
5. Candidates spend all day M & F and W, 8:00 – Noon for approximately 10 weeks in LA303 during their second semester in the Teacher Education Program for a total of 150 contact hours in a classroom. During this placement, candidates are placed in a 2nd or 3rd grade classroom.
6. Candidates spend all day M & F and 8-12:00 T & Th for approximately 10 weeks in ED340 during their third semester in the Teacher Education Program for a total of 160 contact hours in a classroom. During this placement, candidates are placed in a 4th or 5th grade classroom, and they are expected to complete a Unit Plan or edTPA.
7. Candidates spend 8 hours per day for approximately 15 weeks in ED440 during their fourth semester in the Teacher Education Program for a total of 600 contact hours in a classroom. During this placement, candidates have a choice of being placed in a 2nd – 5th grade classroom, and they are expected to complete a Unit Plan or edTPA.

Middle Grades Education Majors

1. Candidates are required to complete 12 contact hours of observation in a classroom of their choice during ED205 which is completed prior to admittance to the Teacher Education Program.
2. Candidates are required to complete 28 contact hours in a classroom at the grade level at which they wish to teach in ED250 prior to admittance to the Teacher Education Program. This placement requires observation and teacher assistance.
3. Candidates are required to complete 12 contact hours in a special education setting during ED290 which is prior to admittance to the Teacher Education Program.
4. Candidates will spend all day M & F and W, 8:00 – Noon for approximately 10 weeks in ED309 (Middle Grades Practicum) during their first semester in the Teacher Education Program for a total of 120 contact hours in a classroom. Candidates are placed in either a 6th or 7th grade classroom.
   a. LA/SS majors will be placed in a language arts classroom.
   b. Math/Science majors will be placed in a math classroom.
5. Candidates spend 4 hours per day for approximately 8 weeks (5-day weeks) in LA304 (Integrating Language Arts) during their second semester in the Teacher Education Program for a total of 150 contact hours in a classroom. Candidates are placed in either a 4th or 5th grade classroom in which language arts is being taught.
6. Candidates will spend all day M & F and 8:00-12:00 on Th for approximately 10 weeks in ED340 (Curriculum and Assessment) during their third semester in the Teacher Education Program for a total of 160 contact hours in a classroom. Candidates are placed in either a 7th or 8th grade classroom, and they are expected to complete a Unit Plan or edTPA.
   a. LA/SS majors will be placed in a social studies classroom.
   b. Math/Science majors will be placed in a science classroom.
7. Candidates spend 8 hours per day for approximately 15 weeks in ED440 (Professional Internship) during their fourth semester in the Teacher Education Program for a total of 600 contact hours in a classroom. During this placement, candidates have a choice of being placed in either of their concentration fields, and they will be in a middle school classroom. They are expected to complete a Unit Plan or edTPA.

Music Education Majors

1. Candidates are required to complete 12 contact hours of observation in a classroom of their choice during ED205 which is completed prior to admittance to the Teacher Education Program.
2. Candidates are required to complete 28 contact hours in a classroom at the grade level at which they wish to teach in ED250 prior to admittance to the Teacher Education Program. This placement requires observation and teacher assistance.
3. Candidates are required to complete 12 contact hours in a special education setting during ED290 which is prior to admittance to the Teacher Education Program.
4. Candidates spend 35 hours in an elementary music classroom in MU374. During this placement, candidates will observe both PK-2nd and 3rd-5th grades.
5. **Candidates spend 35 hours in a middle school music setting following their musical interest (choral/band) in MU375. During this placement, candidates will observe 6th-8th grades.**
6. Candidates spend 40 hours in a secondary music setting in ED341. During this placement, candidates will observe 9th-12th grades, and they will complete a Unit Plan or edTPA.
7. Candidates spend 8 hours per day for approximately 15 weeks in ED440 during their fourth semester in the Teacher Education Program for a total of 570 contact hours in a classroom. During this placement, candidates have a choice of being placed in an elementary, middle, or secondary setting, and they will complete a Unit Plan or edTPA.

Required diversity placements for all candidates:

1. Candidates must spend at least one semester in a diverse placement during the Teacher Education Program.
2. Candidates will also document time spent working in a classroom with children with disabilities. (This may be in an inclusion setting.) These documentations will be made during the following courses for the following majors:
   a. Early Childhood Education: ED301, LA303, ED340, ED440.
   b. Middle Grades LA/SS Education: ED309, LA304, ED340, ED440.
   c. Middle Grades Math/Science Education: ED309, LA304, ED340, ED440.
   d. Music Education: MU374, MU375, ED341, and ED440

*Diversity settings will include, but are not limited to, race, ethnicity and/or socioeconomic status.
If clarification is necessary, then school demographics will be shared where students may be placed.

School-opening and closing experience for all candidates:

In the summer between the junior and senior years, candidates will participate in a school-opening experience (one day of pre-planning AND the first day of school), and a school-closing experience (one day of post-planning) in a classroom of their choice. Candidates will write an essay addressing each of these experiences during ED340.

Roles and Responsibilities During Field Experience

During the field experiences developed by the Teacher Education Program, students will have opportunities both to observe and to implement the competencies necessary for effective teaching as well as to develop insights and an understanding of teaching and learning in a context of supervised practice. Field experiences are cooperative efforts involving the Student, the Cooperating Teacher, the School Principal, the TEP Supervising Professor, and the Field Placement Coordinator.

The Student
Responsibilities to the Host School
Students are expected:
1. to secure from the Cooperating Teacher any materials and information helpful in establishing a good working relationship and in providing pertinent facts about the school.
2. to fulfill the fieldwork requirements as described in the syllabus for the specified time period.
3. to plan with the Cooperating Teacher so as to establish a cooperative relationship and to meet the requirements of the specific field experience in ways that will be mutually beneficial.
4. to meet, as needed, with the Cooperating Teacher to discuss strengths, weaknesses, and areas for improvement.
5. to conform to school regulations and policies, including dressing professionally.
6. to safeguard all personal and confidential information concerning pupils.
7. to avoid partiality and favoritism toward students.
8. to refrain from making unfavorable remarks about the school, the Cooperating Teacher, and/or the community.
9. to model the behavior and the standards of the teaching profession both inside and outside the classroom.
Responsibilities to the School of Education
Students are expected:
1. to follow established procedures regarding application for field placement.
2. to submit any required materials regarding placement according to the requirements of the field placement notebook.
3. to abide by policies and procedures established for specific field experiences.
4. to attend required seminars.
5. to notify the appropriate persons of any changes in schedule or assignment.
6. to keep a reflective journal of field experiences and to self-evaluate.
7. to abide by University/Teacher Education Program policies as described in the student handbook.

The Cooperating Teacher
The role and responsibilities of the Cooperating Teacher are:
1. to provide orientation to the specific opportunities offered and to the responsibilities of the student as established by the school and the Cooperating Teacher.
2. to discuss with the student the specific requirements of the field assignment and to plan accordingly.
3. to ensure that the student experiences the degree of involvement commensurate with his/her ability and training.
4. to demonstrate quality planning, organization, and methodology.
5. to develop a good working relationship with the student.
6. to promote the professional growth of the student through encouragement, understanding, counsel and suggestion through delegation of responsibility and through evaluation of the student's field experience activities.
7. to demonstrate the many roles of a teacher.
8. to confer in a timely manner with the student to assist planning, to discuss concerns, to answer questions, to make suggestions for improvement, and to discuss specific strengths and weaknesses.
9. to evaluate the progress of the teacher candidate.
10. to model the behavior and the standards of the teaching profession.
11. to contact the TEP Supervising Professor if/when the need arises.

The Cooperating Teacher must be classified as a highly qualified teacher, and he/she needs to have at least three years of successful school experience at the appropriate certification level in order to supervise interns during final internship. For Cooperating Teachers who will supervise field placement students, two years of successful school experience is acceptable. Experienced New Teachers, those in their first year at the current school, may struggle with the responsibilities of the Cooperating Teacher. It is not recommended that these individuals supervise field placement students or interns.

The Host School Principal
The role and responsibilities of the School Principal are:
1. to assist in the selection of competent Cooperating Teachers.
2. to orient the Cooperating Teacher for the specific field experience (e.g., informing him/her of the student's name and sharing information furnished by the College).
3. to aid in the orientation of the student to the school, to the general operation of the school, and to the community in which the school is located.
4. to make administrative provision for adequate conference time between the Cooperating Teacher and the student, participating in conferences when necessary or desirable.
5. to provide the student with opportunities to participate in staff meetings, extracurricular activities, etc., when feasible.
6. to model the behavior and standards of the teaching profession.

The Teacher Education Program (TEP) Supervising Professor
The role and responsibilities of the TEP Supervising Professor are:
1. to cooperate and work with the Field Placement Coordinator to develop cooperative relationships with schools/school systems, administrators, and other personnel to facilitate mutual understanding of policies and procedures.
2. to visit the school and to confer with the Cooperating Teacher and the student as required by the specific field experience.
3. to meet with and to counsel students in a timely manner regarding problems and concerns and to make suggestions as required.
4. to maintain written records to aid in directing and evaluating the progress of the student.
5. to conduct periodic seminars as required by the specific field experience.
6. to collect, review, and evaluate data and assignments as submitted by the student as required by the specific field experience.
7. to keep the Field Placement Coordinator aware of the progress/non-progress of each student.
8. to assign a final grade for the specific experience utilizing the field placement notebook and observations.

The Field Placement Coordinator
The Field Placement Coordinator serves as the liaison between the School of Education and the school systems/schools, coordinates the placements for field experiences, consults with the TEP Supervising Professors regarding the progress/non-progress of each teacher candidate, and collects and files data as submitted by the TEP Supervising Professors. Additionally, the Field Placement Coordinator works with the School of Education Dean and other administrative personnel to initiate and maintain partnership arrangements with selected county/school systems, and to establish policy and procedure.
The role and responsibilities of the Field Placement Coordinator are:
1. to initiate and/or maintain official contractual arrangements with each county/school system in which students are placed.
2. to make requests for placements.
3. to furnish specific information about the dates that teacher candidates will begin and complete their field experience assignments.
4. to provide initial orientation information for each field experience.
5. to inform teacher candidates of their field placements.
6. to confer with school system personnel about any problems, details, or changes in the field experience.
7. to make arrangements for assignment of TEP Supervising Professors.
8. to identify professional literature which will help Cooperating Teachers, TEP Supervising Professors, and teacher candidates.
9. to arrange periodic seminars to discuss concerns, questions, professional issues and other needs.
10. to consult with TEP Supervising Professors regarding the progress/non-progress of each teacher candidate.
11. to collect and file data on each teacher candidate as submitted by the TEP Supervising Professor.
12. to work with the School of Education Dean and other administrative personnel to establish policy and procedure and to coordinate the Teacher Education Field Experience Program.

Field Experience Policies and Procedures

All Teacher Education students are required to complete field experiences associated with designated courses. The University has contractual agreements with area school systems that allow us to place Teacher Education students for field experiences and internships. These systems are within a 40-mile radius of Cleveland and are the only systems in which we can place students for field experiences. All field placements are arranged by the Field Placement Coordinator in accordance with procedures set forth in the contractual agreements. Students must not attempt to arrange their own placements or supervision. However, students have the opportunity to express preferences or to describe specific needs. Time considerations for travel to a placement site are based on travel from Truett McConnell University.

Policies regarding Placement
1. Candidates will not be placed for field experiences or internship in a school that they attended within the last ten years.
2. Candidates will not be placed in a school in which they have relatives within their immediate family enrolled or employed.
3. Candidates may be withdrawn from a school placement upon the request of the school administration or University Supervisor based upon the following:
    a. lack of competence;
    b. failure to comply with the rules, regulations, policies, standards, or practices of the University or the school system;
    c. conduct that is detrimental to the education, health, or welfare of the school system students; or
    d. any other reason for which either the University or school system reasonably believes the student should not continue in the placement.
4. Candidates are expected to dress professionally and conduct themselves in a professional manner according to Ga Code of Ethics and school district policies.
5. At least one field experience must be in a school with a culturally diverse student population.

Candidate Progress during Field Experience
Most students grow and prosper during field experiences. In some cases however, difficulties are encountered as a part of field experiences. Immediate, open, and honest communication about any problem is essential. Typically, teacher candidates will encounter and solve the problem by following the guidance of the Cooperating Teacher. If assistance is needed, the Supervising Professor, School of Education Dean and/or Field Placement Coordinator may become involved and develop a written professional growth plan containing behaviors, timelines, and conditions.

Discontinuance of Field Placement
When the actions of the teacher candidate present a negative impact on the learning environment or on the safety of the students as determined by the School Site Administration or the Field Placement Coordinator, the termination of the placement may be immediate. In such cases, the Supervising Professor, School of Education Dean, and Field Placement Coordinator will review the data and confer immediately with the teacher candidate to be sure that he or she is aware of the seriousness of the situation and review input from the candidate.

One of the following actions can be recommended by the School of Education: (a) a second classroom placement, (b) administrative withdrawal from all courses associated with the field experience, or (c) a grade of D or F is earned in each course associated with the field experience. A second placement within a semester is an option only if sufficient time remains in the semester for the student to fulfill all field requirements. If the candidate is in the second placement, the option of earning a failing grade is usually chosen. The teacher candidate is informed of the decision in writing and in the conference.

Procedures for Complaints

The School of Education Dean and Field Placement Coordinator will discuss with the teacher candidate options for a second placement, available supporting campus resources, and/or other career alternatives. The teacher candidate is informed of the appropriate appeal procedure. Appeals regarding field experience discontinuation, and all other complaints, follow the procedure outlined in the TMU Catalog for grade appeals. **Candidate complaints are filed in writing with the Coordinator for the Teacher Education Program in which the candidate is enrolled. (See page 3 for the list of Program Coordinators.) If the complaint is not resolved, the candidate may file a complaint in writing with the School of Education Dean. If resolution is not reached, the candidate may file a final written complaint with the Vice President for Academic Services and appeal the decision made at the division level. All complaints are kept on file in the Education Office.**

Candidates are reminded of the policy that a student may only repeat two courses during the program and that any course may only be repeated one time.

OTHER CIRCUMSTANCES
Sometimes there are other circumstances which could result in a discontinuance of the field placement. When a relationship between the candidate and the Cooperating Teacher (or other school personnel) has been damaged or broken, the candidate may be removed from that field placement. These situations will be handled on a case-by-case basis.

Attendance and Holidays for Field Placement Assignments

Every student is expected to be in his/her assigned classroom (on time) every day that school is in session. Tardiness will not be tolerated and can result in the termination of a field placement assignment. If a candidate is absent for medical reasons, both the Supervising Professor and the Cooperating Teacher should be notified by phone and/or email as soon as possible, but no later than the morning of the absence. In addition, any absences in excess of two days in a row will require a doctor's note.

During the first three semesters of the upper-division courses, students will follow the schedule of the University (e.g., University fall break, Good Friday, etc.).

In the event of weather closings, candidate safety is the concern. If the University is closed, and the school is not, students should attend their placement unless conditions are unsafe to do so. The University posts its closings on the University web site and announces them on local media. The same is true of most school systems.

Candidates are expected to attend all teacher workdays, unless the school administrator requests that they not be present.

Policies and Procedures Specific to Internship

Although most of the policies listed on the previous pages are appropriate for the internship, some policies are only related to the internship (student-teaching) semester.

Employment during Internship

The internship is a full-time experience. Candidates assume responsibility for full-time teaching and are to be fully involved in the school experience, including faculty meetings, parent teacher organizations and other activities outside the school day. In addition, they must work harder to plan and complete lessons and assessments than experienced teachers.

Consequently, candidates are not allowed to work during the internship. Hardship cases will be considered on a case-by-case basis. Success in the internship experience should not be compromised because of outside obligations.

Course Load during Internship

The semester devoted to the internship is a full course load. Interns are not allowed to take any other courses during this semester. Interns are to be free from outside responsibilities, so they can function as a full-time member of the staff of the school to which they have been assigned. Any request for a waiver of this requirement must be submitted in writing to the Field Placement Coordinator and signed by the TEP Supervising Professor.

Reciprocity

From time to time, education programs receive requests from other colleges and universities for services such as supervising internships. These requests must be directed to the Field Placement Coordinator for consideration and for approval. Any reciprocity agreement also implies that Truett McConnell University has a certain amount of flexibility for its students at other institutions as well. A reciprocity fee of $500 is assessed in addition to tuition and must be assumed by the student requesting a reciprocity placement.

Truett students who seek reciprocity placements at other institutions for internship must have the approval of their advisor prior to applying for a reciprocity placement. Further information regarding reciprocity placements is available from the Field Placement Coordinator. Such requests are only approved under hardship circumstances. Students selecting such placements should be aware that the host college/university will probably charge a fee for such placements in addition to their tuition.

Attendance and Holidays for the Internship

In *addition* to the above requirements, interns are expected to stay at the school the entire school day. Interns are also required to attend all functions that the Cooperating Teacher attends. (This includes faculty meetings, PTO/PTA meetings, teacher workdays, and other school-wide events.) There are no provisions for sick leave or personal leave during the internship. If a candidate is absent for medical reasons, both the TEP Supervising Professor and the Cooperating Teacher should be notified by phone as soon as possible, but no later than the morning of the absence. Students will have to make up any time missed, and a doctor's excuse may be required. A grade of "Incomplete" may be given until such work is made up. Interns should also participate in field trips during the internship semester.

During the internship, students should expect to follow the school system schedule. They have the same spring break period as the school in which they are placed, and they will not receive the spring break or Easter break for Truett McConnell University.

The Process of Certification

Upon a candidate's completion of the Truett McConnell University Teacher Education Program, the School of Education is responsible for recommending the candidate to the Georgia Professional Standards Commission for certification as a professional educator. The recommendation is based not only on successful completion of coursework and clinical experiences, but upon passing the certification examination and demonstrating professional conduct throughout the program. For that reason, it is essential for students to adhere to the Code of Ethics and to abide by the policies set forth in this handbook. **All candidates must at least attempt all certification examinations to obtain a degree.**

The School of Education conducts a seminar at the end of internship in order to acquaint teacher candidates with certification procedures in place at the time. Candidates should be aware that the completion of the degree is required before the PSC will accept a certification application.

Candidates who are seeking certification in another state should consult with the Dean of the School of Education. Typically, the faculty will recommend that candidates obtain a Georgia certificate in addition to or prior to application in another state, because in most cases certificates are reciprocal between states.

Candidates will be able to check the progress of their certification application on the PSC website.

Time for Completion

Candidates have five years from the date of completing coursework to be recommended by Truett McConnell University School of Education for initial certification. After that period of time has lapsed, a candidate's program of study will be reviewed, and additional coursework may be required.

Graduation without Certification

In some cases, candidates choose not to complete all of the requirements for certification. In these instances, candidates may apply to receive the Bachelor of Science in Education without being recommended for certification. Once candidates have begun the 15 replacement hours for student teaching, they cannot choose to student teach. In addition, by deciding to receive the degree without being recommended for certification, candidates are ineligible for recommendation for certification by Truett McConnell University School of Education. **However, all candidates must at least attempt all certification examinations to obtain a degree.**

Truett McConnell University Teacher Education Program
Graduation without Certification
Statement of Agreement

In accordance with the "Graduation without Certification" policy outlined in the Truett McConnell University Teacher Education Handbook, I, _____, am applying to receive a degree in education without certification. I submit that:

Read and initial __all__ that apply:

_____ a. Teaching is no longer my chosen profession, but I wish to complete an
          education degree without certification rather than change my major.
_____ b. My career goals require a degree in education without certification.
_____ c. I am unable to successfully complete the requirements for student teaching.

I understand that once I have begun the 15 replacement hours for student teaching, I cannot choose to student teach.

I further understand that by choosing to receive the Bachelor of Science in Education without certification, I am ineligible for recommendation for certification by Truett McConnell University.

_____   _____   _____
Candidate (Printed)   Candidate's Signature   Date

_____   _____   _____
Field Placement Coordinator   (Printed)   Coordinator's Signature   Date

_____   _____   _____
Dean, School of Education   (Printed)   Dean's Signature   Date

The Code of Ethics for Educators

Effective January 1, 2018
505-6-.01 THE CODE OF ETHICS FOR EDUCATORS

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

(2) Definitions

(a)"Breach of contract" occurs when an educator fails to honor a signed contract for employment with a school/school system by resigning in a manner that does not meet the guidelines established by the Georgia Professional Standards Commission.

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

(c)"Child endangerment" occurs when an educator disregards a substantial and/or unjustifiable risk of bodily harm to the student.

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

(e)"Student" is any individual enrolled in the state's public or private schools from preschool through grade 12 or any individual under the age of 18.For the purposes of the Code of Ethics for Educators, the enrollment period for a graduating student ends on August 31of the year of graduation.

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

(g) "Revocation" is the invalidation of any certificate held by the educator.

(h) "Denial" is the refusal to grant initial certification to an applicant for a certificate.

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

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

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

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

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

(**3) Standards**

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

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

    1.committing any act of child abuse, including physical and verbal abuse;

    2.committing any act of cruelty to children or any act of child endangerment;

    3.committing any sexual act with a student or soliciting such from a student;

    4.engaging in or permitting harassment of or misconduct toward a student that would violate a state or federal law;

    5.soliciting, encouraging, or consummating an inappropriate written, verbal, electronic, or physical relationship with a student;

    6.furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student; or

    7. failing to prevent the use of alcohol or illegal or unauthorized drugs by students under the educator's supervision (including but not limited to at the educator's residence or any other private setting).

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

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

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

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

    1.professional qualifications, criminal history, college or staff development credit and/or degrees, academic award, and employment history;

    2.information submitted to federal, state, local school districts and other governmental agencies;

    3.information regarding the evaluation of students and/or personnel;

    4.reasons for absences or leaves;

    5. information submitted in the course of an official inquiry/investigation; and

6. information submitted in the course of professional practice.

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

    1.misusing public or school-related funds;

    2.failing to account for funds collected from students or parents;

    3.submitting fraudulent requests or documentation for reimbursement of expenses or for pay (including fraudulent or purchased degrees, documents, or coursework);

    4.co-mingling public or school-related funds with personal funds or checking accounts; and

    5.using school or school district property without the approval of the local board of education/governing board or authorized designee.

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

    1.soliciting students or parents of students, or school or LUA/school district personnel,to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local board of education/governing boardor authorized designee;

    2.accepting gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest;

    3.tutoring students assigned to the educator for remuneration unless approved by the local board of education/governing board or authorized designee; and

    4.coaching, instructing, promoting athletic camps, summer leagues, etc. that involves students in an educator's school system and from whom the educator receives remuneration unless approved by the local board of education/governing board or authorized designee. These types of activities must be in compliance with all rules and regulations of the Georgia High School Association.

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

    1. sharing of confidential information concerning student academic and disciplinary records, health and medical information, family status and/or income, and assessment/testing results unless disclosure is required or permitted by law;

    2.sharing of confidential information restricted by state or federal law;

    3.violation of confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, violating local school system or state directions for the use of tests or test items, etc.; and

    4. violation of other confidentiality agreements required by state or local policy.

    (h)Standard 8: **Required Reports** - An educator shall file reports of a breach of one or more of the standards in the Code of Ethics for Educators, child abuse (O.C.G.A. §19-7-5), or any other required report. Unethical conduct includes but is not limited to:

1. failure to report all requested information on documents required by the Commission when applying for or renewing any certificate with the Commission;

2. failure to make a required report of a violation of one or more standards of the Code of Ethics for educators of which they have personal knowledge as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner; and

3. failure to make a required report of any violation of state or federal law soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. These reports include but are not limited to: murder, voluntary manslaughter, aggravated assault, aggravated battery, kidnapping, any sexual offense, any sexual exploitation of a minor, any offense involving a controlled substance and any abuse of a child if an educator has reasonable cause to believe that a child has been abused.

(i) Standard 9: **Professional Conduct** - An educator shall demonstrate conduct that follows generally recognized professional standards and preserves the dignity and integrity of the education profession. Unethical conduct includes but is not limited toa resignation that would equate to a breach of contract; any conduct that impairs and/or diminishes the certificate holder's ability to function professionally in his or her employment position; or behavior or conduct that is detrimental to the health, welfare, discipline, or morals of students.

(j) Standard 10: **Testing** -An educator shall administer state-mandated assessments fairly and ethically. Unethical conduct includes but is not limited to:

1. committing any act that breaches Test Security; and

2. compromising the integrity of the assessment.

(4) Reporting

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

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

(5) Disciplinary Action

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

1. unethical conduct as outlined in The Code of Ethics for Educators, Standards 1-11-10(GaPSC Rule 505-6-.01);

2. disciplinary action against a certificate in another state on grounds consistent with those specified in the Code of Ethics for Educators, Standards 1-11-10(GaPSC Rule 505-6-.01);

3. order from a court of competent jurisdiction or a request from the Department of Human Resources that the certificate should be suspended or the application for certification should be denied for non-payment of child support (O.C.G.A. §19-6-28.1 and §19-11-9.3);

4. notification from the Georgia Higher Education Assistance Corporation that the educator is in default and not in satisfactory repayment status on a student loan guaranteed by the Georgia Higher Education Assistance Corporation (O.C.G.A. §20-3-295);

5. suspension or revocation of any professional license or certificate

6. violation of any other laws and rules applicable to the profession (O.C.G.A. §16-13-111); and

7. any other good and sufficient cause that renders an educator unfit for employment as an educator.

(b) An individual whose certificate has been revoked, denied, or suspended may not serve as a volunteer or be employed as an educator, paraprofessional, aide, substitute teacher or, in any other position during the period of his or her revocation, suspension or denial for a violation of The Code of Ethics. The superintendent and the educator designated by the superintendent/Local Board of Education shall be responsible for assuring that an individual whose certificate has been revoked, denied, or suspended is not employed or serving in any capacity in their district. Both the superintendent and the superintendent's designee must hold GaPSC certification. Should the superintendent's certificate be revoked, suspended, or denied, the Board of Education shall be responsible for assuring that the superintendent whose certificate has been revoked, suspended, or denied is not employed or serving in any capacity in their district.

Authority O.C.G.A. § 20-2-200; 20-2-981 through 20-2-984.5

APPROPRIATE COMMUNICATION

"Implement the platinum rule: treat others as they wish to be treated."
Leslie Charles

We all have choices about how we communicate with people; but some choices are better than others.

Face-to-face: Most people love face-to-face communication. However, it is not a good choice if it is not convenient for the person with which you are communicating.

- Make appointments with faculty and administrators, rather than dropping in and assuming they have time. Try to restrict your face-to-face visits to office hours, or make an appointment.

Telephone: With so many different types of phones, it is important to know some basic telephone etiquette.

- Treat office phones, cell phones, and home phones differently.
- If you call an office, and the message suggests that you e-mail the individual, pay attention to what they asked. E-mail rather than leave a message.
- If you are given a faculty member's home or cell phone number, protect that information. Don't give it to someone else.
- Honor the person's preferences about how and when he or she would like to be contacted. You will be less frustrated and so will the faculty member if you honor the request.

E-mail: Here are some considerations:

- When at Truett McConnell University, use the Truett e-mail, and check it regularly, because that is the one that the professors will use to communicate with you.
- If you have a non-professional sounding e-mail address, stop using it immediately (e.g., "Twinkletoes@yahoo.com").
- One of the reasons that many people prefer e-mail communication is because they have a record of the request.
- Another reason people prefer email is because it gives the receiver an opportunity to consider the request and respond to the e-mail.

Social Networking: Facebook is a wonderful way to keep in touch with people! However, one must consider the following:

- Social networks are not professional methods of communication. If you need information, or want to make a request of a faculty member or administrator, use one of the other methods.
- Be careful what you post about yourself. Remember that you are an educator. Parents, administrators, and faculty members (who are your friends) can see what you say! (Your status should never read, "Billy Bob hates his class this year!")
- Never assume that social networks are private.

Texting:
- When on campus (in class or in seminar), texting is highly inappropriate behavior and rude. (By the way, so is laptop use that is not confined to class activities.)
- It is rare for a professional situation to arise that requires texting.

Cell phones:
- When at school, whether in meetings or in the classroom, your cell phone must be OFF.
- If you are a parent, instruct your child's school to call the office of the field placement school.

Chain of command: Following the chain of command is essential when working with people.
- Don't jump over the person to whom you have given the problem. (Try not to be impatient.) If that person does not have an answer for you right away, please be patient.
- Be considerate of the person's response. There may be information or circumstances with which you are not aware.
- Before you go to the next person in the chain of command, consider the effects of going over someone's head.

Repeated communication: Patience is the virtue here.
- Give the person you are trying to contact at least 24 hours before you repeat communication. Calling, e-mailing, stopping by for a face-to-face visit, and then repeating all of those is unprofessional, inconsiderate, and makes you look impatient.

Matrix of Field Experience Assessment Instruments Used

Instrument	Semester 1	Semester 2	Semester 3	Semester 4
Potential for Teaching Evaluation	X			
Program Progression Portfolio	X	X	X	X
Student Growth Plan	X	X	X	X
Classroom Observation Instrument		X	X	Twice by Professor
e-Portfolio	X	X	X	X
Unit Plan			X	X
Teacher Candidates–TAPS Observation (Intern Keys)	X	X	X	X
Classroom Management Checklist			X	X
Family/Community Portfolio		X	X	X

Additional Requirements for Elementary Education Majors

Reading Portfolio		X	X	X

Assessment of Dispositions

Disposition	TMU Standards	COI Indicators	TAPS Standards	Unit Plan Parts	edTPA Rubric
Collaboration	2, 3	2, 3	2, 7, 8	1, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 14, 8, 9
Attitude	6, 3	3, 6	7, 9	1, 4, 5	1, 6, 7, 8, 9
Relationship with Adults	6, 3	3, 6	7, 9	1, 4, 5	1,6, 7, 8, 9
Communication	6, 3	3, 6	7, 9, 10	1, 4, 5	1, 6, 7, 8, 9
Attendance	6	6	9	7	3, 10
Relationship with Students	2, 3, 4	2, 3, 4	2, 7, 8, 5, 6	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6, 7, 14
Initiative	3	3	7	1, 4	1,6, 7, 8, 9,
Professional Appearance	6	6	9	7	3, 10
Legal and Ethical Conduct	6	6	9	7	3, 10
Diversity	1, 2, 3, 4	1, 2, 3, 4	1, 2, 7, 8, 5, 6	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 14, 6, 7
Learning Environment	1, 2, 3, 5	1, 2, 3, 5	1, 2, 4, 7, 8, 3, 10	1, 2, 3, 5	1, 2, 3, 4, 5, 14, 6, 7
Time Management	2, 3	2,3	2, 7, 8	5	1, 2, 3, 4, 5, 6, 7, 8, 9,14
Commitment to Student Learning	2, 5, 4	2, 4, 5	2, 4, 3, 5, 6, 10	2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6, 7, 14
Commitment to Continuous Improvement	1, 2, 5, 4	1, 2, 4, 5	1, 2, 4, 3, 5, 6, 10	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 14, 6, 7

Assessment of Dispositions

Dispositions are assessed during all aspects of the program, in coursework and field experiences, and at the end of each semester. The Classroom Observation Instrument (COI), Teacher Candidate TAPS Observation, the Unit Plan, and the edTPA are aligned with the dispositions list as shown in the table below.

STUDENT DISPOSITIONS GROWTH PLAN

Student: _____

Dispositions	Sem. 1	Sem. 2	Sem. 3	Sem. 4
Collaboration				
Attitude				
Relationship with Adults				
Communication				
Attendance				
Relationship with Students				
Initiative				
Professional Appearance				
Legal And Ethical Conduct				
Diversity				
Learning Environment				
Time Management				
Commitment to Student Learning				
Commitment to Continuous Improvement				

Scale: Exceeds Expectations = 3   Developing = 1
        Meets Expectations = 2   Does Not Meet Expectations = 0

Area(s) Identified as Strengths (Specific and Measureable)
Semester 1:
Semester 2:
Semester 3:
Semester 4:

Area(s) Identified For Professional Growth (Specific and Measurable)
Semester 1:
Semester 2:
Semester 3:
Semester 4:

Resources and/or Support Needed for Professional Growth
Semester 1:
Semester 2:
Semester 3:
Semester 4:

Signatures:

Semester 1	Semester 2	Semester 3	Semester 4
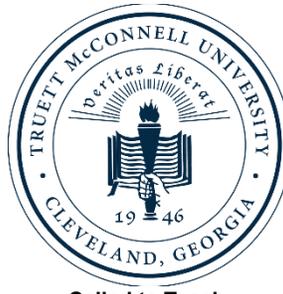
Called to Teach
Truett McConnell University
School of Education

Potential for Teaching Evaluation

Name of Teacher Candidate: _____

School and Level of Placement:_____

Signature of Cooperating Teacher and Date: _____

Item	Circle Rating	Comments
Attendance: Was the candidate present and on time for the required sessions?	Always Sometimes Seldom	
Was the candidate's appearance and dress appropriate for a teacher in this school setting?	Always Sometimes Seldom	
Willingness to learn and prepare: Was the candidate willing to teach and learn the material requested for teaching segments?	Always Sometimes Seldom	
Written communication: Was the candidate's written communication and use of standard English appropriate in this school setting?	Always Sometimes Seldom	
Oral communication: Was the candidate's oral communication and use of standard English appropriate in this school setting?	Always Sometimes Seldom	
Was the candidate's relationship with students appropriate in this school setting?	Always Sometimes Seldom	
Willingness to engage: Was the candidate an active participant in this setting? An active participant is willing to do what is asked and seeks out ways to be involved.	Always Sometimes Seldom	
Was the candidate's conduct appropriate for a teacher in this school setting?	Always Sometimes Seldom	
Other items of significance to teacher		

Truett McConnell University
Classroom Observation Instrument 2019 - 2020

Candidate: _____Observer:_____

School: _____ Subject and Grade Level: _____ Date: _____

Directions: (a) Under each indicator, <u>underline the professional practices that are observed</u>; (b) list specific evidence observed for the indicator; and (c) in the # column, circle the numeral that reflects the practices observed for each indicator. Use the following guidelines to decide which rating to assign each indicator:

- Level 1: If <u>all or part</u> of the 1-2 level indicators applies and none of the description for the 3-4 level are observed. (Not Demonstrated)
- Level 2: If <u>part</u> of the 1-2 level indicators is observed and one or more indicators from the 3-4 level are also observed. (Partially Demonstrated)
- Level 3: If <u>part</u> of the 3-4 level indicators applies and <u>none</u> of the indicators from the 1-2 level are observed. (Adequately Demonstrated)
- Level 4: If <u>all</u> of the 3-4 level indicators apply and <u>none</u> of the 1-2 level indicators are observed. (Effectively Demonstrated)

1. Content And Curriculum: Teachers demonstrate strong knowledge of content area(s) appropriate for their certification levels.

Indicators/Professional Practices	#	Evidence/Comments
1.1/1.3. Subject-Specific Content Concepts 1-2. Uncorrected teacher content/concept errors; uncorrected student errors 3-4. Shows knowledge of content/concepts; corrects teacher and student errors	1 2 3 4 NATR	
1.2. Pedagogical Content (Instructional Methods) 1-2. Uses inappropriate instructional method; little evidence of making content appropriate for diverse learners; lacks connections to students' prior knowledge 3-4. Uses appropriate instructional methods; makes content appropriate for diverse learners; connects learning to students' prior knowledge	1 2 3 4 NATR	
1.4. Content Connections 1-2. Little or no evidence of making connections to other subject areas; little or no evidence of making content relevant to students' everyday lives; 3-4. Connects content to other subject areas; makes content relevant to students' everyday lives	1 2 3 4 NATR	

2. Knowledge of Students and Their Learning: Teachers support the intellectual, social, physical and personal development of all students.

Indicators/Professional Practices	#	Evidence/Comments
2.3/2.5. Students' Development 1-2. Not responsive to the intellectual, social, physical, and personal developmental needs of all students	1 2 3 4	

3-4. Responsive to the intellectual, social, physical, and personal developmental needs of all students	NATR	

3. Learning Environments: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation		
Indicators/Professional Practices	**#**	**Evidence/Comments**
3.2. Classroom Environment 1-2. Inefficient management of time, space, and learning resources for diverse students' learning; students not productively engaged 3-4. Appropriate management of time, space, personnel, and learning resources for diverse students' learning; students actively engaged	1 2 3 4 NATR	
3.3. Classroom Management 1-2. Little or no evidence of a management plan; reactive classroom management style; behavior not monitored; inconsistent/inappropriate responses to student behavior 3-4. Follows classroom management plan; aware of student behavior; appropriate responses to student behavior; corrects misbehavior with minimal loss of instructional time	1 2 3 4 NATR	
3.7. Communication 1-2. Errors in spoken/written language; ineffective nonverbal communication; unclear directions; does not use effective questioning skills 3-4. Error free spoken/written language; effective nonverbal communication; directions are clear or quickly clarified after initial student confusion; effective questioning and discussion strategies	1 2 3 4 NATR	

4. Assessment: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.		
Indicators/Professional Practices	**#**	**Evidence/Comments**
4.3. Assessment (Classroom based) 1-2. Inappropriate or no assessment of instructional objectives/outcomes/essential questions; assessments do not align and with the instructional objectives/outcomes/essential questions lesson procedures 3-4. Uses appropriate assessments that align with the instructional objectives/outcomes/essential questions and lesson procedures	1 2 3 4 NATR	

5. Planning/Instruction: Teachers design and create instructional experiences based on their knowledge of content/curriculum, students, environments, and assessments.		
Indicators/Professional Practices	**#**	**Evidence/Comments**

5.2/1.6. Lesson Plan and Instruction	#	Evidence/Comments
1-2. Lesson plan and instruction lack clear organization and sequence; inefficient pacing of lesson; instruction does not extend most students' understanding of concepts and/or content; components of the lesson plan are not aligned 3-4. Lesson plan and instruction are logically organized and sequenced; pacing appropriate; instruction extends students' understanding of concepts and/or content; all components of the lesson plan are aligned	1 2 3 4 NATR	
5.3. Instructional Strategies 1-2. Inappropriate or no instructional strategies are used to engage and support learning; strategies inappropriately matched to subject matter; strategies used inappropriately 3-4. Plans for and uses appropriate strategies that engage and support student learning; strategies appropriately matched to student and subject matter; strategies used appropriately	1 2 3 4 NATR	
5.4/5.5. Monitoring and Adjustments 1-2. Does not monitor lesson or monitors lesson but adheres firmly to instructional plan; no adjustment for students who do not understand or who have already mastered the content 3-4. Monitors lesson; makes appropriate modifications to instructional plans during the lesson to address students' needs; probes for understanding; uses students' questions to direct instruction	1 2 3 4 NATR	
5.6. Resources and Technology 1-2. Little evidence of using resources and materials other than assigned textbook and/or worksheets; technology is used superficially and does not enhance instruction; does not utilize support personnel appropriately 3-4. Uses a variety of appropriate materials and resources; resources enhance instruction for diverse learners; uses technology effectively; utilizes support personnel in a manner that enhances student learning	1 2 3 4 NATR	

6. Professionalism: Teachers recognize, participate in, and contribute to teaching as a profession.

Indicators/Professional Practices	#	Evidence/Comments
6.4. Reflection 1-2. Does not examine his/her teaching; does not suggest modifications to improve teaching practices and student achievement 3-4. Examines own teaching; suggests modifications that would lead to improved teaching practices and student achievement	1 2 3 4 NATR	
6.7 Professional Presentation 1-2. Clothing and overall appearance are consistently not neat, and/or modest, and/or appropriate for school, or teaching materials and other products are consistently presented in a sloppy or unprofessional manner 3-4. Clothing and overall appearance are consistently neat,	1 2 3 4 NATR	

and	modest, and appropriate for school; and teaching materials and other products are consistently presented in a neat, organized, professional manner		

Minor, Lynn C., Dallman, Mary Ellen, Fuller, Melody M., Daughtery, Catherine, Richardson, Janice, Rice, Cheryl. (08/11/09 revision). *COE Observation Instrument*. Available from The BRIDGE, http://www.valdosta.edu/colleges/education/deans-office/documents/coe-observation-instrument-instructions.pdf Revised for Truett McConnell University Teacher Education Program 09/10/13.

Called to Teach

Truett McConnell University
Teacher Education Program

Classroom Observation Instrument: Instructions for Use

(Revised Edition: August, 2019)

Developed by Valdosta State University:
Lynn C. Minor, Mary Ellen Dallman, Melody M. Fuller, Catherine Daughtery, Janice Richardson, Cheryl Rice

Classroom Observation Instrument

What is the purpose of this form?

This observation instrument was designed to be used to evaluate a lesson being taught by any teacher, regardless of the teacher's level of experience. Therefore, the instrument is appropriate for preservice, induction-level, experienced, and National Board Certified teachers. The indicators included on this instrument were taken from the Georgia Systemic Teacher Education Program (GSTEP) Accomplished Teacher Framework. The Accomplished Teacher Framework describes the knowledge, skills, and dispositions of accomplished teachers. Only those indicators that can be directly observed during a lesson were included on the observation instrument.

How do I use this form?

The descriptions listed on the left side of the page under each indicator are the indicators/professional practices to be rated. As you observe the lesson, underline the indicators/professional practices as evidence that describes what you observe. Follow the directions below to determine which numerical rating should be assigned to each indicator and circle one numeral for each indicator.

Rate each indicator using the following scale:
Level 1 = Indicator Not Demonstrated
Level 2 = Indicator Partially Demonstrated
Level 3 = Indicator Adequately Demonstrated
Level 4 = Indicator Effectively Demonstrated
NATR = Not Able to Rate

Score the indicator by choosing only one rating.

> Provide a rationale for ratings by listing evidence observed or comments in the right-hand column. A list of possible evidence for each indicator is provided in this booklet, some of which are evidence of "best practices" that are recommended for a rating of 4 as shown by a star, and others serve as additional suggestions and are shown with a dot. Any other evidence or comments related to a particular indicator would be appropriate to include in this column.

Overall comments may be given in the space on the last page of the observation instrument. This is a good place to list the overall strengths and weaknesses.

How do I decide which rating applies to what I am observing?

Ratings are based on the current lesson being observed.

When deciding on the rating for an indicator, read the descriptions beginning with those listed under level 1 – 2.

Use the following guidelines to decide which rating to assign each indicator:
- Level 1 – A rating of 1 is assigned if all or part of the 1 – 2 level indicator/professional practices applies and none of the description for the 3 – 4 level are observed.
- Level 2 – A rating of 2 is assigned if part of the indicator/professional practices in the 1 – 2 level is observed and one or more indicator/professional practices from the 3 – 4 are also observed.
- Level 3 – A rating of 3 is assigned if part of the indicator/professional practices for the 3 – 4 level applies and none of the indicator/professional practices for the 1 – 2 level are observed.
- Level 4 – A rating of 4 is assigned if all of the indicator/professional practices for level 3 – 4 apply and none of the indicator/professional practices for the 1 – 2 level are observed.
- NATR (Not Able To Rate) – In some cases, indicators relate to specific aspects of a lesson may not be appropriate to the lesson being taught, or the observer may not be present for the entire lesson, making it impossible to rate certain indicators. In these instances, a rating of NATR should be assigned.

Suggestions for using this observation instrument

- Read over the entire instrument prior to beginning a classroom observation.
- The items on the form do not need to be completed in order. Mark the descriptors and record evidence as you observe them. Wait until the lesson is over to decide which rating would be most appropriate.
- Indicator 6.4 – Reflection should be rated during or after the post conference. All other indicators should be rated based on what was observed during the lesson.
- If you are unsure about something you observed, wait until after you have had a chance to clarify this with the teacher candidate to rate that indicator.
- Provide appropriate comments about something you observed to clarify the rating you assigned. Comments should support the teacher and give specific feedback in order to sustain or alter his/her performance.

What possible evidence could I observe and record for each indicator?

The table below provides a list of possible evidence for each indicator is provided in this booklet, some of which are evidence of "best practices" that are recommended for a rating of 4 as shown by a star, and others that serve as additional suggestions and are shown with a dot.

1. Content And Curriculum: Teachers demonstrate strong knowledge of content area(s) appropriate for their certification levels.		
Indicators/Professional Practices	**#**	**Evidence/Comments**
1.1/1.3. Subject-Specific Content Concepts 1-2. Uncorrected teacher content/concept errors; uncorrected student errors 3-4. Shows knowledge of content/concepts; corrects teacher and student errors	1 2 3 4 NATR	★ All content was accurately demonstrated ★ Avoids reading from the textbook extensively ★ Quickly identifies and corrects teacher errors ★ Recognizes and gives appropriate feedback to <u>incorrect</u> student responses • Offers explanations that clarify the concepts and address misconceptions • Gives appropriate feedback to correct student responses • Prompts students to recognize and correct errors
1.2. Pedagogical Content (Instructional Methods) 1-2. Uses inappropriate instructional method; little evidence of making content appropriate for diverse learners; lacks connections to students' prior knowledge 3-4. Uses appropriate instructional methods; makes content appropriate for diverse learners; connects learning to students' prior knowledge	1 2 3 4 NATR	★ Uses appropriate methods (e.g., direct instruction, cooperative learning, teacher-led small group, centers, differentiated instruction, inquiry, guided reading groups, and science lab) ★ Uses appropriate combinations of auditory, visual, tactile/kinesthetic instructional methods ★ States explicit connections to prior knowledge ★ Explicitly states how students' prior knowledge applies to this lesson.
1.4. Content Connections 1-2. Little or no evidence of making connections to other subject areas; little or no evidence of making content relevant to students' everyday lives 3-4. Connects content to other subject areas; makes content relevant to students' everyday lives	1 2 3 4 NATR	★ States explicit connections to other subject matter ★ Explains how the connections to other subject matter apply to this lesson ★ States explicit connections from students' everyday lives ★ Explains how the connections to students' everyday lives apply to this lesson. • Uses authentic examples and activities that relate to students' everyday lives or current events

2. Knowledge of Students and Their Learning: Teachers support the intellectual, social, physical and personal development of all students.

Indicators/Professional Practices	#	Evidence/Comments
2.3/2.5. Students' Development 1-2. Not responsive to the intellectual, social, physical, and personal developmental needs of all students 3-4. Responsive to the intellectual, social, physical, and personal developmental needs of all students	1 2 3 4 NATR	★ Treats all students with dignity and respect ★ Holds challenging expectations for all students ★ Gives equitable attention to all (e.g., boys v. girls; minorities v. majority, dirty v. clean) ★ Plans for active student participation throughout the lesson ★ Lesson meets the developmental needs of all students (e.g., length of activities, appropriate materials, provides transitions) ★ Directs active student-to-teacher interactions • Uses a variety of instructional formats (e.g., whole group, small groups, pairs) • Directs active student-to-student interactions • All students experience some success during the lesson • Attends to individual students' needs (e.g. provides seating of a correct size, plans for movement and meeting students' basic needs) • Uses varied motivational techniques

3. Learning Environments: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation

Indicators/Professional Practices	#	Evidence/Comments
3.2. Classroom Environment 1-2. Inefficient management of time, space, and learning resources for diverse students' learning; students not productively engaged 3-4. Appropriate management of time, space, personnel, and learning resources for diverse students' learning; students actively engaged	1 2 3 4 NATR	★ Begins lesson on time ★ Ends lesson on time ★ Teacher can see all the students; students can see the presentation ★ Students are not isolated inappropriately ★ Prepares materials in advance ★ There is easy access to all students ★ Materials are readily available to the teacher and students ★ Teacher cues students to demonstrate procedures for routine tasks (e.g., smooth transitions to group work or learning centers, leaving and entering the classroom, obtaining, using, distributing, and collecting materials) ★ Provides alternatives for students who finish tasks early or late as needed ★ Majority of the students are actively engaged throughout the lesson • Seating arrangement and group formation is heterogeneous (e.g., race, gender, SES, ability, language, creed)

Indicators/Professional Practices	#	Evidence/Comments
		• Prepares modified materials and assignments in advance • Students take responsibility for their own learning
3.3. Classroom Management 1-2. Little or no evidence of a management plan; reactive classroom management style; behavior not monitored; inconsistent/inappropriate responses to student behavior 3-4. Follows classroom management plan; aware of student behavior; appropriate responses to student behavior; corrects misbehavior with minimal loss of instructional time	1 2 3 4 NATR	★ Classroom rules are posted and consistently enforced with all students ★ Uses efficient and appropriate methods for gaining the attention of the students; avoids shushing to silence students ★ Avoids sarcasm ★ Corrects misbehavior without rewarding the misbehaving student ★ Uses a variety of appropriate and specific praise for individuals and the whole group; positive reinforcement predominates ★ Demonstrates withitness; observant and aware of all students' behavior Uses the least intrusive management techniques that do not take away from the instruction (eye contact, , nonverbal gesture, physical proximity, brief pause
3.7. Communication 1-2. Errors in spoken/written language; ineffective nonverbal communication; unclear directions; does not use effective questioning skills 3-4. Error free spoken/written language; effective nonverbal communication; directions are clear or quickly clarified after initial student confusion; effective questioning and discussion strategies	1 2 3 4 NATR	★Uses standard, formal English ★ Pronounces the beginnings and endings for all words ★ Uses the correct verb tense ★ Uses adjectives and adverbs correctly (good/well, quick/quickly) ★ Refrains from using incorrect language (e.g. fixin' to, might can, mash, ax for ask) ★Uses correct punctuation (e.g., apostrophes, commas, question marks) ★Uses correct spelling and capitalization ★Writes and/or speaks in complete sentences ★ Refrains from using colloquialisms (e.g., y'all, little ones, you guys) ★ Avoids inappropriate language such as using OK after giving directions

4. Assessment: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

Indicators/Professional Practices	#	Evidence/Comments
4.3. Assessment (Classroom based) 1-2. Inappropriate or no assessment of instructional objectives/outcomes/essential questions; assessments do not align with the instructional objectives/outcomes/essential questions and lesson procedures 3-4. Uses appropriate assessments that align with the instructional objectives/outcomes/essential questions and lesson procedures	1 2 3 4 NATR	★ Method(s) of assessment are appropriate for the lesson; assessments align with instructional objectives/learning outcomes/essential questions and the lesson's procedures ★ Methods of assessment are appropriate for all learners ★ Assessments (e.g., rubrics, checklists, tests, scoring guides, performance contracts) are prepared in advance of teaching the lesson ★ Assessment methods include informal and/or formal assessment formats ★ Uses sufficient informal assessment prior to formal assessment in lessons using formal assessment

		★ Observations are recorded during or immediately following the lesson (e.g., uses checklist, makes anecdotal notes) if observation is the chosen method of assessment
		• Uses self-assessment and/or peer assessment
		• Uses pre-assessment, formative assessment, and/or summative assessment
		• Appropriate adaptations are made for subgroups and individuals
		• Uses authentic as well as traditional methods of assessment
		Assessment criteria are introduced and explained prior to instruction

5. Planning/Instruction: Teachers design and create instructional experiences based on their knowledge of content/curriculum, students, environments, and assessments.

Indicators/Professional Practices	#	Evidence/Comments
5.2/1.6. Lesson Plan and Instruction 1-2. Lesson plan and instruction lack clear organization and sequence; inefficient pacing of lesson; instruction does not extend most students' understanding of concepts and/or content; components of the lesson plan are not aligned 3-4. Lesson plan and instruction are logically organized and sequenced; pacing appropriate; instruction extends students' understanding of concepts and/or content; all components of the lesson plan are aligned	1 2 3 4 NATR	★ Lesson plan is based on clearly stated objectives/outcomes/essential questions; all components of the lesson are aligned ★ Plans for appropriate extension activities that are not menial ★ Plans for appropriate remediation activities that build students' skills ★ Sparks students' interest ★ Explicitly states the importance of the lesson ★ Shares the essential question or learning outcome/objective with the students in advance of the lesson ★ Provides practice for the students (e.g., guided practice, independent practice, cooperative group activities, projects, research) ★ Summarizes the lesson; restates the instructional objectives/outcomes/essential questions during closure ★ Lesson flowed easily; smoothness and momentum of the lesson are appropriate ★ Time within the lesson was allocated appropriately Uses multiple roles (e.g., instructor, facilitator, coach, audience) appropriate for instruction; changes roles as appropriate
5.3. Instructional Strategies 1-2. Inappropriate or no instructional strategies are used to engage and support learning; strategies	1 2	★ Uses strategies to engage students (e.g., graphic organizers, K-W-L, advanced organizers, mnemonic devices, manipulatives,

	#	Evidence/Comments
inappropriately matched to subject matter; strategies used inappropriately

3-4. Plans for and uses appropriate strategies that engage and support student learning; strategies appropriately matched to student and subject matter; strategies used appropriately | 3 4 NATR | class discussion, peer teaching, think-pair-share, modeling, demonstration, writing strategies, vocabulary strategies, comprehension strategies, summarizing, timeline, story problems, science experiments, and critical thinking activities) |
| **5.4/5.5. Monitoring and Adjustments**

1-2. Does not monitor lesson or monitors lesson but adheres firmly to instructional plan; no adjustment for students who do not understand or who have already mastered the content

3-4. Monitors lesson; makes appropriate modifications to instructional plans during the lesson to address students' needs; probes for understanding; uses students' questions to direct instruction | 1 2 3 4 NATR | ★ Teacher moves throughout the classroom to monitor students
★Teacher monitors student progress through interaction with students while teaching the lesson
★ Re-teaches the content before beginning independent practice as needed based on informal/formative assessment(s)
★ Makes adjustments as needed for individuals, small groups, or whole group
★Adds activities when students are having difficulties (e.g., uses more examples, provides more/different guided practice)
★ Provides remediation for students who need a different method or strategy to master the content
★ Provides extension for students who have mastered the instructional objectives/ outcomes/ essential questions
★ Individualizes instruction where appropriate
★ Suggests ways to find solutions to students' questions when the teacher is unsure of the answer |
| **5.6. Resources and Technology**

1-2. Little evidence of using resources and materials other than assigned textbook and/or worksheets; technology is used superficially and does not enhance instruction; does not utilize support personnel appropriately

3-4. Uses a variety of appropriate materials and resources; resources enhance instruction for diverse learners; uses technology effectively; utilizes support personnel in a manner that enhances student learning | 1 2 3 4 NATR | ★ Teacher effectively uses the resources (e.g., trade books, reference materials, charts, maps, displays, manipulatives, guest speaker, models, web pages, Internet, computer programs, software, overhead projector, tape/CD player, TV/VCR, PowerPoint) during the lesson
★ Students effectively use the resources (e.g., dictionary, thesaurus, trade books, learning packets, manipulatives, web pages, computer programs, software, overhead projector, tape/CD player, multimedia presentations) during the lesson
★ Modifies materials and resources for diverse learners
★ Technology was used appropriately or technology was not needed for this lesson
• Uses assistive technology as needed |

6. Professionalism: Teachers recognize, participate in, and contribute to teaching as a profession.

Indicators/Professional Practices	#	Evidence/Comments
6.4. Reflection

1-2. Does not examine his/her teaching; does not suggest modifications to improve teaching practices and student achievement

3-4. Examines own teaching; suggests modifications that would lead to improved teaching practices and student achievement | 1 2 3 4 NATR | ★Explains rationale for choosing instructional methods or strategies
★Provides thoughtful and accurate assessment of the lesson's effectiveness and the extent to which the lesson achieved its goals by citing examples from the lesson
★ Identifies and is able to state both strengths and weaknesses of the lesson; |

		provides specific suggestions for improving areas of weakness
		★ Interprets assessment results and uses these data to determine the impact of the lesson on the students' learning.
		★ Gives suggestions for planning future instruction based on assessment results
		★ Teacher offers appropriate explanation of why a lesson would or would not be changed for future instruction
		★ Makes an accurate assessment of the level of student engagement, listing positive and negative examples of student behavior
		★ Offers a rationale for the materials, resources and/or technology that was used
6.8 Professional Presentation 1-2. Clothing and overall appearance are consistently not neat, and/or modest, and/or appropriate for school, or teaching materials and other products are consistently presented in a sloppy or unprofessional manner 3-4. Clothing and overall appearance are consistently neat, modest, and appropriate for school; and teaching materials and other products are consistently presented in a neat, organized, and professional manner	1 2 3 4 NATR	

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 alouds, 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 **L**earning 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.

Preassessment
A technique used to determine what students already know about a topic before it is taught. Based upon the results of the preassessment, 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, 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.

Georgia Intern Keys Effectiveness System (Teacher Candidate TAPS Observation Form)
Candidate Assessment on Performance Standards

The following performance standards, performance rubrics are taken from the Teacher Assessment on Performance Standards (TAPS), a component of the official teacher evaluation system in Georgia. Additional performance indicators at the proficient level have been added for some standards and are in italics and highlighted. The rubrics have NOT been modified; however, examples of evidence for teacher Candidates have been provided. Teacher Candidates are expected to perform at a minimum at the "Needs Development" and should aspire to perform at the "Proficient" level for most standards. It is expected that teacher candidates will develop during the induction years and continue to move up the continuum of performance.

Performance Standard 1: Professional Knowledge
The teacher candidate demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.

Performance Indicators at the Proficient Level

1.1 Addresses appropriate curriculum standards and integrates key content elements.

1.2 Facilitates students' use of higher-level thinking skills in instruction.

1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.

1.4 Demonstrates accurate, deep, and current knowledge of subject matter.

1.5 Exhibits pedagogical skills relevant to the subject area(s) taught and best practice based on current research.

1.6 Bases instruction on goals that reflect high expectations for all students and a clear understanding of the curriculum.

1.7 Displays an understanding of the intellectual, social, emotional, and physical development of the age group.

Performance Rubrics

☐ Exemplary	☐ Proficient	☐ Needs Development	☐ Ineffective
The teacher candidate continually demonstrates extensive content and pedagogical knowledge, enriches the curriculum, and guides others in enriching the curriculum. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)	The teacher candidate consistently demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	The teacher candidate inconsistently demonstrates understanding of curriculum, subject content, pedagogical knowledge, and student needs, or lacks fluidity in using the knowledge in practice.	The teacher candidate inadequately demonstrates understanding of curriculum, subject content, pedagogical knowledge and student needs, or does not use the knowledge in practice.

Examples of Evidence for Teacher Candidates at each performance level:

• Continually makes meaningful connections to students' prior knowledge and stated interests that advance learning. (1.2) • Guides students to explore and report content knowledge as independently as possible and to apply what they have learned in new ways. (1.2) • Gives assignments that have students laying groundwork for upcoming topics, helps them evaluate sources, and then guides them to see connections. (1.4) • Seeks ways to use various materials, resources, technologies, and research	▪ Arranges opportunities for students to explore content knowledge in various and complex ways. (1.2) ▪ Uses students' prior knowledge and stated interests to guide instruction (1.2) ▪ The teacher candidate consistently connects the assigned content to other content areas and makes the content relevant to the students. (1.3) ▪ Provides background information relative to topic of discussion and is able to direct students to appropriate sources to retrieve additional information	▪ Sometimes attempts to connect the assigned content to other content areas or makes the content relevant to the students. (1.3) ▪ Sometimes makes connections to students' prior knowledge and stated interests. (1.2) ▪ Occasionally includes opportunities to explore and discover knowledge and report discoveries to others. (1.2) ▪ Gives background material and information for new content, but does not encourage students to find or consider material on their own. (1.4)	• Rarely plans instruction that demonstrates adequate knowledge of the assigned content area(s), or the teacher candidate is unable to teach content using effective instructional methodology. (1.1) • Rarely attempts to connect the assigned content to other content areas or to make the content relevant to the students. (1.3) • Rarely plans instruction that demonstrates adequate

skills in lessons based on best practice and adapts teaching to support students when assessment indicate a lack of understanding or a need for extension. (1.5)
- Continually makes connections between content area and to real life experiences and encourages students to make these connections. (1.3)
- Continual evidence of differentiated instruction to facilitate the learning of all students. (1.6)
- Continually uses best practice and current research to create lessons that avoid impediments to student learning. (1.6)
- Continually uses the curriculum as a tool to set high expectations for all students and help them meet these expectations. (1.6)
- Content is developmentally appropriate and is well planned to encourage students to call upon their backgrounds for understanding. (1.7)
- Models and encourages students to communicate verbally and nonverbally in ways that demonstrate respect for and responsiveness to a variety of student differences. (1.7)
- Continually demonstrates use of a variety of resources to support positive, engaging activities for diverse learners.

Student Evidence
- Students routinely participate in activities that involve higher order thinking including analyzing, synthesizing, and evaluating an idea or product. (1.2)
- Students are active participants in assignments, leading discussions, researching and sharing findings. (1.2)
- Students know to use everyday knowledge and experiences in

- Demonstrates ability to model information evaluation techniques and to facilitate and direct students' thought processes (1.4)
- Selects and uses materials, resources, technologies, and research skills appropriate for subject discipline.
- Plans appropriate intervention when students indicate a lack of understanding.
- Adapts teaching methodologies based on unexpected but welcomed teachable moments (1.5)
- Plans instruction that demonstrates strong knowledge of the students' developmental needs or backgrounds. (1.7)
- Designs teaching and learning strategies and assignments that require students to relate one content area to another and to real life experiences (1.3)
- Encourages students to use their everyday knowledge and experiences in classroom discussion, activities, and assignments (1.3)
- Shows evidence of differentiated instruction to facilitate the learning of all students; (1.6)
- Positively mediates the fusion of student's skills and prior knowledge to new information resulting in students' increased knowledge and abilities (1.6)
- Uses established curriculum to create an environment that encourages students to set and meet academic and social growth goals (1.6)
- Content is developmentally appropriate and reflects an understanding of students' backgrounds (1.7)
- Communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to student differences. (1.7)
- Consistently uses a variety of resources to support positive, engaging activities for diverse learners (1.7)
- Plans activities that emphasize interpretation of knowledge and application of skills.

- Uses a variety of resources and materials, but uses them in limited ways; does not include best practice from current research. (1.5)
- Sometimes encourages students to use higher order thinking and complete assignments that allow them to analyze, synthesize, and evaluate. (1.2)
- Lesson plans need to more closely match the learning needs of the students. Varied instructional strategies need to be included.
- Clear and strong connections to other content areas and real life experiences are evident in some lessons. (1.3)
- Sometimes connects key concepts to prior content or students' life experiences. Needs to explicitly state the connections in order for students to understand how to relate content and concepts. (1.3)
- Content is sometimes developmentally appropriate and reflects a growing understanding of the students' backgrounds.
- Sometimes varies planning and instruction to address students' lack of understanding and performance. (1.6)
- Sets goals and expectations for students that encourage student progress, but are not high enough to be challenging to all students. (1.6)
- Content sometimes is developmentally appropriate and sometimes considers students backgrounds. (1.7)
- Occasionally uses a variety of resources to support positive, engaging activities for diverse learners. (1.7)

Student Evidence

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knowledge of the students' developmental needs or backgrounds. (1.7)
- Rarely makes connections to other content areas or references why the content is relevant to students.
- Rarely/ formulates key questions to develop and clarify the need for information. (Relevance)
- Rarely models verbal and nonverbal communication that demonstrates respect for and responsiveness to cultural backgrounds. (1.7)
- Provides little time for students to contribute knowledge from experiences.
- Asks students primarily for facts rather than in-depth concepts.
- Content is often developmentally inappropriate and reflects little understanding of the students' backgrounds.
- Plans and implements lessons without considering students' prior knowledge and stated interests. (1.2)
- Teaches new content independently, separate from other information; relies on few resources, does not encourage students to question, evaluate, or wonder about the material. (1.4)
- Student assignments do not encourage bringing in everyday knowledge and experience to classroom discussion, activities, and assignments. (1.3)
- Little or no evidence of differentiated instruction to facilitate the learning of all students. (1.6)

classroom discussion, activities and assignments. (1.3) • Strong evidence of students being able to independently fuse skills and prior knowledge to new information, yielding students' increased knowledge and abilities. (1.6)	• Locates, evaluates, selects, and organizes information resources based on students' learning needs and the required curriculum. • Plans teaching and learning strategies and assignments that require students to relate one content area to another and to real life experiences. • Invites students to bring their everyday knowledge and experiences into the classroom on a regular basis. • Relates stories, problems, and solutions from personal experiences to establish connections between content and real life. **Student Evidence** ▪ Students are engaged, asking and answering questions, participating in group activities, conducting research, reporting findings. (1.2) ▪ Students share their personal experiences or prior knowledge in response to prompts. ▪ Students demonstrate respect for the differences of other students.	▪ Sometimes verbalize or write about connections between prior knowledge, life experiences, and current learning.	▪ Little or no evidence of student goals that reflect high expectations for all learners. (1.6) ▪ Content appears to be planned without regard for what is developmentally appropriate and without understanding of students' backgrounds. (1.7) ▪ Little evidence of the use of a variety of resources to support positive, engaging activities for diverse learners. (1.7) **Student Evidence** ▪ Cannot describe how to connect content to real life experience. • Students do not work in groups, ask and answer questions, discuss ideas, conduct research, and report findings. (1.2)

Evidence/Documentation

Georgia Intern Keys Effectiveness System (Teacher Candidate TAPS Observation Form)
Candidate Assessment on Performance Standards

The following performance standards, performance rubrics are taken from the Teacher Assessment on Performance Standards (TAPS), a component of the official teacher evaluation system in Georgia. Additional performance indicators at the proficient level have been added for some standards and are in italics and highlighted. The rubrics have NOT been modified; however, examples of evidence for teacher Candidates have been provided. **Teacher Candidates are expected to perform at a minimum at the "Needs Development" and should aspire to perform at the "Proficient" level for most standards. It is expected that teacher candidates will develop during the induction years and continue to move up the continuum of performance.**

Performance Standard 2: Instructional Planning
The teacher candidate plans using state and local school district curricula and standards, effective strategies, resources, and data to address the needs of all students.

Performance Indicators at the Proficient Level
2.1 Analyzes and uses student learning data to inform planning
2.2 Develops plans that are clear, logical, sequential, and integrated across the curriculum (e.g., long-term goals, lesson plans, and syllabi).
2.3 Plans instruction effectively for content mastery, pacing, and transitions.
2.4 Plans for instruction to meet the needs of all students.
2.5 Aligns and connects lesson objectives to state and local school district curricula and standards, and student learning needs.
2.6 Develops appropriate course, unit, and daily plans, and is able to adapt plans when needed.

Performance Rubrics

☐ Exemplary	☐ Proficient	☐ Needs Development	☐ Ineffective
The teacher candidate continually seeks and uses multiple data and real world resources to plan differentiated instruction to meet the individual student needs and interests in order to promote student accountability and engagement.	The teacher candidate consistently plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	The teacher candidate inconsistently uses state and local school district curricula and standards, or inconsistently uses effective strategies, resources, or data in planning to meet the needs of all students.	The teacher candidate does not plan, or plans without adequately using state and local school district curricula and standards, or without using effective strategies, resources, or data to meet the needs of all students.

Examples of Evidence for Teacher Candidates at each performance level:

Exemplary	Proficient	Needs Development	Ineffective
▪ Uses multiple data sources (e.g., student responses to questions, standardized test results, anecdotal notes) to plan differentiated instruction ▪ Uses both class and individual student data to plan instruction ▪ Allows the students to practice at self-selected levels of learning ▪ Plans instruction to accommodate the needs of learners when remediation or extension is relevant ▪ Incorporates national (i.e., professional organizations) standards within lesson plans in addition to state	▪ Analyzes and uses student learning data to inform planning (2.1) ▪ Develops plans that are clear, logical, sequential, and integrated across the curriculum (e.g., long-term goals, lesson plans, and syllabi). (2.2) ▪ Plans instruction effectively for content mastery, pacing, and transitions. (2.3) ▪ Plans for instruction to meet the needs of all students. (2.4) ▪ Aligns and connects lesson objectives to state and local school district curricula and standards, and student learning needs. (2.5)	▪ Identifies only prior student knowledge *or* experiences (i.e., cognitive, linguistic, social, emotional, and/or physical development) as it relates to the lesson ▪ Develops plans that are not explicitly written, lack clarity, lack a clear sequence for instruction, and/or do not include sufficient detail ▪ Fails to promote higher order thinking through incorporation of best practices for instruction ▪ Unclear link between lesson outcomes and state and local school district curricula and standards	▪ Few or no prior student knowledge or experiences identified. ▪ Develops plans that are not explicitly written, lack clarity, lack a clear sequence for instruction, and/or do not include sufficient detail ▪ Promoting student learning via best practices is not evident. ▪ No state or local standards listed ▪ No modification of learner needs listed

and local school district curricula and standards	▪ Develops appropriate course, unit, and daily plans, and is able to adapt plans when needed. (2.6)	▪ Attends to the needs of some students, but not all	

Evidence/Documentation

Georgia Intern Keys Effectiveness System (Teacher Candidate TAPS Observation Form)
Candidate Assessment on Performance Standards

The following performance standards, performance rubrics are taken from the Teacher Assessment on Performance Standards (TAPS), a component of the official teacher evaluation system in Georgia. Additional performance indicators at the proficient level have been added for some standards and are in italics and highlighted. The rubrics have NOT been modified; however, examples of evidence for teacher Candidates have been provided. Teacher Candidates are expected to perform at a minimum at the "Needs Development" and should aspire to perform at the "Proficient" level for most standards. It is expected that teacher candidates will develop during the induction years and continue to move up the continuum of performance.

Performance Standard 3: Instructional Strategies
The teacher candidate promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.

Performance Indicators at the Proficient Level

3.1 Engages students in active learning and maintains interest.

3.2 Builds upon students' existing knowledge and skills.

3.3 Reinforces learning goals consistently throughout the lesson.

3.4 Uses a variety of research-based instructional strategies and resources.

3.5 Effectively uses appropriate instructional technology to enhance student learning.

3.6 Communicates and presents material clearly, and checks for understanding.

3.7 Develops higher-order thinking through questioning and problem-solving activities.

3.8 Engages students in authentic learning by providing real-life examples and interdisciplinary connections.

Performance Rubrics

☐ Exemplary	☐ Proficient	☐ Needs Development	☐ Ineffective
The teacher candidate continually facilitates students' engagement in metacognitive learning, higher-order thinking skills, and application of learning in current and relevant ways. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)	The teacher candidate consistently promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning, and to facilitate the students' acquisition of key skills.	The teacher candidate inconsistently uses research-based instructional strategies. The strategies used are sometimes not appropriate for the content area or for engaging students in active learning or for the acquisition of key skills.	The teacher candidate does not use research-based instructional strategies, nor are the instructional strategies relevant to the content area. The strategies do not engage students in active learning or acquisition of key skills.

Examples of Evidence for Teacher Candidates at each performance level:

▪ Continually engages students to work in collaborative groups/individually to create, present, and research and problem solve. (3.1)	▪ Consistently engages to students to work in collaborative groups/individually to create, present, research and problem solve. (3.1)	▪ Inconsistently engages students to work in collaborative groups/individually to create, present, and research and problem solve. (3.1)	▪ Does not provide students with opportunities to work in collaborative groups/individually to create, present, and research and problem solve. (3.1)
▪ Continually uses multiple strategies linked to students' prior knowledge and skills and background experiences and interest. (3.2)	▪ Consistently uses multiple strategies linked to students' prior knowledge and skills and background experiences and interest. (3.2) ▪ Consistently uses multiple strategies to address goals and build an increased	▪ Inconsistently use multiple strategies or uses only a single strategy linked to students' prior knowledge and skills and background experiences and interest. (3.2)	▪ Does not use a single strategy linked to students' prior knowledge and skills and background experiences and interest. (3.2)

▪ Continually uses multiple strategies to address goals and build an increased proficiency in the standard by including varied ways of acquiring knowledge and skill. (3.3) ▪ Continually incorporates teaching strategies consistent with research based best practices. (3.4) ▪ Continually uses technology for open-ended student work, student reinforcement of learning, presentation and planning purposes. (3.5) ▪ Continually checks student for understanding or for what they learned in the lesson; continually presents material in a clear, logically sequenced and developmentally appropriate format. (3.6) ▪ Continually uses higher order questioning to develop thinking and learning and supports students as they consider multiple perspectives during problem solving. (3.7) ▪ Continually engages students in authentic learning by providing real-life examples and interdisciplinary connections. (3.8)	proficiency in the standard by including some ways of acquiring knowledge and skill. (3.3) ▪ Consistently incorporates teaching strategies consistent with research based best practices. (3.4) ▪ Consistently uses technology for open-ended student work, student reinforcement of learning, presentation and planning purposes. (3.5) ▪ Consistently checks students for understanding or for what they learned in the lesson; consistently presents material in a clear, logically sequenced and developmentally appropriate format. (3.6) ▪ Consistently uses higher order questioning to guide student thinking and learning and to guide student problem solving. (3.7) ▪ Consistently engages students in authentic learning by providing real-life connections and examples to more than one standard.(3.8)	▪ Inconsistently uses one or more strategies to address goals and build an increased proficiency in the standard by focusing on one way to acquire knowledge and skill. (3.3) ▪ Inconsistently incorporates teaching strategies consistent with research based best practices. (3.4) ▪ Inconsistently uses technology for open-ended student work, student reinforcement of learning, presentation or planning purposes. (3.5) ▪ Inconsistently checks students for understanding or for what they learned in the lesson; inconsistently presents material in a clear, logically sequenced and developmentally appropriate format. (3.6) ▪ Inconsistently uses higher order questioning to guide student thinking and learning OR primarily uses factual questioning to guide student thinking and learning. (3.7) ▪ Inconsistently engages students in authentic learning by providing real-life connections and examples to a standard.(3.8)	▪ Does not use a strategy that addresses a goal or builds an increased proficiency in the standard. (3.3) ▪ Does not incorporate teaching strategies consistent with research based best practices. (3.4) ▪ Does not use technology for open-ended student work, student reinforcement of learning, presentation or planning purposes. (3.5) ▪ Does not check students for understanding or for what they learned in the lesson; does not present material in a clear, logically sequenced and developmentally appropriate format. (3.6) ▪ Does not provide higher order questioning or problem solving opportunities to guide student thinking and learning. (3.7) ▪ Does not provide real-life examples to engage students in learning.(3.8)

Evidence/Documentation
- Lesson plans – include goals that are clearly aligned with instructional procedures and assessments, activities build on content knowledge and skill as related to goals
- Lesson plans – include connections to students' prior knowledge, background experiences, interests and real-life examples provided
- Lesson plans – include higher order questions, problem solving activities, interdisciplinary connections
- Incorporation of technology for student learning and teacher candidate directed activities
- Lesson plans – include procedures that are sequenced in a logical and developmentally appropriate format
- Student work samples- evidence of higher order thinking, problem solving, individual and collaborative effort
- Student response to instruction – written, verbal
- Level of student engagement – individual, peer interaction
- Research-based strategies, cited resources
- Implementation of lesson plan procedures upon observation
- Portfolios
- Integrated unit plans

Georgia Intern Keys Effectiveness System (Teacher Candidate TAPS Observation Form)
Candidate Assessment on Performance Standards

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Performance Standard 4: Differentiated Instruction
The teacher candidate challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.

Performance Indicators at the Proficient Level

4.1 Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.

4.2 Provides remediation, enrichment, and acceleration to further student understanding of material.

4.3 Uses flexible grouping strategies to encourage appropriate peer interaction and to accommodate learning needs/goals.

4.4 Uses diagnostic, formative, and summative assessment data to inform instructional modifications for individual students.

4.5 Develops critical and creative thinking by providing activities at the appropriate level of challenge for students.

4.6 Demonstrates high learning expectations for all students commensurate with their developmental levels.

Performance Rubrics

☐ Exemplary	☐ Proficient	☐ Needs Development	☐ Ineffective
The teacher candidate continually facilitates each student's opportunities to learn by engaging him/her in critical and creative thinking and challenging activities tailored to address individual learning needs and interests.	The teacher candidate consistently challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	The teacher candidate inconsistently challenges students by providing appropriate content or by developing skills which address individual learning differences.	The teacher candidate does not challenge students by providing appropriate content or by developing skills which address individual learning differences.

Examples of Evidence for Teacher Candidates at each performance level:

▪ Teacher candidate facilitates learning activities on multiple occasions that offer alternative forms of the content, process, product and/or learning environment that appropriately meets individual developmental needs. (4.1) ▪ Teacher candidate uses multiple forms of assessment data to inform instruction and provides learning activities that vary in degree of difficulty and student interest. (4.2, 4.4)	▪ Teacher candidate facilitates learning activities that offer one alternative form of the two or more of the following: (1) content, (2) process, (3) product and (4) learning environment to meet individual developmental needs. (4.1) ▪ The teacher candidate divides content into subgroups, provides student choice (i.e. partner read, computer, independent work), provides instructional opportunities that consider student interest, modifications and accommodations to the content,	▪ Teacher candidate facilitates learning activities that offer one alternative form of the content, process, product or learning environment. (4.1) ▪ Teacher candidate adjusts learning activities to incorporate varying degrees of difficulty or student interest, but the adjustments are not informed by assessment data. (4.2, 4.4) ▪ The teacher candidate uses flexible grouping practices that are inflexible with students working in unchanging ability level or management groups only. (4.3)	▪ Teacher candidate delivers a lesson that is identical for all students in content, process, product, and learning environment. (4.1) ▪ No evidence of differentiation to meet individual developmental needs, including evidence of accommodations and modifications. (4.1) ▪ Teacher candidate does not use assessment data to inform instruction and adjust learning activities that incorporates varying degrees of difficulty or student interest. (4.2, 4.4)

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Student Evidence:
- Complete individualized activities designed to achieve success in specific content and/or skills. (4.1)
- All students are able to meet learning expectations. (4.3)

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process, product and learning environment are evident. (4.1)
- Teacher candidate uses assessment data to inform instruction and provides learning activities that vary in degree of difficulty or student interest. (4.2, 4.4)

Student Evidence:
- Students meet the standards using differentiated products. (4.1)
- Students are presented with the standard through differentiated content and processes. (4.1)
- Most students are able to meet learning expectations. (4.2, 4.4)

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Student Evidence:
- Students engage with the content through two processes. (4.1)
- Students demonstrate understanding of the content through two products. (4.1)
- Some students are able to meet learning expectations. (4.2, 4.4)
- Students assigned to participate in the same groupings repeatedly. (4.3)

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- The teacher candidate does not use flexible grouping practices. (4.3)

Student Evidence:
- Students demonstrate understanding of instruction through uniform processes and products. (4.1)
- Students are not able to meet learning expectations. (4.2, 4.4)
- All students working on the same activities. (4.3)
- All students seated in the same groups. (4.3)

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Evidence/Documentation:
- Lesson plans, units
- Formative and summative assessments
- Rubrics
- Grade sheets
- Portfolios
- Student Work samples

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Georgia Intern Keys Effectiveness System (Teacher Candidate TAPS Observation Form)
Candidate Assessment on Performance Standards

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Performance Standard 5: Assessment Strategies
The teacher candidate systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.
Performance Indicators at the Proficient Level   5.1 Aligns student assessment with the established curriculum and benchmarks.   5.2 Involves students in setting learning goals and monitoring their own progress.   5.3 Varies and modifies assessments to determine individual student needs and progress.   5.4 Uses formal and informal assessments for diagnostic, formative, and summative purposes.   5.5 Uses grading practices that report final mastery in relationship to content goals and objectives.   5.6 Uses assessment techniques that are appropriate for the developmental level of students.   5.7 Collaborates with others to develop common assessments, when appropriate.

Performance Rubrics

☐ **Exemplary**	☐ **Proficient**	☐ **Needs Development**	☐ **Ineffective**
The teacher continually demonstrates expertise and leads others to determine and develop a variety of strategies and instruments that are valid and appropriate for the content and student population and guides students to monitor and reflect on their own academic progress. (Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)	The teacher systematically and consistently chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	The teacher inconsistently chooses a variety of diagnostic, formative, and summative assessment strategies or the instruments are sometimes not appropriate for the content or student population.	The teacher chooses an inadequate variety of diagnostic, formative, and summative assessment strategies or the instruments are not appropriate for the content or student population.

Examples of Evidence for Teacher Candidates at each performance level:

Exemplary	Proficient	Needs Development	Ineffective
▪ All lesson plans/units contain appropriate formal and informal assessments for diagnostic, formative, and summative purposes ▪ Lesson plans/units include a variety of assessments that meet all students' needs	▪ Lesson plans/units contain numerous appropriate formal and informal assessments for diagnostic, formative, and summative purposes ▪ Lesson plans/units include a variety of assessments that meet most student needs	▪ Lesson plans/ units demonstrate some use of formal and informal assessments for diagnostic, formative, and summative purposes ▪ Lesson plans/units include some variety of assessments that meet some student needs.	▪ Within lesson plans/units, the candidate does not use formal and informal assessments for diagnostic, formative, and summative purposes ▪ Within lesson plans/units, the candidate does not or inadequately varies and adjusts assessments to meet student needs

▪ Lesson plans/units include a variety of assessments that are linked to all student needs ▪ All lesson plans/units include a variety of assessment instruments that are appropriate for the content and student population ▪ Candidate consistently involves students in setting learning goals and self-evaluation ▪ All lesson plans/units include an appropriate variety of assessments that are modified based on student needs ▪ All lesson plans/units include a wide variety of appropriately differentiated assignments/ assessments to meet the needs of most students • Involves students in deciding how instruction will be differentiated based on diagnostic data results. • Uses engaging strategies for diagnosing student readiness to learn. • Explains the different forms of assessments used, why diagnostic work is not graded, and how it is used. • Discusses individual and class strengths, misconceptions, and areas of weakness based on diagnostic assessment data. • Describes how students have been involved in diagnosing their own strengths and weaknesses.	▪ Lesson plans/units include a variety of assessments that are linked to most student needs ▪ Most lesson plans/units include a variety of assessment instruments that are appropriate for the content and student population ▪ Candidate regularly involves students in setting learning goals and self-evaluation ▪ Most lesson plans/units include an appropriate variety of assessments that are modified based on student needs ▪ Lesson plans/units include numerous appropriately differentiated assignments/assessments to meet the needs of most students • Uses a variety of diagnostic activities at the beginning of most lessons and units to determine the specific needs of the class and of individual students. • Identifies students' prior knowledge in the content area(s) and plans to link it to new learning. • Includes a variety of opportunities for *differentiation* based on diagnostic data. • Differentiates the lesson to address the needs of students who start the lesson at a lower level of understanding. • Uses a variety of diagnostic strategies (e.g., initial writing prompts, informal reading assessments, pre-tests, KWLs, anticipation guides, etc.). • Can describe how a unit or lesson was adapted based on diagnostic assessment data. • Can explain how assessment data from current students were analyzed and used in planning.	▪ Assessments are included in lesson plans/units but these are sometimes not linked to student needs. ▪ Lesson plans/ units include assessment instruments, but these are sometimes inappropriate for the content or student population ▪ Candidate sometimes involves students in setting learning goals and/or self-evaluation ▪ Lesson plans/units includes some variety of assessments or some assessments that are modified based on student needs ▪ Lesson plans/units include some appropriately differentiated assignments/ assessments • Includes *diagnostic assessments* at the beginning of some instructional units. • Uses at least one formal or informal diagnostic assessment at the beginning of a lesson or unit. • Asks questions to determine prior knowledge during a lesson. • Has a general understanding of the students' readiness to learn new content. • Understands the need to differentiate lessons to address the needs of students who start the lesson at a lower level of understanding, but is not always certain how to plan for or manage a differentiated lesson.	▪ Assessments are not aligned with appropriate objectives, curriculum, and/or benchmarks. ▪ Assessment instruments are inappropriate for the content or student population ▪ Candidate does not involve students in setting learning goals and/or self-evaluation ▪ Lesson plans/units do not include a variety of assessments or assessments or not modified based on student needs ▪ Lesson plans do not include appropriately differentiated assignments/ assessments • Does not include *diagnostic assessments* in plans. • Is not guided by diagnostic data when planning for *differentiation*. • Does not consider students' prior knowledge to determine starting points for instruction. • Does not use informal or formal *diagnostic assessments* at the beginning of a lesson or unit. • Does not probe for prior knowledge during a lesson. • Does not match the instruction to the prior knowledge of the learners. • Cannot describe how a unit or lesson was planned based on diagnostic data. • Cannot articulate how he/she determines the readiness level of students to take on new content.

Evidence/Documentation
- Lesson plans, units
- Formative and summative assessments
- Rubrics
- Grade sheets
- Portfolios

- Student work samples

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Candidate Assessment on Performance Standards

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Performance Standard 6: Assessment Uses
The teacher candidate systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.

Performance Indicators at the Proficient Level

6.1 Uses diagnostic assessment data to develop learning goals for students, to differentiate instruction, and to document learning.

6.2 Plans a variety of formal and informal assessments aligned with instructional results to measure student mastery of learning objectives.

6.3 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust instruction.

6.4 Systematically analyzes and uses data to measure student progress, to design appropriate interventions, and to inform long- and short-term instructional decisions.

6.5 Shares accurate results of student progress with students, parents, and key school personnel.

6.6 Provides constructive and frequent feedback to students on their progress toward their learning goals.

6.7 Teaches students how to self-assess and to use metacognitive strategies in support of lifelong learning.

Performance Rubrics

☐ Exemplary	☐ Proficient	☐ Needs Development	☐ Ineffective
The teacher candidate continually demonstrates expertise in using data to measure student progress and leads others in the effective use of data to inform instructional decisions. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)	The teacher candidate systematically and consistently gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.	The teacher candidate inconsistently gathers, analyzes, or uses relevant data to measure student progress, inconsistently uses data to inform instructional content and delivery methods, or inconsistently provides timely or constructive feedback.	The teacher candidate does not gather, analyze, or use relevant data to measure student progress, to inform instructional content and delivery methods, or to provide feedback in a constructive or timely manner.

Examples of Evidence for Teacher Candidates at each performance level:

Exemplary	Proficient	Needs Development	Ineffective
▪ Uses formative and summative assessments continually and systematically ▪ Continually checks for students' prior knowledge and uses data to develop instructional plans ▪ Continually uses leveled questions to engage students and assess content knowledge ▪ Continually uses data to plan and implement flexible grouping	▪ Uses formative and summative assessments systematically ▪ Consistently checks for students' prior knowledge and uses data to develop instructional plans ▪ Consistently uses leveled questions to engage students and assess content knowledge ▪ Consistently uses data to plan and implement flexible grouping	▪ Sometimes uses formative and summative assessments ▪ Sometimes checks for students' prior knowledge and at times uses data to develop instructional plans ▪ Sometimes uses leveled questions to engage students and assess content knowledge ▪ Sometimes uses data to plan and implement flexible grouping	▪ Do not use and/or uses inappropriate formative and summative assessments ▪ Does not check for students' prior knowledge and does not use or inappropriately uses data to develop instructional plans ▪ Does not use leveled questions to engage students and assess content knowledge

• Continually collects and analyzes data to identify skill gaps and adjust lessons • Continually provides student commentary aligned to learning goals on student product • Continually provides time and scaffolding for student reflection and self-assessment of learning • Candidates rated as exemplary continually seek ways to serve as role models or assist others	• Consistently collects and analyzes data to identify skill gaps and adjust lessons • Consistently provides student commentary aligned to learning goals on student product • Continually provides time and scaffolding for student reflection and self-assessment of learning	• Sometimes collects and analyzes data to identify skill gaps and adjust lessons • Sometimes provides student commentary aligned to learning goals on student product • Sometimes provides time and scaffolding for student reflection and self-assessment of learning	• Does not uses data to plan and implement flexible grouping • Does not collect or analyzes data to identify skill gaps and adjust lessons • Does not provide student commentary aligned to learning goals on student product • Does not provide time and scaffolding for student reflection or self-assessment of learning

Evidence/Documentation
- Lesson plans, units
- Pre-on-going & post assessments
- Student self-assessments;
- Student feedback
- Conferences
- Candidate electronic portfolios
- Work samples
- Progress reports and report cards
- Differentiated homework
- Communication tools (emails/letters, etc.)

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Performance Standard 7: Positive Learning Environment
The teacher candidate provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.

Performance Indicators at the Proficient Level

7.1 Responds to disruptions in a timely, appropriate manner.

7.2 Establishes clear expectations for classroom rules, routines, and procedures and enforces them consistently and appropriately.

7.3 Models caring, fairness, respect, and enthusiasm for learning.

7.4 Promotes a climate of trust and teamwork within the classroom.

7.5 Promotes respect for and understanding of students' diversity, including – but not limited to – race, color, religion, sex, national origin, or disability.

7.6 Actively listens and pays attention to students' needs and responses.

7.7 Creates a warm, attractive, inviting, and supportive classroom environment.

7.8 Arranges the classroom materials and resources to facilitate group and individual activities.

Performance Rubrics

☐ Exemplary	☐ Proficient	☐ Needs Development	☐ Ineffective
The teacher candidate continually engages students in a collaborative and self-directed learning environment where students are encouraged to take risks and ownership of their own learning behavior. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)	The teacher candidate consistently provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	The teacher candidate inconsistently provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	The teacher candidate inadequately addresses student behavior, displays a negative attitude toward students, ignores safety standards, or does not otherwise provide an orderly environment that is conducive to learning or encourages respect for all.

Examples of Evidence for Teacher Candidates at each performance level:

▪ Fairness and respect are evident in a climate of democratic practices where everyone matters within orderly, shared governance ▪ Expectations for behavior are posted and consequences are administered fairly ▪ If/when disruptions occur, low profile intervention strategies with	▪ Safe, clean and/or orderly environment ▪ Content related bulletin boards; learning stations and centers. ▪ Standards posted ▪ Materials readily accessible ▪ Student work samples displayed ▪ Technology used to enhance instruction ▪ Rules posted	▪ Evidence of respectful communication and correct name pronunciation of some of the learners in the classroom, but not all ▪ Minimal evidence of tracking and permanent ability grouping of learner ▪ Insufficient evidence of RTI usage ▪ Promotes a climate of trust and teamwork for some learners -	▪ Little or no evidence of respectful communication and correct name pronunciation of the learner ▪ Little or no evidence of flexible grouping ▪ Little or no evidence of knowledge or implementation of RTI

language that diffuses and de-escalates tension and non-instructional behaviors are used ▪ All students report their lack of understanding without punitive consequences ▪ There is no evidence of tracking ▪ Employs differentiated instruction techniques based on need without permanently grouping the learners, and peer support is evident ▪ Tasks are relevant and appropriate ▪ The classroom is neat, orderly and comfortable ▪ There is evidence of RTI -	▪ Evidence of respectful communication and correct name pronunciation of all learners in the classroom ▪ Employs differentiated instruction techniques based on need without permanently grouping the learners ▪ Uses RTI to furnish and document alternative teaching and/or behavioral management strategies ▪ Promotes a climate of trust and teamwork for all learners		▪ Little or no evidence of efforts to promote trust and teamwork for learners

Evidence/Documentation

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Performance Standard 8: Academically Challenging Environment
The teacher candidate creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.

Performance Indicators at the Proficient Level
8.1 Maximizes instructional time.
8.2 Conveys the message that mistakes should be embraced as a valuable part of learning.
8.3 Encourages productivity by providing students with appropriately challenging and relevant material and assignments.
8.4 Provides transitions that minimize loss of instructional time.
8.5 Communicates high, but reasonable, expectations for student learning.
8.6 Provides academic rigor, encourages critical and creative thinking, and pushes students to achieve goals.
8.7 Encourages students to explore new ideas and take academic risks.

Performance Rubrics

☐ Exemplary	☐ Proficient	☐ Needs Development	☐ Ineffective
The teacher candidate continually creates an academic learning environment where students are encouraged to set challenging learning goals and tackle challenging materials. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)	The teacher candidate consistently creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	The teacher candidate inconsistently provides a student-centered, academic environment in which teaching and learning occur at high levels or where students are self-directed learners.	The teacher candidate does not provide a student-centered, academic environment in which teaching and learning occur at high levels, or where students are self-directed learners.

Examples of Evidence for Teacher Candidates at each performance level:

▪ The teacher candidate continually has materials, supplies readily available and accessible during instructional time. (8.1)	▪ The teacher candidate consistently has materials, supplies readily available and accessible during instructional time. (8.1)	- The teacher candidate inconsistently has materials, supplies readily available and accessible during instructional time. (8.1)	- Teacher candidate does not have materials, supplies readily available and accessible during instructional time. (8.1)
▪ The teacher candidate continually uses classroom space and resources efficiently to support student learning.(8.1)	▪ The teacher candidate consistently uses classroom space and resources efficiently to support student learning. (8.1)	- The teacher candidate inconsistently uses classroom space and resources efficiently to support student learning. (8.1)	- Teacher candidate does not use classroom space and resources efficiently to support student learning. (8.1)
▪ The teacher candidate continually models how to correct and learn from mistakes. (8.2)	▪ The teacher candidate consistently models how to correct and learn from mistakes. (8.2)	▪ The teacher candidate inconsistently models how to correct and learn from mistakes. (8.2)	▪ Teacher candidate fails to model how to correct and learn from mistakes. (8.2)

▪ The teacher candidate continually provides instructions with a variety of activities addressing student interests and abilities. (8.3) ▪ The teacher candidate continually guides students among large and small groups and independent learning. (8.4) ▪ The teacher candidate continually exhibits a clear plan for transitions between tasks or classes. (8.4) ▪ The teacher candidate continually communicates lesson objectives and learning outcomes. (8.5) ▪ The teacher candidate continually reflects varied levels and/or scaffolds through planning and implementation of the lesson. (8.6) ▪ The teacher candidate continually uses a delivery with higher order questioning, student responsibility, and accountability. (8.6) ▪ The teacher candidate continually encourages creativity and student autonomy in planning and delivery of the lesson. (8.7) ▪ The teacher candidate continually encourages higher order questioning with multiple solutions/answers to problems posed during instruction. (8.7)	▪ The teacher candidate consistently provides instructions with a variety of activities addressing student interests and abilities. (8.3) ▪ The teacher candidate consistently guides students among large and small groups and independent learning. (8.4) ▪ The teacher candidate consistently plans for transitions between tasks or classes. (8.4) ▪ The teacher candidate consistently communicates lesson objectives and learning outcomes. (8.5) ▪ The teacher candidate consistently reflects varied levels and/or scaffolds through planning and implementation of the lesson. (8.6) ▪ The teacher candidate consistently uses a delivery with higher order questioning, student responsibility, and accountability. (8.6) ▪ The teacher candidate consistently encourages creativity and student autonomy in planning and delivery of the lesson. (8.7) ▪ The teacher candidate consistently encourages higher order questioning with multiple solutions/answers to problems posed during instruction. (8.7)	▪ The teacher candidate inconsistently provides instructions with a variety of activities addressing student interests and abilities. (8.3) ▪ The teacher candidate inconsistently guides students among large and small groups and independent learning. (8.4) ▪ The teacher candidate inconsistently plans for transitions between tasks or classes. (8.4) ▪ The teacher candidate inconsistently communicates lesson objectives and learning outcomes. (8.5) ▪ The teacher candidate inconsistently reflects varied levels and/or scaffolds through planning and implementation of the lesson. (8.6) ▪ The teacher candidate inconsistently uses a delivery with higher order questioning, student responsibility, and accountability. (8.6) ▪ The teacher candidate inconsistently encourages creativity and student autonomy in planning and delivery of the lesson. (8.7) ▪ The teacher candidate inconsistently encourages higher order questioning with multiple solutions/answers to problems posed during instruction. (8.7)	▪ Teacher candidate fails to provide instructions with a variety of activities addressing student interests and abilities. (8.3) ▪ Teacher candidate inadequately guides students among large and small groups and independent learning. (8.4) ▪ There is no clear plan evident for transitions between tasks or classes. (8.4) ▪ Teacher candidate inadequately communicates lesson objectives and learning outcomes. (8.5) ▪ Teacher candidate inadequately reflects varied levels and/or scaffolds through planning and implementation of the lesson. (8.6) ▪ Delivery lacks higher order questioning, student responsibility, and accountability. (8.6) ▪ Teacher candidate fails to encourage creativity and student autonomy in planning and delivery of the lesson. (8.7) ▪ Teacher candidate fails to encourage higher order questioning with multiple solutions/answers to problems posed during instruction. (8.7)

Evidence/Documentation

Georgia Intern Keys Effectiveness System (Teacher Candidate TAPS Observation Form)
Candidate Assessment on Performance Standards

The following performance standards, performance rubrics are taken from the Teacher Assessment on Performance Standards (TAPS), a component of the official teacher evaluation system in Georgia. Additional performance indicators at the proficient level have been added for some standards and are in italics and highlighted. The rubrics have NOT been modified; however, examples of evidence for teacher Candidates have been provided. ==Teacher Candidates are expected to perform at a minimum at the "Needs Development" and should aspire to perform at the "Proficient" level for most standards. It is expected that teacher candidates will develop during the induction years and continue to move up the continuum of performance.==

Performance Standard 9: Professionalism
The teacher candidate exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession

Performance Indicators at the Proficient Level

9.1 Carries out duties in accordance with federal and state laws, Code of Ethics, and established state and local school board policies, regulations, and practices.

9.2 Maintains professional demeanor and behavior (e.g., appearance, punctuality and attendance).

9.3 Respects and maintains confidentiality.

9.4 Evaluates and identifies areas of personal strengths and weaknesses related to professional skills and their impact on student learning and sets goals for improvement.

9.5 Participates in ongoing professional growth activities based on identified areas for improvement (e.g., mentoring, peer coaching, course work, conferences) and incorporates learning into classroom activities.

9.6 Demonstrates flexibility in adapting to school change.

9.7 Engages in activities outside the classroom intended for school and student enhancement

9.8 Maintains appropriate interactions with students, parents, faculty, and staff.

9.9 Engages in self-reflection about the success of the lesson after teaching; seeks feedback from mentor teacher about teaching and impact on student learning.

Performance Rubrics

☐ **Exemplary**	☐ **Proficient**	☐ **Needs Development**	☐ **Ineffective**
The teacher candidate continually engages in a high level of professional growth and application of skills and contributes to the development of others and the well-being of the school and community. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)	The teacher candidate consistently exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	The teacher candidate inconsistently supports the school's mission or seldom participates in professional growth opportunities.	The teacher candidate shows a disregard toward professional ethics or the school's mission or rarely takes advantage of professional growth opportunities.

Examples of Evidence for Teacher Candidates at each performance level:

▪ Teacher candidate continually meets all deadlines, follows school policy concerning lesson plans, ethics, and dress codes and maintains accurate attendance documentation. (9.1) (9.2)	▪ Teacher candidate consistently meets all deadlines, follows school policy concerning lesson plans, ethics, and dress codes and maintains accurate attendance documentation. (9.1) (9.2)	▪ Teacher candidate inconsistently meets all deadlines, follows school policy concerning lesson plans, ethics, and dress codes and maintains accurate attendance documentation. (9.1) (9.2)	▪ Teacher candidate inadequately meets all deadlines, follows school policy concerning lesson plans, ethics, and dress codes and maintains accurate attendance documentation. (9.1) (9.2)

▪ The teacher candidate continually maintains parent contacts, establishes positive interactions with colleagues and maintains confidentiality of students. (9.2) (9.3) (9.8) ▪ The teacher candidate continually works with colleagues on grade level planning, observations, and conferences. (9.8) ▪ The teacher candidate continually reflects on teaching and establishes personal professional development goals. (9.4) ▪ The teacher candidate continually participates and leads professional development growth opportunities. (9.5) ▪ The teacher candidate is an involved member of a national, state, and local professional organizations. (9.7)	▪ The teacher candidate consistently maintains parent contacts, establishes positive interactions with colleagues and maintains confidentiality of students. (9.2) (9.3) (9.8) ▪ The teacher candidate consistently works with colleagues on grade level planning, observations, and conferences. (9.8) ▪ The teacher candidate consistently reflects on teaching and establishes personal professional development goals. (9.4) ▪ The teacher candidate consistently participates and leads professional development growth opportunities. (9.5) ▪ The teacher candidate is a member of a national, state, and local professional organizations. (9.7)	▪ The teacher candidate inconsistently maintains parent contacts, establishes positive interactions with colleagues and maintains confidentiality of students. (9.2) (9.3) (9.8) ▪ The teacher candidate inconsistently works with colleagues on grade level planning, observations, and conferences. (9.8) ▪ The teacher candidate inconsistently reflects on teaching and establishes personal professional development goals. (9.4) ▪ The teacher candidate inconsistently participates and leads professional development growth opportunities. (9.5) ▪ The teacher candidate is a member of a state or local professional organizations.(9.7)	▪ The teacher candidate inadequately maintains parent contacts, establishes positive interactions with colleagues and maintains confidentiality of students. (9.2) (9.3) (9.8) ▪ The teacher candidate inadequately works with colleagues on grade level planning, observations, and conferences. (9.8) ▪ The teacher candidate inadequately reflects on teaching and establishes personal professional development goals. (9.4) ▪ The teacher candidate inadequately participates and leads professional development growth opportunities. (9.5) ▪ The teacher candidate unaware of professional organizations. (9.7)

Evidence/Documentation
▪ Attendance log, dress code, lesson plans, meeting deadline (e.g., grades submitted in a timely manner), etc. (9.1)
▪ Attendance logs, dress code (observation), parent contact log, etc. (9.2)
▪ Parent contact log, dispositions evaluation, interaction with colleagues (observation), maintains confidentiality of student records, etc. (9.3)
▪ Lesson plans, performance conferences, reflection log, etc. (9.4)
▪ Agendas, transcripts, membership cards, observations, reflection log, etc. (9.5)
▪ Observations, performance conferences, reflection log, etc. (9.9
▪ Sign-in sheets, agendas, meeting minutes, observations, activity log, etc. (9.7)

Georgia Intern Keys Effectiveness System (Teacher Candidate TAPS Observation Form)
Candidate Assessment on Performance Standards

The following performance standards, performance rubrics are taken from the Teacher Assessment on Performance Standards (TAPS), a component of the official teacher evaluation system in Georgia. Additional performance indicators at the proficient level have been added for some standards and are in italics and highlighted. The rubrics have NOT been modified; however, examples of evidence for teacher Candidates have been provided. Teacher Candidates are expected to perform at a minimum at the "Needs Development" and should aspire to perform at the "Proficient" level for most standards. It is expected that teacher candidates will develop during the induction years and continue to move up the continuum of performance.

Performance Standard 10: Communication
The teacher candidate communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.

Performance Indicators at the Proficient Level

10.1 Uses verbal and non-verbal communication techniques to foster positive interactions and promote learning in the classroom and school environment.

10.2 Engages in ongoing communication and shares instructional goals, expectations, and student progress with families in a timely and constructive manner.

10.3 Collaborates and networks with colleagues and community to reach educational decisions that enhance and promote student learning.

10.4 Uses precise language, correct vocabulary and grammar, and appropriate forms of oral and written communication.

10.5 Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner.

10.6 Adheres to school and district policies regarding communication of student information.

10.7 Creates a climate of accessibility for parents and students by demonstrating a collaborative and approachable style.

10.8 Listens and responds with cultural awareness, empathy, and understanding to the voice and opinions of stakeholders (parents, community, students, and colleagues).

10.9 Uses modes of communication that are appropriate for a given situation.

10.10 Engages in appropriate conversations and maintains confidentiality of information related to students, parents, faculty, and staff. Such conversations include text messaging, social media, emails, etc.

Performance Rubrics

☐ Exemplary	☐ Proficient	☐ Needs Development	☐ Ineffective
The teacher candidate continually uses communication techniques in a variety of situations to proactively inform, network, and collaborate with stakeholders to enhance student learning. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)	The teacher candidate communicates effectively and consistently with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	The teacher candidate inconsistently communicates with students, parents or guardians, district and school personnel, or other stakeholders or communicates in ways that only partially enhance student learning.	The teacher candidate inadequately communicates with students, parents or guardians, district and school personnel, or other stakeholders by poorly acknowledging concerns, responding to inquiries, or encouraging involvement.

Examples of Evidence for Teacher Candidates at each performance level:

▪ Uses both verbal and non-verbal communications, engaging students in positive and meaningful ways to promote learning in the classroom and school environment (10.1)	▪ Uses verbal and/or non-verbal communications to promote learning in the classroom and/or the school environment (10.1) ▪ Communicates consistently with families about instructional goals,	▪ Uses verbal and/or non-verbal communications to address learning in the classroom environment (10.1) ▪ Communicates with families about instructional goals, expectations, or student progress (10.2)	▪ Uses unclear or ambiguous verbal and/or non-verbal communications that hinder learning in the classroom environment (10.1)

- Engages families in positive and encouraging communications about instructional goals, expectations, and student progress in a timely and constructive manner (10.2)
- Facilitates collaboration and networking with colleagues and community to reach educational decisions that enhance and promote student learning (10.3)
- Uses precise language, correct vocabulary and grammar, and appropriate forms of oral and written communication in positive and engaging ways to enhance learning and promote student growth (10.4)
- Uses multiple modalities to explain directions, concepts, and lesson content to students in logical, sequential, and age-appropriate ways (10.5)
- Seeks to understand all school and district policies regarding communication of student information and adheres to above policies (10.6)
- Encourages parent and student involvement by collaborating with parents and students and being consistently available to them (10.7)
- Seeks the voice and opinions of stakeholder in positive ways by listening, responding with cultural awareness and empathy (10.8)
- Selects mode of communication that enhances understanding amongst all involved. Uses a variety of appropriate modes for communication and shifts among modes as necessary (10.9)

expectations, and student progress in a timely and constructive manner (10.2)
- Collaborates and networks with colleagues and community to reach educational decisions that enhance and promote student learning (10.3)
- Uses precise language, correct vocabulary and grammar, and appropriate forms of oral and written communication (10.4)
- Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner (10.5)
- Adheres to school and district policies as needed regarding communication of student information (10.6)
- Creates a climate of accessibility for parents and students by demonstrating a collaborative and approachable style (10.7)
- Listens and responds with cultural awareness, empathy, and understanding to the voice and opinions of stakeholders (parents, community, students, and colleagues) (10.8)
- Selects mode of communication with awareness for enhancing understanding between teacher candidate and student, teacher candidate and colleagues, and teacher candidate and parents. Uses a variety of appropriate modes for communication (10.9)
- Consults and adheres to communication guidelines for professional educators particularly with regard to issues of confidentiality and the use of electronic media. Checks for understanding infrequently yet is rarely insensitive to the

- Collaborates with colleagues only to reach educational decisions that enhance and promote student learning (10.3)
- Uses precise language, correct vocabulary and grammar, and appropriate forms of oral and written communication inconsistently (10.4)
- Explains directions, concepts, and lesson content to students in ways that are not logical, sequential, and/or age-appropriate (10.5)
- Is unaware of school and/or district policies regarding communication of student information (10.6)
- Is accessible, but does not demonstrate a collaborative or an approachable style (10.7)
- Responds to the voice and opinions of stakeholders (parents, community, students, and colleagues) (10.8)
- Uses a variety of appropriate modes for communication but is not intentional in selection with regard to audience or purpose (10.9)
- Is aware of communication guidelines for professional educators and follows them when communicating with students and parents. May treat communication venues informally showing a lack of awareness for the possibility for miscommunication, especially communication with those outside of the classroom (10.10)

Student Evidence:
- Students appear to have difficulty understanding the teacher candidate (10.1)
- Students ask multiple questions about directions, concepts, and/or content (10.5)

- Makes no effort to communicate with families about instructional goals, expectations, or student progress (10.2)
- Makes no effort to collaborate or network with colleagues and/or community about educational decisions that enhance and promote student learning (10.3)
- Lacks an awareness of the need for the use of Standard English in oral and/or written communication (10.4)
- Uses unclear or ambiguous language to explain directions, concepts, and lesson content to students. Presentation of content is often not logical, sequential or age-appropriate (10.5)
- Communicates student information that is in direct conflict with either school and/or district policies (10.6)
- Is not accessible for parents and/or students and does not welcome collaboration (10.7)
- Is unresponsive to stakeholder (parents, community, students, and colleagues) voice and opinions (10.8)
- Relies on a single or few modes of communication and as a result the mode is often inappropriate for the situation and is ineffective (10.9)
- Is not aware of or does not adhere to communication guidelines for professional educators. Violates confidentiality rules or does not exercise caution when communicating through electronic media. Frequent miscommunication with students, parents, or faculty occurs as there is no check for understanding (10.10)

Student Evidence:
- Students appear to have "tuned out" the teacher candidate by drawing, daydreaming, or talking to others during

• All communication with all parties is appropriate showing awareness of audience, tone, cultural sensitivity, and ethical concerns. Adheres strictly to professional guidelines for confidentiality and applies caution when communicating electronically. Consistently checks for understanding to guard against miscommunication (10.10) **Student Evidence:** • Students reciprocate respectful communications with the teacher candidate (10.1) • Students understand directions, concepts and content due to the teacher candidate's logical, sequential, and age-appropriate communications (10.5) • Students are regularly engaged by the teacher candidate and feel comfortable asking questions about instructional goals and expectations (10.7) • Students regularly receive feedback regarding their performance and progress (10.7)	communication norms of others (10.10) **Student Evidence:** • Students communicate with the teacher candidate about their performance and progress (10.7) • Students may have questions about directions, concepts, and/or content (10.5) • Students have questions about teacher candidate communications and/or feedback about their performance and progress (10.7)	• Students ask peers for assistance with directions, concepts, and/or content (10.5)	teacher candidate communications (10.1) • Students ask multiple questions about directions, concepts, and/or content (10.5) • Students have difficulty with tasks after discussing them with the teacher candidate (10.5) • Students do NOT ask the teacher candidate about their performance and progress (10.7)

Evidence/Documentation
- Blogs
- Code of Ethics training signatures
- Communication logs
- Emails
- FERPA training signatures
- Informal/formal observation notes
- Meeting logs
- Mentor teacher candidate notes
- Newsletters
- Parent letters
- School and district communication policies
- Teacher candidate-made content activities
- Worksheets, etc.
- Unit plans
- Websites/web pages.

Truett McConnell University
Teacher Education Department
Classroom Management Checklist

Please circle your role: Cooperating Teacher / Teacher Candidate / Supervising Professor
(on yourself)

Teacher Candidate: _____

Cooperating Teacher: _____

Course: _____ Date: _____

4 – Distinguished   3 – Proficient / Acceptable   2 – Developing / Needs Improvement   1 – Unacceptable

Alignment with Dispositions 2, 3, 4, 5 / TAPS 7, 8

		4	3	2	1
1	All materials and/or technology for the lesson organized and easily retrievable / accessible to both teacher and students.				
2	Effective use of class / instructional time.				
3	Instructional space, student placement, and instructional materials are safe and free of any dangerous elements or items.				
4	Positive, respectful rapport is demonstrated to all learners; a warm, friendly learning environment is evident.				
5	Clear expectations are evident and communicated for positive behavior.				
6	Consistent use of both positive verbal & nonverbal feedback and warnings / redirection of behavior. Rewards and consequences are consistently implemented.				
7	Utilizes a hierarchical approach to enforcing consequences for student misbehavior.				
8	Displays a confident, authoritative demeanor in interactions with students.				
9	Active engagement is embedded within and throughout lesson(s). Student involvement in instruction is expected.				
10	Support is scaffolded by the candidate in order for students to become independent, self-directed learners.				

Please use the back for more specific feedback on both the positive aspects of the candidate's management, as well as constructive comments for improvement.

Lesson Plan Guide

Lesson plans are not written for teachers to read to the class. They are used to structure the lesson, to help with the flow of the lesson, and to make sure that student learning needs are addressed.

Effective lesson planning plans for:

- Critical thinking
- Differentiation and student needs
- Problem solving
- Transitions

- Use of technology
- Pacing
- Language you are going to use as a teacher
- How you are going to engage the students

Every Lesson Plan Starts with Thinking

- Determine the curriculum: What will the children learn and be able to do upon completing the lesson work? (Objective)
- Determine the students' prior knowledge: What do the students already know? (Review: Sometimes you need to pretest to determine this.)
- Determine how you will assist the students in learning the new curriculum. (Core Lesson)
- Determine how and when to evaluate the learning outcomes of the students. (Segmenting the lesson)

I. Initial Planning (Please include brief statements that address the following):

- Code and Standards – go to www.georgiastandards.org to find the appropriate code and standards
- Statement of Objective in Student Terms (Purpose) - What the students will be able to do as a result of the lesson. The purpose of today's lesson, why the students need to learn it, what they will be able to "do," and how they will show learning as a result are made clear by the teacher. How does it relate to the students' lives?
- Essential Question – restate the standard in the form of a question that students should be able to answer at the end of the lesson
- Brief description of classroom context and characteristics of the students including IEP and 504 accommodations. If this lesson is not being planned for a real group of students, please include a description of the context and the characteristics of the sample class you had in mind as you planned this lesson. If you are in a field placement setting, you may simply include a copy of your class description.
- Plans for Individual Differences – Should be noted throughout lesson development section, and can be noted with the abbreviation PID.
- Differentiation can be difficult to plan for if the teacher does not know the individual students well enough to plan for their learning needs. (Think about pre-teaching a skill to build in success for a student rather than re-teaching after the student fails.)
- Rates of completion will vary. Always plan for those students who finish independent practice early. Be certain to tell those students what they will do when they finish before releasing them to do the independent work.
- Address modalities. Be sure to plan for the visual, auditory, and kinesthetic (tactile) learners' needs throughout the lesson.
- How will you address multiple intelligences, IEP's, and language differences?
- Academic Language: Oral and written language used for academic purposes. Academic language is the means by which students develop and express content understandings. Academic language represents the language of the discipline that students need to learn and use to participate and engage in meaningful ways in the content area.
  - Language functions: The content and language focus of the learning task represented by the active verbs within the learning outcomes.
  - Language demands: Identify a key learning task from your plans that provides students with opportunities to practice using the language function in ways that support the essential literacy strategy. Identify the lesson in which the learning task occurs. (Give lesson day/number)
  - Language vocabulary: terms that students need to know in the context of the discipline; terms that much be learned to master the content

II. Lesson Introduction (Each section must be addressed):

Focus/Review

- Identification of what the students must know prior to this lesson (prerequisites) that you will build upon. What do YOU need to know about what they know before you begin?
- If this is completely new learning, this is a brief task or questioning format you use to get students' attention or to help them connect with the lesson. The task or questioning can be considered a focus, review, engagement, or hook activity.
- If this lesson builds on skills or concepts the students already have, (prerequisites), review that prior knowledge that will lead easily into the new curriculum.

III. Lesson Development / Body of the Lesson:

- New material presentation is the phase where the teacher introduces the fresh information in the form of an expository lecture or a narrative or by reading from a text. Often the teacher uses various visuals germane to the area of study. Presentation can be enhanced by educational technology applications, such as slides, video clips, multimedia shows, and PowerPoint demonstrations.

IV. Assessments:

How do you plan for students to demonstrate mastery of the objective(s)? What measures (written, oral, observed, etc.) do you plan to implement to tell you, the teacher, if each student learned/understood the content that was taught? What key components do you plan to look for in student work? Do you plan to use a rubric? How will you know if the lesson was successful?

This part has two components. The assessment strategy section on the lesson plan should be an indicator of your skills in formative assessment and must occur during the lesson. At the end of the plan, there is room to include information regarding summative assessment. Here you should indicate what type of summative assessment will occur and how it will be evaluated, even if the summative assessment will take place at a later date. This might include sample proposed test questions, a portion of a rubric from a larger alternative assessment, items on a checklist, or other similar materials.

Checking For Understanding (CFU) – The teacher uses a variety of strategies to determine whether or not the students have "gotten it," and the answer to that question will help the teacher determine the pacing of the lesson. (Examples include clearing up misunderstandings of objective and trying another method for modeling.) Checking for understanding (CFU) is one of the most critical elements of any directed lesson. If the objective of a lesson is to ensure students can perform a skill or understand a concept once taught, then CFU (checking for understanding) should be based on performance or "doing."

Guided Practice (follow me) – The teacher leads the students through the steps necessary to perform the skill. What will the students do individually, in pairs, in groups, or as a whole class with teacher assistance? What activity will give students an opportunity to practice, with teacher assistance, application of the concept, content or skill? Is practice designed with the gradual removal of support? (e.g., teacher prompting; materials adaptation; graphic organizers).

Independent Practice – The teacher releases students to practice on their own based on input and checking for understanding. What activity will give the students an opportunity to apply the concept, content or skill on their own (or in a group)? What will students do "on their own" while the teacher circulates and monitors?

Closure

- A review or wrap-up of the lesson: "Tell me/show me what you have learned today." The NEW curriculum that the students exit the lesson knowing (objective of the lesson).
- Review and stress again all of the most important points of the core lesson.
  - How will the lesson end so that students receive a verbal summary of the objective and content of the lesson?
  - How will students share their efforts, insights, progress or products?
  - How will the "summarizing" part of the lesson be handled?

Remediation
How would you present the same content in alternative methods using different modalities such as listening to a recording, reading a text, video clips, hands-on activities, etc.?

Extension
How would you take the students thinking to a higher level? Encourage students to engage in activities that require outcomes and creative work. For example: interviewing people, developing projects, participating in a community project, and repairing it, creating and running a survey, designing and creating, etc.

Reflection – Taking time to think about your lesson and its successes and needs for improvement. Describe the strengths & weaknesses of the lesson. How effective were the assessments? Explain how your feedback addressed the student's individual strengths and needs relative to the learning objective measured. What would you do to improve the lesson? If you used technology, how effective was it in supporting student learning? What did you learn from teaching this lesson?

V. Student Writing and Conventions:
Mechanics – Teachers are expected to model correct use of mechanics in all writing that is turned in for a grade. This includes spelling, capitalization and punctuation. Teachers are also expected to use a word processor for the lesson plans.
Grammar/Usage – Grammar and usage must also be correct which means that syntactic structure and language system follow usual and customary standards.

ALL MATERIALS THAT ARE RETRIEVED AND COPIED
FOR CLASSROOM USE MUST BE CITED.

Lesson Plan Form

Name_____ Lesson Title _____Date Taught_____

Subject/Grade_____ Cooperating Teacher Initial (3 days prior to lesson) _____

CODE(S), GA STANDARD(S) & ISTE STANDARD (where applicable):
LESSON OBJECTIVE(S): (Measurable and/or observable)
ESSENTIAL QUESTION(S):

Context for Learning

Number of Students = _____ Males = _____ Females = _____

IEPs/504 Plan: Classifications/Needs	Number of Students	Supports, Accommodations, Modifications, Pertinent IEP Goals

Plan for Individual Differences: Indicate all that are applicable.
- Group 1
- Group 2
- Group 3
- ESOL
- IEP/504
- EIP
- Gifted

Code	Procedures	Materials	Evidence of Formative Assessment(s) (Formal and or Informal)
	LESSON CONSIDERATIONS: • Language Function 	Analyze	Argue	Categorize	Comp / Contr	Describe	Explain
Interpret	Predict	Question	Retell	Summarize	| • Language Demand Identify a key learning task/activity from your plans that provides students with opportunities to practice using the language function in ways that support the essential literacy strategy. For a unit plan, identify the lesson in which the learning task/activity occurs. (Give lesson day/number) • Key Vocabulary Words		(Include how you will provide feedback to students on any assessment you list.)
	INTRODUCTION ACTIVITY: (Review of prerequisite knowledge, engagement activities, lesson focus, pretest, and/or hook activity)		

	LESSON DEVELOPMENT / BODY OF THE LESSON: (Use bullets to **outline** the lesson. Be sure to include possible questions, differentiation, transitions, instructional decision-making, etc.)		
	CLOSURE / SUMMARY: (Lesson recap and checking for understanding)		
	REMEDIATION (In what other ways can you reteach this lesson for student(s) who did not master the concept?)		

	ENRICHMENT: (What specific extension activity might the student(s) do to continue building deeper and more meaningful understanding?)		
	SUMMATIVE ASSESSMENT (including alternative/authentic assessments)		Evidence of Summative Assessment (When needed or at the end of the unit)

SELF-REFLECTIONS:
(Answer the following, providing evidence of your performance in the classroom. Type your responses to each question in paragraph form using 3-5 sentences.)

- Describe the strengths & weaknesses of the lesson.
- Providing evidence, how effective/ineffective were the various assessments you used in the lesson? Explain how your written and/or oral feedback addressed the student's individual strengths and needs relative to the learning objective measured.
- What would you do to improve the instructional strategy addressed in this lesson?
- If you used technology, provide evidence of how effective it was in supporting student learning. How does your evidence align to ISTE standards?
- If you did not use technology, could it have been used to enhance the lesson? If so, how?
- What did you learn from teaching this lesson?

*NOTE: Attach any relevant handouts, activities, templates, PPT slides, etc. that are referenced and utilized in this lesson. Be sure to include any and all references.

Truett McConnell University
Lesson Plan Rubric

Elements	Proficient (Level 2)	Developing (Level 1)	Unacceptable (Level 0)
I. Initial Planning			
1. Brief description of classroom context and students' characteristics including IEP accommodations and language fluency	Candidate provides complete description of classroom including characteristics of the class, descriptions of accommodations necessary for gifted, special needs or ESL students. (Completed only once for a set of lesson plans.)	Candidate provides basic information about the classroom, characteristics of the class, and accommodations to be provided.	No description given for one or more of the following: classroom, characteristics of the class, or accommodations.
2. Identification of specific learning objective(s) and standards addressed	Candidate develops objectives based on student data. Objectives are measurable with precise outcomes at a mastery level which matches developmental stage of students. They are aligned with required standards.	Objective(s) clearly stated and provides purpose. Standards alignment is correct. One element may be missing, unclear or inappropriate for the lesson or student development.	More than one element is missing, unclear or inappropriate for the lesson or student development. Objective(s) stated as activities rather than learning outcomes
3. Essential questions	New skill, concept or purpose is clearly worded for the student in behavioral terms, is specific for performance, and can be answered by the student at the end of the lesson.	New skill, concept or purpose is clearly worded for the student in behavioral terms, is specific for performance, or can be answered by the student at the end of the lesson.	New skill, concept or purpose is not stated for the student in behavioral terms, is not specific for performance, and / or cannot be answered by the student at the end of the lesson.
4. Differentiation	According to classroom description, candidate plans for levels of diverse student needs and indicates how student needs will be accommodated (varying levels of instructional intensity, scaffolding, rate of completion, peer support, output, grouping patterns, time allocation, and/or skill level). Accommodations are indicated in the plans for students who have IEP's, speak English as a Second Language, or gifted.	One or two strategies that allow for additional support or early acquisition of the skills are planned to address student needs.	Strategy for student support is unrealistic to classroom context or no differentiation is planned for the lesson.
5. Identification of what students must know prior to this lesson (prerequisites) that you will build upon	Prerequisite skills and concepts are clearly articulated, sufficient and correct for the stated lesson objective. Evidence of formal or informal pre-assessment is present when applicable.	Most prerequisite skills and concepts are clearly articulated but some important skills may have been missed. Describes what students should know based on prior whole group experience.	Prerequisite skills and concepts not clearly identified and/or incorrect for the lesson objective.

6. Academic Language	Candidate specifically address the language function, vocabulary, and language demand in the context of the chosen task(s). Supports are focused on specific language demands, such as sentence starters, modeling how to construct an argument or explanation paragraph, graphic organizers tailored to organizing text, identifying critical elements of a language function using an example, and/or more in-depth, exploration of vocabulary development (definition, antonym, contextualized meanings, multiple meanings or contrastive use of language for home and school.)	Some support is described, though not in specific detail, for students' application of both vocabulary and the additional language demands identified. Examples of general language supports include describing and defining the function, modeling syntax or discourse, providing an example with little explanation, questions and answers about a language demand, whole group discussion of a language demand, and providing pictures to illustrate vocabulary. Language support must go beyond opportunities to use the targeted language in the learning segment.	Candidate has a superficial view of academic language, primarily focusing on isolated vocabulary words with little or no attention to how these are used in the learning task. The primary focus of language demand is on the meaning of specific words (vocabulary), with little attention to other language demands. Support may consist of sharing or writing definitions, discussing vocabulary, or showing pictures of vocabulary, but does not go beyond vocabulary.
II. Lesson Introduction			
7. Introduction Activity (focus, review or engagement activity)	Background knowledge and skills key to student success in this lesson checked to gauge readiness for the lesson. Clear connections made to prior learning or knowledge. If completely new instruction, focus or engagement activity has the potential to stimulate interest, motivate students and/or identify misconceptions.	Individual students checked for pre-skills. Limited questions used to gauge readiness or prior knowledge. Focus activity does not fully set the stage for attending to lesson.	States pre-skills rather than using questions to gauge readiness. Misses opportunity to motivate students, provide necessary experience and help them make connections
III. Lesson Development (pattern may differ between inquiry and instructional lessons)			
8. Content development	Content and skills are selected based on assessment data and curriculum and are presented in a sequential manner which facilitates student learning. A broad range of examples and non-examples are planned as necessary. Vocabulary is appropriate to learners. All content planned is current and correct.	Content and skills are sequential but lack basis on assessment data. Limited attention to examples and vocabulary planned for use during the lesson. Content contains one or more minor errors.	Content and skills lack sequential presentation. No planned examples. Lesson focuses more on an activity than on development of content or skills. Content planned contains one or more major errors.
9. Methods, strategies, and resources used.	Methods and strategies are appropriate for the instructional objective, are research-based and there is a good instructional match to the students and the skills being taught. Resources and technology included in the plan are essential and make a significant contribution to student understanding. Modeling of new learning and application of	Most methods and strategies are appropriate and marginally match student needs. Resources and technology are appropriate. Limited use of modeling.	Methods and strategies to be used in this lesson are unclear or inappropriate for the content or stated student needs. Resources and technology are either ineffective or inappropriate for the objective or the student. Lesson fails to include modeling.

	the learning is a key part of the instructional presentation.		
10. Structure and sequence of the lesson	Sequence and organization of the lesson is effective, logical and structured to increase student understanding. Lesson sequence allows for student questions, practice and success during each important segment.	Lesson sequence is clear and time is allowed for student questions and practice. Segments may be missing or misplaced in the lesson.	Lesson focuses on how to complete an activity rather than on developing student understanding of content and/or skills.
11. Instructional decision making	Frequent checks of student understanding are planned to guide instruction. Teaching options indicated in plans as to how lesson might be modified based upon student performance.	Lesson segmented to allow for student understanding to be checked. No options included for lesson modification if needed.	Plans do not indicate how and when student understanding will be checked.
IV. Assessment			
12. Guided Practice	Candidate plans how to lead the students through the steps needed to perform the skill or understand the concept. and to allow all students to respond and receive feedback on success with the learning objective throughout the lesson. Practice is scaffolded with the gradual removal of support. Sufficient number of tasks necessary for extended practice are present. All students will have the opportunity to respond. All examples are correct.	Candidate presents a plan for leading students through the steps necessary to perform the skill or understand the concept. Some steps may be missing or an insufficient number of tasks prepared. Scaffolding may be limited or not indicated. Plan for student response may be missing. One example is incorrect or inappropriate.	Candidate does not present a plan for leading students through the steps necessary to perform the skill or understand the concept. And/or Practice is not provided and/or There is more than one content error
13. Independent practice	Instructions are clear. Tasks ensure that individual students are knowledgeable or have the skills needed for independent success at an objective level for this lesson. Candidate anticipates student questions.	Instructions present, but may lack clarity. Product or activity may not be at the level of the objective, but is related.	Plan does not include instructions students will be given. Product or activity does not relate to stated objective
14. Closure	Provisions are made for key points/critical attributes of the lesson to be summarized and reviewed. Essential question can be answered by the students.	Some key points indicated for summary/review, but not all critical attributes key to understanding are included or essential question is not asked.	Does not relate to key points of the lesson and/or relates to classroom procedures only.
15. Remediation	Plans include alternative methods of teaching the concept that are developmentally appropriate.	Plans include alternative methods of teaching the concept are not developmentally appropriate.	Remediation plans are not included.
16. Extension	Plans include higher level of activities which extend students thinking.	Plans are included but opportunities for extending student thinking are limited.	Plans are not included or are practice based such as worksheets.

17. Assessment Strategy	Candidate effectively proposes strategy for determining individual levels of mastery of lesson objective. Plan includes formative assessment during the lesson and / or a summative evaluation (perhaps as a part of a later test or project). Task matches the conditions set in the objective. Results can be compared to the criteria set for the lesson objective.	Strategy includes formative and summative assessment. It may gauge group learning but may not give individual levels of mastery or directly match the conditions or behaviors of the objective.	Assessment strategy does not match the objective.
VI. Lesson Reflection and Student Feedback			
18. Feedback of Students	Specific feedback addresses both strengths and needs.	Evidence of feedback is general, unrelated to the assessed learning objectives, developmentally inappropriate, inaccurate, or missing for one or more focus students.	No feedback is given.
19. Reflection	Success of lesson judged on student outcomes. Explores multiple hypotheses for why some children do not meet objectives. Key factors which lead to success or lack of success are identified. Ideas are provided for redesigning objectives, instruction and assessment as well as how changes would improve student learning.	Partially identifies key factors related to success or failure of the lesson and/or student outcomes. Recommendations for future lessons not clearly related to outcomes.	Fails to identify key factors related to success or failure of the lesson and/or student outcomes. Recommendations for future lessons missing or vague.
VII. Student Writing and Conventions			
20. Mechanics, grammar, and usage	No mechanics, grammar, or usage errors found in the lesson plan.	No more than four mechanics, grammar, and/or usage errors found.	Contains five or more mechanics, grammar, and/or usage errors in lesson plan.
21. Follows directions regarding approval, numbering, and citations	All directions followed. Cooperating Teacher initialed lesson plan(if taught) , objectives numbered correctly, and all materials cited.	Most directions followed. Errors in one of the proficient areas.	Directions not followed. Two or more of the proficient areas missing or improperly completed.
22. Relevant materials are attached	All relevant materials are attached with the lesson plans.	Most of the relevant materials are attached with the lesson plans.	Only lesson plans are turned in. No relevant materials are attached.

This form modified from the University of North Carolina at Charlotte's COED *Common Work Sample—Instructional Lesson Plan Rubric*, Version 1, updated 2/10/2005. Retrieved January 3, 2007 from http://education.uncc.edu/mdsk/MDSK-Forms_and_Requirements.htm

Lesson Plan Score Sheet

Candidate Name: _____ **Evaluator Name:** _____

Instructions to evaluator: Evaluate the lesson plan using the Lesson Plan Rubric.

	Rubric Elements	Rubric Level	Total Score	Comments
Initial Planning and Lesson Introduction	1. Classroom context and student characteristics	0 1 2		
	2. Specific learning objective & standards	0 1 2		
	3. Essential Questions	0 1 2		
	4. Differentiation	0 1 2		
	5. Prerequisite Knowledge	0 1 2		
	6. Academic Language	0 1 2		
	7. Introduction Activity	0 1 2		
Lesson Development	8. Content development	0 1 2		
	9. Methods, strategies and resources	0 1 2		
	10. Structure and sequence	0 1 2		
	11. Instructional decision making	0 1 2		
Assessments	12. Guided practice	0 1 2		
	13. Independent practice	0 1 2		
	14. Closure	0 1 2		
	15. Remediation	0 1 2		
	16. Extension	0 1 2		
	17. Assessment Strategy	0 1 2		
	18. Feedback of Students	0 1 2		
	19. Reflection	0 1 2		
Writing Conventions	20. Mechanics, grammar/usage	0 1 2		
	21. Follows directions	0 1 2		
	22. Relevant Materials are attached	2 1 0		

Total Score: _____

UNIT PLAN OVERVIEW

Many of the items in this Unit Plan were based on the Teacher Work Sample created by The Renaissance Partnership for Improving Teacher Quality. www.uni.edu/itq

Successful teacher candidates support learning by designing a Unit Plan that employs a range of strategies and builds on each student's strengths, needs, and prior experiences. Through this performance assessment, teacher candidates provide credible evidence of their ability to facilitate learning by meeting the following standards. The candidate:

- Gathers information about the learning-teaching context and student individual differences to consider learning objectives, instructional strategies and assessment methods.
- Sets significant, challenging, varied, and appropriate learning objectives based on Georgia Performance Standards.
- Uses multiple assessment modes and approaches aligned with learning objectives to assess student learning before, during, and after instruction.
- Designs instruction for specific learning objectives, student characteristics and needs, and learning contexts.
- Uses regular and systematic evaluations of student learning to make instructional decisions.
- Uses assessment data to profile student learning and communicate information about student progress and achievement.
- Analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

The Assignment:

The Unit Plan contains seven teaching processes identified by research and best practice as fundamental to improving student learning. Each teaching process is followed by a standard, the task, a prompt, and a rubric that defines various levels of performance on the standard. The standards and rubrics will be used to evaluate the Unit Plan. The prompts will help candidates document the extent to which they have met each standard.

Candidates are required to teach a comprehensive unit. Before teaching the unit, candidates will describe contextual factors, identify learning objectives based on the Georgia Performance Standards, create an assessment plan designed to measure student performance before (pre-assessment), during (formative assessment) and after (post-assessment), and plan for instruction. After teaching the unit, candidates will analyze student learning and then reflect upon and evaluate their teaching as related to student learning.

Format (Applies to each section):

- Ownership. Complete a cover page that includes: (a) your name, (b) part of unit plan you are submitting, (c) date submitted, (d) field placement school, (e) grade level taught, and (f) subject taught. (Needed for each section in ED340; only needed once in ED441.)
- Charts, graphs, and attachments. Charts, graphs and assessment instruments are required as part of the Unit Plan. You may also want to provide other attachments, such as student work. However, make sure your attachments provide clear, concise evidence of your performance related to the Unit Plan standards and your students' learning progress.
- Narrative format. Pages should be double-spaced in 12-point font with 1-inch margins.
- References. If you refer to another person's ideas or material, you should cite it.
- Anonymity. In order to insure the anonymity of students in your class, do not include any student last names or identification in any part of your Unit Plan.

Scoring:

570 is the total number of possible points you can receive on this assignment. A passing score is a C.
Semester 4 (ED441): C=508 (fully meeting 60% of the indicators and partially meeting 40%)
                    B=524 (fully meeting 70%, partially meeting 30%)
                    A=539 (fully meeting 80%, partially meeting 20%)

Semester 3 (ED340): C=493 (fully meeting 50% of the indicators and partially meeting 50%)
                    B=508 (fully meeting 60%, partially meeting 40%)
                    A=524 (fully meeting 70%, partially meeting 30%)

<u>Unit Plan Part One: Contextual Factors</u> (50 Total points)

Standard: *The candidate gathers information about the learning-teaching context and student individual differences to consider learning objectives, instructional strategies and assessment methods.*

Task: Write a narrative that discusses relevant factors and how they may affect the teaching-learning process. Include any supports and challenges that affect instruction and student learning.

Prompt: (Narrative should include)

- **Community, district and school factors.** Address geographic location, community and school population, socio-economic profile and race/ethnicity. You might also address such things as stability of community, political climate, community support for education, and other environmental factors. **[3.5] (2, 7, 8)**

- **Classroom factors.** Address physical features, availability of technology equipment and resources and the extent of parental involvement. You might also discuss other relevant factors such as classroom rules and routines, grouping patterns, scheduling and classroom arrangement. **[3.1, 3.2/3.4, 3.3] (2, 7, 8)**

- **Student characteristics.** Address student characteristics you must consider as you design instruction and assess learning. Include factors such as age, gender, race/ethnicity, special needs, achievement/developmental levels, culture, language, interests, learning styles/modalities or students' skill levels. **[2.1, 2.2, 2.3/2.5] (2, 7, 8)**

- **Instructional implications.** Address how contextual characteristics of the community, classroom and students have implications for instructional planning and assessment. **[4.2]**

[NOTE: Bracketed numbers show alignment of standards with the [COI] & (TAPS).

Suggested Page Length: 2 pages

Part One: Contextual Factors
Rubric

Standard: *The candidate gathers information about the learning-teaching context and student individual differences to consider learning objectives, instructional strategies and assessment methods.*

Scoring Code	Indicator	5 Indicator Not Met	7 Indicator Partially Met	10 Indicator Met
1a	**Knowledge of Community, District and School Factors**	Candidate displays minimal, irrelevant, or biased knowledge of the characteristics of the community, district, and school that may affect learning.	Candidate displays general knowledge of the characteristics of the community, district, and school that may affect learning.	Candidate displays a comprehensive understanding of the characteristics of the community, district, and school that may affect learning.
1b	**Knowledge of Classroom Factors**	Candidate displays minimal, irrelevant, or biased knowledge of the characteristics of the classroom that may affect learning.	Candidate displays general knowledge of the characteristics of the classroom that may affect learning.	Candidate displays a comprehensive understanding of the characteristics of the classroom that may affect learning.
1c	**Knowledge of Characteristics of Students**	Candidate displays minimal, stereotypical, or irrelevant knowledge of student differences (social cultural, and ability) that may affect learning.	Candidate displays general knowledge of student differences (social cultural, and ability) that may affect learning.	Candidate displays general and specific understanding of student differences (social cultural, and ability) that may affect learning.
1d	**Instructional Implications**	Candidate does not provide implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics OR provides inappropriate implications.	Candidate provides general implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.	Candidate provides specific implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.
1e	**Writing**	Section is not organized, concise, and/or professional, or contains more than four writing errors.	Section is generally organized, fairly concise, and/or somewhat professional, or contains either three or four writing errors.	Section is well organized, concise, and professional, and contains no more than two writing errors.

Part Two: Learning Objectives (50 Total Points)

Standard: *The candidate sets significant, challenging, varied, and appropriate learning objectives based on the Georgia Performance Standards.*

Task: Provide and justify the learning objectives for the unit.

Prompt:

- **List the learning objectives** (not the activities) that will guide the planning, delivery and assessment of your unit. These objectives should define what you expect students to know and be able to do at the end of the unit. You will need to number the objectives so that you can match them in other sections of the unit plan.

- **Discuss the levels of your learning objectives using Bloom's Taxonomy.** The objectives should be significant (reflect the big ideas or structure of the discipline), challenging, varied, and appropriate. **[1.2] [4.2] (1, 2, 5, 6, 7, 8)**

- **Discuss why your learning objectives are appropriate in terms of students' development, pre-requisite knowledge, and skills. [1.2] (1, 2, 5, 6, 7, 8)**

- **Show how the objectives are aligned with Georgia Performance Standards.** (Code the objectives to match the state standards.) In addition, include a copy of the appropriate GPS standards from georgiastandards.org, and highlight the specific standards addressed. **[5.2/1.6] (1, 2, 5, 6, 7, 8)**

Suggested Page Length: 2-3 pages; attachment of appropriate GPS standards printed from georgiastandards.org.

Part Two: Learning Objectives
Rubric

Standard: *The candidate sets significant, challenging, varied, and appropriate learning objectives based on the Georgia Performance Standards.*

Scoring Code	**Indicator**	**5 Indicator Not Met**	**7 Indicator Partially Met**	**10 Indicator Met**
2a	**Clarity**	Objectives are not numbered or stated clearly and are a list of activities rather than learning outcomes.	Most of the objectives are numbered and clearly stated as learning outcomes.	All of the objectives are numbered and clearly stated as learning outcomes.
2b	**Significance, Challenge and Variety**	Objectives reflect only one level of learning (Bloom's Taxonomy), or they are not addressed.	Objectives reflect several levels of learning (Bloom's Taxonomy) but lack significance or challenge.	Objectives reflect several levels of learning (Bloom's Taxonomy) and are significant and challenging.
2c	**Appropriate-ness For Students**	Objectives are not appropriate for the students' development, pre-requisite knowledge, or skills, or appropriateness is not addressed.	Most objectives are appropriate for the students' development, pre-requisite knowledge, or skills.	All objectives are appropriate for the students' development, pre-requisite knowledge, or skills.
2d	**Alignment with State Standards**	Objectives are not aligned with state standards, or a copy of the appropriate standards is not attached.	Most objectives are aligned with state standards, and a copy of appropriate standards is attached.	All of the objectives are explicitly aligned with state standards, and a copy of appropriate standards is attached.
2e	**Writing**	Section is not organized, concise, and/or professional, or contains more than four writing errors.	Section is generally organized, fairly concise, and/or somewhat professional, or contains either three or four writing errors.	Section is well organized, concise, and professional, and contains no more than two writing errors.

Part Three: Assessment Plan (140 Total Points)

Standard: *The candidate uses multiple assessment modes and approaches aligned with learning objectives to assess student learning before, during, and after instruction.*

Task: Design an assessment plan to monitor student progress toward learning objective(s). **You must be able to identify whether each student met each separate learning objective.** Use multiple assessment modes and approaches aligned with learning objectives to assess student learning before, during, and after instruction. These assessments should authentically measure student learning and may include performance-based tasks, paper-and-pencil tasks, or personal communication. Describe why your assessments are appropriate for measuring learning.

Prompt:

- **Provide an overview of the assessment plan.** For each learning objective include: assessments used to judge student performance, format of each assessment, and adaptations of the assessments for the individual needs of students based on pre-assessment and contextual factors. You must use a table to make your plan clear. (See example below.) On every assessment used, you will need to code each question to a learning objective so that you know which questions assess which objective. **[4.1, 4.5/4.7] (5, 6)**

- **Link learning objectives.** Code every question on the pre-test and the post-test with your learning objectives. <u>For every objective, indicate how you will know whether the student met the objective (e.g., a score of 25 on the rubric, three out of four questions correct, etc.).</u> You cannot use an overall score on a test to determine whether or not the student met all the objectives. **[4.3]**

- **Discuss your plan for formative assessment that will help you determine student progress during the unit**. Describe the formative assessments you plan to use to check student progress and comment on the importance of collecting that particular evidence. Although formative assessment may change as you are teaching the unit, your task here is to predict at what points in your teaching it will be important to assess students' progress toward learning objectives. Remember to include multiple modes of assessment (including performance assessments, lab reports, research projects, etc.). **[4.3, 5.4/5.5, 2.3/2.5] (5, 6)**

- **Describe the pre- and post-assessments that are aligned with your learning objectives**. Clearly explain how you will evaluate or score pre- and post-assessments, including criteria you will use to determine if the students' performance meets the learning objectives. Pre- and post-assessments should be closely aligned. Include copies of assessments, prompts, and/or student directions (e.g., rubrics, observation checklists, rating scales, item weights, test blueprint, answer key). All rubrics need to include the score or performance that achieves the objective. **[4.3] (5,6)**

- **Adapt assessments based on individual needs of students.** You must make adaptations, as necessary, to assessments that are appropriate to meet the individual needs of all students. The adaptations are based on information obtained from pre-assessment and contextual factors. **[4.1] (5, 6)**

Example of Assessment Plan Table: Kindergarten

Learning Objectives	Assessments	Format of Assessment	Adaptations
Learning Objective 1 *Example: The student will link wild animals with their habitats.*	Pre-Assessment	Checklist: game with animal masks & centers representing habitats (tree, lake, burrow, cave)	Repeat and modify instructions, as needed. Demonstrate and assist with cutting, gluing, etc. Provide model of a mask and model how to move to habitat centers. Keep all activities high-interest and brief.
	Formative Assessment	1. Animal puppets and habitats 2. Anecdotal records	Provide concrete models and assistance with fine motor tasks, as needed. Provide verbal cues and plenty of wait time for Q & A.
	Summative Assessment	Checklist: game with animal masks & centers representing habitats	

Suggested Page Length: 2-4 pages of narrative (including your assessment table); pre- and post-assessment instruments; scoring rubrics/keys, and all assessments (formative & summative).

Part Three: Assessment Plan
Rubric
Standard: *The candidate uses multiple assessment modes and approaches aligned with learning objectives to assess student learning before, during, and after instruction.*

Scoring Code	Indicator	10 Indicator Not Met	15 Indicator Partially Met	20 Indicator Met
3a	**Alignment with Learning Objectives and Instruction**	Content and methods of assessment lack congruence with learning objectives or lack cognitive complexity.	Some of the learning objectives are assessed through the assessment plan, but many are not congruent with learning objectives in content and cognitive complexity.	Each of the learning objectives is assessed through the assessment plan; assessments are congruent with the learning objectives in content and cognitive complexity.
3b	**Clarity of Criteria and Standards for Performance**	The assessments contain no clear criteria for measuring student performance relative to the learning objectives, or some objectives are not assessed.	Assessment criteria have been developed, but they are not clear or are not explicitly linked to each learning objective, or they are insufficient.	Assessment criteria are clear and are explicitly linked to each learning objective. There are sufficient questions or activities to accurately measure each objective.
3c	**Multiple Modes and Approaches**	The formative assessment plan includes only one assessment mode and/or does not assess students before, during, and after instruction.	The formative assessment plan includes multiple modes; but all are either pencil/paper based (i.e. they are not performance assessments) and/or do not require the integration of knowledge, skills and reasoning ability.	The formative assessment plan includes multiple assessment modes (including performance assessments, lab reports, research projects, etc.) and assesses student performance throughout the instructional sequence.
3d	**Technical Soundness**	Assessments (pre and post) are not valid; scoring procedures are absent or inaccurate; items or prompts are poorly written; directions and procedures are confusing to students. Pre- and post-assessments are not closely aligned.	Assessments (pre and post) appear to have some validity. Some scoring procedures are explained; some items or prompts are clearly written; some directions and procedures are clear to students. Pre- and post-assessments are somewhat aligned.	Assessments (pre and post) appear to be valid; scoring procedures are explained; most items or prompts are clearly written; directions and procedures are clear to students. Pre- and post-assessments are closely aligned.
3e	**Adaptations Based on the Individual Needs of Students**	Candidate does not adapt assessments, as necessary, to meet the individual needs of students or these assessments are inappropriate or vague, or the candidate fails to take pre-test results into account.	Candidate makes adaptations, as necessary, to assessments that are appropriate to meet the individual needs of most students.	Candidate makes adaptations, as necessary, to assessments that are appropriate to meet the individual needs of all students.
3f	**Content**	There are many inaccuracies in the content.	Although most of the content is correct, there are some inaccuracies in content.	Candidate fully represents the content correctly.
3g	**Writing**	Section is not organized, concise, and/or professional, or contains more than seven writing errors.	Section is generally organized, fairly concise, and/or somewhat professional, or contains between four and six writing errors.	Section is well organized, concise, and professional, and contains no more than three writing errors.

Part Four: Design for Instruction (140 Total Points)

Standard: *The candidate designs instruction for specific learning objectives, student characteristics and needs, and learning contexts.*

Task: Write a narrative that describes how you will design your unit instruction related to unit objectives, students' characteristics and needs, and the specific learning context.

Prompt: (Narrative should include)

- **Unit overview.** Make a table outlining your unit plan day-by-day. Include the topic/activity you are planning for each day/period. Also indicate the objective or objectives (coded from Part 2) that you are addressing in each activity. <u>Make sure that every objective is addressed by at least one activity and every activity relates to at least one objective.</u> **[1.1/1.3, 5.1] (1, 2, 3, 4, 7, 8, 10)**

- **Results of pre-assessment.** After administering the pre-assessment, analyze student performance *relative to the learning objectives*. Depict the results of the pre-assessment in a format that allows you to find patterns of student performance relative to each learning objective. You may use a table, graph, or chart. Describe the pattern you find that will guide your instruction or modification of the learning objectives. **[4.2, 5.1] (2, 3, 4, 5, 6, 10)**

- **Activities.** Describe more fully at least three of your unit activities that reflect a variety of instructional strategies/techniques and explain why you are planning those specific activities. In your explanation for each activity, include:
  - how the content relates to your instructional objective(s),
  - how the activity stems from your pre-assessment information and contextual factors,
  - what materials/technology you will need to implement the activity, and
  - how you plan to assess student learning during and/or following the activity
  (i.e., formative assessment). **[1.4, 3.2/3.4, 5.2/1.6, 5.3] (1, 2, 3, 4, 5, 6, 7, 8, 10)**

- **Technology.** Describe how you will use technology in your planning and/or instruction. If you do not plan to use any form of technology, provide a clear rationale for its omission. **[3.2/3.4, 5.6] (5, 6, 7, 8)**

Suggested Page Length: 5 pages including the unit overview (excluding lesson plans)

Candidates MUST submit all lesson plans for the unit.

Part Four: Design for Instruction
Rubric

Standard: *The candidate designs instruction for specific learning objectives, student characteristics and needs, and learning contexts.*

Scoring Code	Indicator	10 Indicator Not Met	15 Indicator Partially Met	20 Indicator Met
4a	**Alignment with Learning Objectives**	Few lessons (learning activities, assignments, and resources) are explicitly linked to learning objectives. Not all learning objectives are covered in the design.	Most lessons (learning activities, assignments, and resources) are explicitly linked to learning objectives. Most learning objectives are covered in the design.	All lessons (learning activities, assignments, and resources) are explicitly linked to learning objectives. All learning objectives are covered in the design.
4b	**Lesson and Unit Structure**	The lessons within the unit are not logically organized organization (e.g., sequenced).	The lessons within the unit have some logical organization and appear to be somewhat useful in moving students toward achieving the learning objectives.	All lessons within the unit are logically organized and appear to be useful in moving students toward achieving the learning objectives.
4c	**Use of a Variety of Instruction, Activities, Assignments and Resources**	Little variety of instruction, activities, assignments, and resources. Heavy reliance on textbook or single resource (e.g., worksheets).	Some variety in instruction, activities, assignments, or resources but with limited contribution to learning.	Significant variety across instruction, activities, assignments, and/or resources. This variety makes a clear contribution to learning.
4d	**Use of Contextual Information/ Data to Select Appropriate and Relevant Activities, Assignments and Resources**	Instruction has not been designed with reference to contextual factors and pre-assessment data. Activities and assignments do not appear productive and appropriate for each student.	Some instruction has been designed with reference to contextual factors and pre-assessment data. Some activities and assignments appear productive and appropriate for each student; resources and description of the plan are incomplete.	Most instruction has been designed with reference to objectives, contextual factors and pre-assessment data. Activities and assignments appear productive and appropriate for each student; resources are listed for three unit activities, as well as a description of the plan to assess each activity.
4e	**Technology**	Technology is inappropriately used OR candidate does not use technology, and no (or an inappropriate) rationale is provided.	Candidate uses technology but it does not make a significant contribution to teaching and learning OR candidate provides limited rationale for not using technology.	Candidate integrates appropriate technology that makes a significant contribution to teaching and learning OR provides a strong rationale for not using technology.
4f	**Content**	Candidate's use of content appears to contain numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.	Candidate's use of content appears to be mostly accurate. Shows some awareness of the big ideas or structure of the discipline.	Candidate's use of content appears to be accurate. Focus of the content is congruent with the big ideas or structure of the discipline.
4g	**Writing**	Section is not organized, concise, and/or professional, or contains more than eight writing errors.	Section is generally organized, fairly concise, and/or somewhat professional, or contains between five and eight writing errors.	Section is well organized, concise, and professional, and contains no more than four writing errors.

Part Five: Instructional Decision-Making (40 Total Points)

Standard: *The candidate uses ongoing analysis of <u>student learning</u> to make instructional decisions.*

Task: Provide two examples of instructional decision-making based on two individual student's learning or responses.

Prompt: [3.2/3.4, 5.4/5.5] (3, 5)

- Think of two separate times during your unit when a student's learning or response caused you to modify your original design for instruction. (The resulting modification may affect other students as well.) Cite specific evidence to support your answers to the following:
  - ➢ Describe each student's learning or response that caused you to rethink your plans. Each student's learning or response may come from a planned formative assessment or another source (not the pre-assessment).
  - ➢ Describe what you did next, and explain why you thought this would improve each student's progress toward the learning objective.
- Use subheadings to describe which instance you are addressing.

Remember to focus on instructional strategies that *you* used, rather than student learning issues/behaviors.

Suggested Page Length: 2 pages

Part Five: Instructional Decision-Making
Rubric

Standard: *The candidate uses ongoing analysis of student learning to make instructional decisions.*

Scoring Code	Indicator	5 Indicator Not Met	7 Indicator Partially Met	10 Indicator Met
5a	**Sound Professional Practice**	Many instructional decisions are inappropriate and not pedagogically sound.	Instructional decisions are mostly appropriate, but some decisions are not pedagogically sound.	Both examples contain pedagogically sound instructional decisions (i.e., they are likely to lead to student learning).
5b	**Decisions Based on Analysis of Student Learning**	Candidate treats class as "one plan fits all" with no modifications, or candidate focuses on behavioral rather than learning issues.	Some changes to the instructional plans are made to address individual student needs, but these are not based on the analysis of student learning, best practice, or contextual factors.	Appropriate changes to instructional plans are made to address individual student needs. These modifications are informed by the analysis of student learning/performance, best practice, or contextual factors. Includes explanation of why the modifications would improve student progress.
5c	**Congruence Between Modifications and Learning Objectives**	Modifications in instruction lack congruence with learning objectives.	Modifications in instruction are somewhat congruent with learning objectives.	Modifications in instruction are congruent with learning objectives.
5d	**Writing**	Section is not organized, concise, and/or professional, or contains more than four writing errors.	Section is generally organized, fairly concise, and/or somewhat professional, or contains either three or four writing errors.	Section is well organized, concise, and professional, and contains no more than two writing errors.

Part Six: Analysis of Student Learning (120 Total Points)

Standard: *The candidate uses assessment data to profile student learning and communicate information about student progress and achievement.*

Task: Analyze assessment data, including pre/post assessments and formative assessments to determine students' progress related to the unit learning objectives. Use visual representations and a narrative to communicate the performance of the whole class, subgroups, and two individual students. Conclusions drawn from this analysis should be provided in the "Reflection and Self-Evaluation" section.

Prompt:

In this section, you will analyze data to explain progress and achievement toward learning objectives demonstrated by your whole class, subgroups of students, and individual students.   **[2.4] (1, 3)**

- **Whole class.** To analyze the progress of your whole class, create a table that shows pre- and post-assessment data on **every student for every learning objective**. Then, create a graphic summary that shows the extent to which your students made progress (from pre- to post-) toward the learning criterion that you identified for each learning objective. (These criteria were identified in your Assessment Plan section). Write a paragraph summarizing what the graph tells you about your students' learning in this unit (e.g., the number of students mastering each objective).

- **Subgroups.** Select a group characteristic (e.g., performance level, socio-economic status, language proficiency) to analyze for *one learning objective*. Provide a rationale for your selection of this characteristic to form subgroups (e.g., "In a poetry unit, I was interested in the achievements of ELL versus non-ELL learners.") Create a graphic representation that compares pre- and post-assessment results for the subgroups on this learning objective. Summarize what these data show about the student learning of each subgroup.

- **Individuals.** Select two students that demonstrated different levels of performance. Explain why it is important to understand the learning of these particular students. Use pre-, formative, and post-assessment data with examples of the students' work to draw conclusions about the extent to which these students attained the learning objectives. Graphic representations are not necessary for this subsection.

Note: You will provide possible reasons for why your students mastered (or did not master) the learning objectives in the next section, "Reflection and Self-Evaluation." Discuss these analyses in terms of your students' LEARNING, not your TEACHING.

Suggested Page Length: 4 pages (excluding charts); you may need to include pieces of student work

Part Six: Analysis of Student Learning
Rubric

Standard: *The candidate uses assessment data to profile student learning and communicate information about student progress and achievement.*

Scoring Code	Indicator	10 Indicator Not Met	15 Indicator Partially Met	20 Indicator Met
6a	**Evidence of Impact on Individual Student Learning**	Analysis of student learning does not include evidence of each student's achievement of each learning objective.	Analysis of student learning is inaccurate based on the assessment plan.	Analysis of student learning includes evidence of each student's achievement of each learning objective.
6b	**Evidence of Impact on Whole-Class Learning**	Does not include analysis of whether the class as a whole met each learning objective.	Analysis of whole-class learning is inaccurate based on the assessment plan.	Includes analysis of whether the class as a whole met each learning objective.
6c	**Evidence of Impact on Learning within a Subgroup**	Candidate inaccurately identifies subgroups, and does not correctly disaggregate and analyze data for those subgroups.	Candidate inaccurately identifies subgroups, or does not correctly disaggregate and analyze data for those subgroups.	Candidate appropriately identifies subgroups and disaggregates and analyzes data for those subgroups.
6d	**Evidence of Impact on the Learning of Two Individuals**	The candidate does not demonstrate an understanding of the effect of contextual factors on student learning.	The candidate demonstrates a limited understanding of the effect of contextual factors on student learning.	The candidate demonstrates an accurate understanding of the effect of contextual factors on student learning.
6e	**Clarity and Accuracy of Graphical Presentation**	Graphical presentations are not clear and accurate; they do not accurately reflect the data. Labels and/or titles are missing or incorrect.	Graphical presentations are understandable and contain few errors. One label and/or title may be missing or incorrect.	Graphical presentations are easy to understand and contain no errors of representation. Graphs and/or charts have appropriate labels and titles.
6f	**Writing**	Section is not organized, concise, and/or professional, or contains more than eight writing errors.	Section is generally organized, fairly concise, and/or somewhat professional, or contains between five and seven writing errors.	Section is well organized, concise, and professional, and contains no more than four writing errors.

Part Seven: Reflection and Self Evaluation (30 Total Points)

Standard: *The candidate analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.*

Task: Reflect on your performance as a candidate and link your performance to student learning results. Evaluate your performance and identify future actions for improved practice and professional growth.

Prompt [6.4, 6.5] (9):

- Select the learning objective in which your students were most successful. Provide two or more possible reasons for this success. Consider your objectives, instruction, and assessment along with student characteristics and other contextual factors under your control.

- Select the learning objective in which your students were least successful. Provide two or more possible reasons for this lack of success. Consider your objectives, instruction, and assessment along with student characteristics and other contextual factors under your control. Discuss what you could do differently or better in the future to improve your students' performance.

- After self-reflection, describe at least two professional learning goals that emerged from your insights and experiences with the Unit Plan process. Identify two specific steps you will take to improve your performance in the area(s) you identified.

Suggested Page Length: 2 pages

Part Seven: Reflection and Self Evaluation
Rubric
Standard: *The candidate analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.*

Scoring Code	Indicator	1 Indicator Not Met	3 Indicator Partially Met	5 Indicator Met
7a	**Interpretation of Student Learning**	No evidence or reasons provided to support conclusions drawn in "Analysis of Student Learning" (Unit Plan, Part 6).	Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in "Analysis of Student Learning" (Unit Plan, Part 6).	Uses evidence to support conclusions drawn in "Analysis of Student Learning" (Unit Plan, Part 6). Explores multiple hypotheses for why some students did not meet learning objectives.
7b	**Insights on Effective Instruction and Assessment**	Provides no rationale for why some activities or assessments were more successful than others.	Identifies successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof (no use of theory or research).	Identifies successful and unsuccessful activities and assessments and provides plausible reasons (based on theory or research) for their success or lack thereof.
7c	**Alignment Among Objectives, Instruction and Assessment**	Does not connect learning objectives, instruction, and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant or inaccurate.	Connects learning objectives, instruction, and assessment results in the discussion of student learning and effective instruction, but misunderstandings or conceptual gaps are present.	Logically connects learning objectives, instruction, and assessment results in the discussion of student learning and effective instruction.
7d	**Implications for Future Teaching**	Provides no ideas (or ideas are inappropriate) for redesigning learning objectives, instruction, and assessment.	Provides ideas for redesigning learning objectives, instruction, and assessment but offers no rationale for why these changes would improve student learning.	Provides ideas for redesigning learning objectives, instruction, and assessment and explains why these modifications would improve student learning.
7e	**Implications for Professional Development**	Provides no professional development goals or goals that are not related to the insights and experiences described in this section.	Presents professional development goals that are not strongly related to the insights and experiences described in this section and/or provides a vague plan for meeting the goals.	Presents at least two professional development goals that clearly emerge from the insights and experiences described in this section. Describes two specific steps to meet these goals.
7f	**Writing**	Section is not organized, concise, and/or professional, or contains more than four writing errors.	Section is generally organized, fairly concise, and/or somewhat professional, or contains either three or four writing errors.	Section is well organized, concise, and professional, and contains no more than two writing errors.

| Truett McConnell University
School Of Education
e-Portfolio Instructions |
| --- |

The purpose of the e-Portfolio is to demonstrate that you have met the Georgia Technology Standards for Educators. These standards are reflective of nationwide technology standards for teachers. You will find a listing of these standards in the handbook. All teacher candidates are required to demonstrate mastery of these technology standards before being recommended for certification.

Electronic Portfolio Overview
(e-Portfolio)

What is an e-Portfolio?
The ePortfolio is a digital portfolio that contains artifacts (*electronic products*) produced by the candidate while in the teacher education program. The ePortfolio is designed to promote the integration of theory and knowledge into practice, to link required course work to professional standards, and to improve the candidate's technological proficiencies.

Who is required to produce an e-Portfolio?
Every candidate admitted to the Teacher Education must complete an e-Portfolio to demonstrate proficiency with technology and to showcase work leading to his or her initial licensure as a teacher.

What must be included in the e-Portfolio?
The following is an outline of the components that must be included in every candidate's e-Portfolio. Designated parts of the e-Portfolio are reviewed during the end of semester conferences during the candidate's Junior and Senior year. The entire e-Portfolio must be completed before a candidate can be recommended by Truett-McConnell's College of Education for his/her initial teaching license.

All ePortfolios will include the following sections:
1. Home page – This contains a welcome message from you or a quote that you like. Also include a photograph of yourself.
2. About Me – Include a general introduction including information and pictures you would like to share about yourself. You could prepare this in either Word or Power Point. In addition, the following files must be hyperlinked to this page:
    a. Statement of commitment to dispositions. You must scan this document and link it to the "about me" page.
    b. Resume
3. Professional Standards – You must include hyperlinks to the following:
    a. The standards for your program including any endorsements, and
    b. The ISTE Standards for teachers,
4. Clinical Experiences – Include the table of clinical experiences from your working e-portfolio. Use a different color of type of each placement. Hyperlink it to the schools' website and the CCRPI report for the school.

5. Unit Plan –
    a. Assessment Plan which is part 3 of the Unit Plan
    b. Analysis of Student Learning which is part 6 of the Unit Plan
6. Technology Projects/Activities – These are included in the courses as you proceed through the program.
7. Matrix of Georgia Technology Standards for Educators – You will be provided with a chart containing the Georgia Technology Standards for Educators (GTSE).

A form is provided for you to have your instructors sign off on these products as you complete them.

Who will view the ePortfolio?
The various professors in the Teacher Education program and your advisor will view your e-Portfolio in your end of the semester conferences during your Junior and Senior years.

How will my ePortfolio be evaluated?
Work products will be evaluated by the instructor of the course in which they were created as well as during the various end of the semester conferences. All e-Portfolios must be current and complete to be recommended for licensure. Please refer to the ePortfolio Technology Competencies Verification form for specific items due at each point.

e-Portfolio Matrix

Course Designation: (Early Childhood - EC) {Middle Grades - MG} [Music - ME]

Home Page	Content & Curriculum (1)	Knowledge of Students and Their Learning (2)	Learning Environments (3)	Assessment (4)	Planning and Instruction (5)	Professionalism (6)
Personal Picture	Program Standards (EC){MG}[ME]	Diverse Learners (ED301){ED309}[Mu374] Semester 1	Classroom Management Plan (ED301){ED309}[MU374] Semester 1	Unit Plan, Part 3 (ED340){ED340}[ED341] Semester 3	Lesson Plan using Technology (LA303){LA304}[ED374] Semester 1 or 3	Signed Commitment to Dispositions
Welcome Message/ Quote	ISTE Standards for Teachers (EC){MG}[ME]	Interest Inventory Results (LA402){LA403} Semester 2	Classroom Layout (ED301){ED309}[MU375] Semester 1	Unit Plan, Part 6 (ED340){ED340}[ED341] Semester 3	Video Lesson Assignment ({[ED440]})	Code of Ethics for GA Educators
Paragraph		Lesson Plan showing Contextual Factors (ED340){ED340}[ED341] Semester 3	Newsletter (LA303){LA304}[ED341] Semester 2 or 3		Multi-Media Presentation (LA401){LA401/ED306}[MU375] Semester 3	Score Reports for GACE tests, Ethics Exit Exam, and edTPA
Resume						
Clinical Experiences						

Statement of Commitment to Dispositions

Truett McConnell University

Dispositions are defined as the values, commitments, and professional ethics that influence the behavior of educators toward students, families, colleagues and communities and affect student learning, motivation and development, as well as the educator's own professional growth.

To be an accomplished teacher who is a servant leader, you must strive to make everyone around you better for your presence. Robert Greenleaf defines Servant Leadership this way: …a servant first, beginning with the natural feeling that one wants to serve, to serve *first*. Then conscious choice brings one to aspire to lead… The difference (between servant-first and leader-first) manifests itself in the care taken by the servant-first to make sure that other people's highest prioritized needs are being served. The best test, and most difficult to administer is: Do those being served grow as persons? *While being served*, do they become healthier, wiser, freer, more autonomous, more likely themselves to become servants? And, what is the effect on the least privileged in society; will they benefit…? We are instructed to follow Jesus' example that whoever wants to become great among you must be your servant, and whoever wants to be first must be your slave-just as the Son of Man did not come to be served, but to serve, and to give His life as a ransom for many (Matthew 20-26-28).

The dispositions defined below are those that enable one to serve and lead in the classroom.

Collaboration: One who is able to work with others to accomplish joint goals.
Attitude: One who demonstrates a positive attitude.
Relationships with Adults: One who maintains positive relationships with other adults (parents, colleagues, guardians, staff, administration, etc.)
Communication: One whose written, oral, and body language is appropriate for professional situations; who is sensitive to each audience and shows mastery of the conventions of standard English.
Attendance: One who adheres to policies regarding attendance and punctuality.
Relationships with Students: One who interacts appropriately and positively with others.
Initiative: One who is responsible, dependable, organized, and accountable in all matters. One who anticipates all situations, trying to prepare for, intervene in, or control occurrences or situations.
Professional Appearance: One who adheres to good hygiene and follows university, school, and/or district policies for professional appearance.
Legal and Ethical Conduct: One who is in accordance with the accepted principles of right or wrong that govern the conduct of the profession of education.
Diversity: One who demonstrates respect for, and appreciation of, a wide variety of individual differences.
Learning Environment: One who demonstrates a commitment to creating a positive, low-risk learning environment.
Time Management: One who uses time effectively.
Commitment to Student Learning: One who demonstrates a commitment to students' learning.
Commitment to continuous Improvement: One who demonstrates a commitment to continuous improvement as an educator.

As a Truett McConnell University Teacher Education Candidate, I strive to display these dispositions in my classes, with my cohort members, and in the schools that I serve. I strive to remember the words of Paul from Ephesians 4:1, "I urge you to live a life worthy of the calling you have received."

Signed: Date:

FIELD PLACEMENT NOTEBOOK ORGANIZATION

Each semester, when candidates are in field placements, they are to keep a notebook. This notebook is to be with candidates every day of their field placement experience. The following is a description of the ways in which the notebook must be kept each semester.

Semester 1:
- Placement Timesheet
- Daily Log Sheet *(Entry every day. Indicate any days absent.)*
- Teacher's daily class schedule *(one – typed)*
- Teacher's classroom management plan *(one – typed)*
- Journal (*Entry every day. Remember: These are reflections, not simply observations.)*
- Cooperating Teacher Notebook/Checklist & any other evaluation forms
- Teacher Education Handbook

Semester 2:
- Placement Timesheet
- Daily Log Sheet *(Entry every day. Indicate any days absent.)*
- Teacher's daily class schedule *(one – typed)*
- Teacher's classroom management plan *(one – typed)*
- Questions for Reflection *(Copy of questions and dates responded to)*
- Journal *(These are answers to the Questions for Reflections. Identify the question you are answering by writing the question at the top of the page.)*
- Lesson Plans w/Reflections
- Completed Notebook Checklist, COI, & any other evaluation forms
- Teacher Education Handbook

Semester 3:
- Placement Timesheet
- Daily Log Sheet *(Entry every day. Indicate any days absent.)*
- Teacher's daily class schedule *(one – typed)*
- Teacher's classroom management plan *(one – typed)*
- Questions for Reflection *(Copy of questions and dates responded to)*
- Journal *(These are answers to the Questions for Reflections. Identify the question you are answering by writing the question at the top of the page.)*
- Lesson Plans w/Reflections
- Completed Notebook Checklist, COI, & any other evaluation forms
- Teacher Education Handbook

Semester 4: (See Internship Supplement)

Daily Log Sheet

Course #: _____

Candidate Name: _____

(Semesters 1,2 & 3)

Date	What did you do?	How did you build community relationships with families, community members and other school personnel?
Examples	Tested individual students. Observed. Led center. Taught addition.	Met Mrs. Smith, media specialist. Contributed to canned food drive. Assisted family volunteer. Attended family conference. Wrote newsletter.

Truett McConnell University
Teacher Education Program
Placement Timesheet
Semester_____ Year_____

Day	Date	Time In	Time Out
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Total:			
Signature of Cooperating Teacher:			

Day	Date	Time In	Time Out
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Total:			
Signature of Cooperating Teacher:			

Day	Date	Time In	Time Out
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Total:			
Signature of Cooperating Teacher:			

Day	Date	Time In	Time Out
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Total:			
Signature of Cooperating Teacher:			

Total Hours:_____

Questions for Reflection
(Semesters 2 & 3)

From the following questions, choose one question for each day of your field placement. (You may use a question twice; however, answer all of them before you reuse a question.) **WRITE THE QUESTION YOU ARE ANSWERING AT THE TOP OF THE PAGE.** *Write at least two paragraphs for each reflection.*
Keep the reflections in your Field Placement Notebook.

Date Used	2nd Use	? #	Reflection Question
		1	What was the most challenging part of your school day today? How did you deal with the challenge(s)?
		2	What was the most rewarding part of your school day today? Why was it particularly rewarding?
		3	Were the students productively engaged? Name some observations you made that demonstrated engagement.
		4	What was an effective classroom management tool your Cooperating Teacher used today? Why did it work? How might you use it in your classroom?
		5	What was an effective assessment strategy your Cooperating Teacher used today? Why did it work? How might you use it in your classroom?
		6	What was an effective instructional strategy your Cooperating Teacher used today? Why did it work? How might you use it in your classroom?
		7	In what ways did you encourage children to ask questions and think critically today?
		8	How did family life affect one of your students today?
		9	In what ways did your Cooperating Teacher meet the needs of a diverse learner today?
		10	Consider the children's interactions in your classroom today. How did the students interact with one another?
		11	What did you learn from your STUDENTS today? How did the learning occur?
		12	What is the most important thing you can teach these students while you're in their classroom? Why is that THE most important?
		13	If ONE WORD could describe your experience today, what would that word be? Why would you choose that word?
		14	How is this Cooperating Teacher different from your previous Cooperating Teachers?
		15	How have you grown during this field placement experience so far?
		16	How have you been consistent in the classroom recently?
		17	What kinds of interactions have you observed between your special needs students and other students in your classroom? Are you satisfied with what you see?
		18	How does your teacher manage activities, time and space to provide active and equitable engagement of <u>diverse</u> learners in productive tasks?
		19	Think about a group of students in your classroom (e.g. gifted or English Language Learners). What modifications in instruction have you observed or would you make to meet the needs of <u>that specific group</u> and make them more academically successful?
		20	In most North Georgia school systems, there is a significant population of economically disadvantaged students. Is that true in your classroom? How does that affect instruction?
		21	If you are in a classroom that contains English Language learners, describe the strategies that are being used to assist students in improving their English.
		22	Consider this placement and the one last semester. Compare the techniques used by the teacher to foster active inquiry, collaboration and supportive interaction among the diverse groups in the classroom.

ON A DAY YOU TEACH A LESSON

		23	Did you review the standards (and stick to them) when you created your lesson for today?
		24	Did you feel prepared when you were teaching your lesson today?
		25	Was your intended instructional objective met? How do you know?
		26	Did you alter your instructional plans as you taught your lesson? How?
		27	What additional resources/technology might have enhanced this lesson?
		28	If you had the opportunity to teach this exact same lesson again (to the exact same group of students), how might you change it?
		29	What were you thinking about while you were teaching today?
		30	How did you feel about the effectiveness of your lesson today?
		31	What was a classroom management technique you used today? Was it effective?
		32	What adaptations in your lesson did you make for your diverse learners and how did they work?

Truett McConnell University
Directions for Preparing a Program Progression Portfolio
Candidate Directions

The following items from your Introductory Portfolio for admission to the Teacher Education Program must be updated each semester. You should save the files you use to create them because you will continue to use and update them as you progress through the program. All of the items should be presented professionally.

Portfolio items for Elemantary Education majors should be contained **in a three-pronged, yellow** folder. Portfolio items for Middle Grades Education majors should be contained in **a three-pronged, orange** folder. Music education majors will put them in **a three-pronged, blue** folder. The items must be included in the order indicated. Do not submit loose items.

1. Resume (updated, with items in reverse chronological order)
2. Call to teach (original from ED301/ED309 or MU374)
3. Transcript (updated)
4. Degree check sheet (updated)
5. Most recent GACE scores (Basic Skills and Content Area Assessments)
6. A table that demonstrates your GPA in each content area (updated)
7. Field experience placement chart (updated and identical to introductory portfolio directions)
8. Hour logs from COI evaluations from **all** field placement experiences in chronological order.
9. COI evaluations from **all** field placement experiences in chronological order.

All must be professionally presented.

For your Final End-of-Semester conference, also update your calling to teach.

Elementary Education Program Goals & Objectives

The Elementary program at Truett McConnell University seeks to prepare teachers of young children (preschool through grade 5). Graduates of this program seek to become accomplished teachers who advocate for the rights and needs of young children while collaborating and establishing partnerships with parents, schools and communities. They bring to this task the perspectives and disciplines of a servant-leader who has experienced and wishes to emulate a caring Christian community.

Upon completion of the Elementary Education Program, the candidate will:
- Understand the development and learning processes of a young child.
- Use that knowledge to construct and implement an integrated, developmentally appropriate curriculum for children, exhibiting both organization and flexibility in the process.
- Understand that learning is a lifelong process for children and teachers alike and continually seek to develop new knowledge and skills.
- Appreciate the importance of community in working with diverse children and families in ways that are respectful, responsive and proactive.
- Create learning environments and communities with children, peers and parents that are characterized by caring, communication and collaboration.
- Use a wide variety of assessment strategies to enhance the learning and development of children, and be willing to reflectively assess their own teaching to enhance the development of their own skills.
- Integrate technological advances as a routine part of the curriculum.
- Behave as a professional, exhibiting responsibility and ethical behavior and taking initiative and leadership as the task at hand requires.

Reading Endorsement

The reading endorsement allows teachers to teach reading to any student at the grade level of their base certificate, and it may be added to the certificate of any teacher. At the present time, the reading endorsement is embedded in the elementary program, and is not offered to individuals not enrolled in that program.

The reading endorsement implies that candidates:
- Have knowledge of the foundations of reading and writing processes and instruction;
- Use a wide range of instructional practices, approaches, methods and curriculum materials to support reading and writing instruction;
- Use a variety of assessment tools and practices to plan and evaluate effective reading instruction;
- Create a literate environment that fosters reading and writing;
- View professional development as a career-long effort and responsibility.

These competencies are developed and evaluated in the following courses in the elementary program:
LA 301 Fundamentals of Reading/Writing
LA 302 Reading Diagnosis and Remediation
LA 303 Language Arts Practicum
LA 402 Children's Literature
LA 401 Reading and Writing in the Content Areas
ED 440 Professional Internship

Truett McConnell University
Reading Portfolio Rubric Directions

The Teacher Education Handbook contains a list of the Elementary Education Standards and the Reading Endorsement Standards that you are expected to meet before you complete a teacher education program. There are seventeen standards. You will compile a portfolio to demonstrate that you are making progress toward meeting all of those standards as you progress through the program.

This portfolio may contain no more than seventeen items, and some items may relate to more than one standard. All items must address READING. The items should show (1) that you understand the standard and (2) that your work addresses the standard. The items you choose may be class work, Classroom Observation Instruments, Lesson Plan Score Sheets, or materials from your Unit Plan. **At least four pieces of evidence must be student work pieces** that demonstrate that your students have learned from you. Items c, 1.4, 2.2 and 3.2 are particularly good standards for which to use student work as evidence of meeting the standard. Copy the student work onto colored paper, so the evaluator can clearly identify which pieces of evidence represent student work.

Semester 2, follow these directions:
- Only use a **pencil** when writing on the rubric.
- Circle the correct semester on the semester line of the rubric.
- Select items for each standard.
- Write the name of the evidence on the rubric (using a pencil).
- Number the items, and write the number on the rubric (using a pencil). The notebook should be organized sequentially by the area.
- Write the item number on the top right-hand corner of each piece of corresponding evidence. (Use a pencil, as these numbers will change.)
- In front of each item, place a typed explanation of how and why these items provide evidence that you meet this standard. Your reflection and justification are as important as the item you choose. Ensure your explanation is labeled with the area number.
- Put the items in a **red, three-pronged notebook**, with the rubric in the front of the notebook.

For the following semesters, follow these directions:
- Erase the semester number and circle the new one if you change the evidence.
- Select items for additional standards, and place all evidence in order of the item numbers. (Remember to renumber the top right-hand corners of each piece of evidence to correspond with the rubric.)
- Write the name of the evidence for the new pieces on the rubric (in pencil).
- Change any evidence that was previously not marked proficient.
- If you have changed anything, place a checkmark in the "new" column beside that standard.

For the final semester, complete the rubric using a pen. All evidence should be in order by the item numbers, and all evidence should be marked with the corresponding item number.

Additional Information:
- In Semester 2, your Reading Portfolio should contain evidence demonstrating proficiency on at least 2 standards. In Semester 3, it should contain evidence for at least 6 standards.
- You may be asked to replace some of those items in future semesters; and if you do, put a check mark in the "new" column.
- In semesters 2-3, you will present this portfolio at the End-of-Semester Conference.
- By the final semester, you must have evidence demonstrating mastery of every standard.

Truett McConnell University
Reading Portfolio Rubric

Candidate Name:_____

Semester (*circle one*): 2 3 4

Item number	Area	Statement of Standard	Name of Evidence	New?	Proficient
	a. **Use of English language**	Candidate demonstrates consistent use of correct spoken and written English.			
	b. **Concepts of reading and writing**	Candidate knows, understands, and uses the concepts from reading and writing to teach language arts skills to students in the classroom.			
	c. **Applying language arts skills to other areas**	Candidate provides varied opportunities for students to apply their developing language arts skills in the classroom.			
	1.1 & 1.2 **Reading foundations and research**	Candidate knows how the teaching of reading has developed, as well as current research, and uses this knowledge to ground his/her teaching practices.			
	1.3 **Language acquisition**	Candidate not only understands the processes of language acquisition, but also demonstrates patience with students who struggle in this area, and provides opportunities for them to improve their English.			
	1.4 **Components of reading**	Candidate knows all of the components of reading and provides various opportunities for students to demonstrate their abilities in each component.			
	2.1 **Grouping**	Candidate uses a variety of instructional grouping practices (each with a specific instructional purpose in mind), and he/she can state the rationale for the practices used.			
	2.2 **Instructional practices (including tech.) for all students, particularly diverse learners**	Candidate uses a wide range of instructional practices (including technology) for learners at differing stages of development, including students from differing cultural backgrounds.			
	2.3 **Curriculum materials**	Candidate uses a wide range of curriculum materials for teaching reading.			

Item number	Area	Statement of Standard	Name of Evidence	New?	Proficient
	3.1 Assessment tools	Candidate uses a variety of assessment tools that range from individual/group standardized tests to individual/group informal assessment strategies, including technology-based assessment instruments.			
	3.2 Learner continuum	Candidate demonstrates the ability to use assessment data to place students along a developmental continuum and identify students' strengths and weaknesses.			
	3.3 Evaluate/revise instruction	Candidate analyzes and uses assessment results to plan, evaluate, and revise effective instruction for all students.			
	3.4 Relay assessment results to other individuals	Candidate communicates results of assessments to specific individuals (i.e., students, parents, colleagues, administration, policymakers, etc.).			
	4.1 Connecting student interests to reading	Candidate uses students' interests, reading abilities, and backgrounds as foundations for the reading and writing program.			
	4.2 Variety of materials	Candidate uses a large supply of books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.			
	4.3 Modeling reading and writing	Candidate models reading and writing enthusiastically. He/she is knowledgeable about the research that supports reading aloud in the classroom. Candidate reads for pleasure and talks with students about what he/she is reading.			
	4.4 Motivating learners	Candidate motivates students to be lifelong readers by supporting students' choices of reading material, planning and implementing instruction that motivates readers intrinsically and extrinsically, and assisting children in discovering reading for pleasure.			

Truett McConnell University
Family/Community Portfolio Rubric Directions

The Teacher Education Handbook contains a list of the Elementary and Middle Grade Standards that you are expected to meet before you complete a teacher education program. In section 3 (Family and Community Relationships), there are eight standards. You will compile a portfolio to demonstrate that you are making progress toward meeting all of those standards as you progress through the program.

This portfolio will contain either <u>seven or eight items</u>. You should carefully select the items you choose, and some items may relate to more than one standard. The items should show (1) that you understand the standard and (2) that your work addresses the standard. The items you choose may be college assignments, journal reflections, or materials from your field experiences and internship.

For Semester 1, follow these directions:
- Only use a **pencil** when writing on the rubric.
- Circle the "1" on the semester line of the rubric.
- Select items for each standard.
- Write the name of the evidence on the rubric (using a pencil).
- Number the items, and write the number on the rubric (using a pencil).
- Write the item number on the top right-hand corner of each piece of corresponding evidence. (Use a pencil, as these numbers may change.)
- In front of each item, place a typed explanation of how and why these items provide evidence that you meet this standard. Your reflection and justification are as important as the item you choose.
- Put the items in a **green, three-pronged notebook**, with the rubric in the front of the notebook.

For Semesters 2 and 3, follow these directions:
- Erase the semester number and circle the new one.
- Select items for additional standards, and place all evidence in order of the item numbers. (Remember to check the top right-hand corners of each piece of evidence to ensure that they correspond with the rubric.)
- Write the name of the evidence for the new pieces on the rubric (in pencil).
- Change any evidence that was previously marked "unacceptable."
- If you have changed anything, place a checkmark in the "new" column beside that standard.

For the final semester, complete the rubric using a pen. All evidence should be in order by the area numbers, and all evidence should be marked with the corresponding item number.

Additional Information:
- After completing ED310, your portfolio should contain at least 4 items. You may be asked to replace some of those items in future semesters; and if you do, put a check mark in the "new" column beside that standard.
- In semesters 1-3, you will present this portfolio at the End-of-Semester Conference.
  By the final semester, you must have evidence demonstrating mastery of every standard.

Truett McConnell University
Family/Community Portfolio Rubric

Candidate name:_____

Semester (*circle one*): 1 2 3 4

Item number	Area	Statement of Standard	Name of Evidence	New	Proficient
	3.1 Relationships with families	Candidate establishes and maintains positive, collaborative relationships with families.			
	3.2 Communicating with parents	Candidate respects parents' choices and goals for children and communicates effectively with parents about curriculum and children's progress.			
	3.3 Involving families	Candidate involves families in assessing and planning for individual children, including children with disabilities, developmental delays, or special abilities.			
	3.4 Child development and parenting	Candidate supports parents in making decisions related to their child's development and parenting.			
	3.5 Sensitivity to differences in families and cultures	Candidate demonstrates sensitivity to differences in family structures and social and cultural backgrounds.			
	3.6 Application of family systems	Candidate applies family systems theory, knowledge of the dynamics, roles, and relationships within families and communities.			
	3.7 Linking families with resources	Candidate links families with a range of family-oriented services based on identified resources, priorities, and concerns.			
	3.8 Communicating with other professionals	Candidate communicates effectively with other professionals concerned with children and with agencies in the larger community to support children's development, learning, and well-being.			

Content Standards for Elementary Education
Effective July 1, 2019

505-3-.14 ELEMENTARY EDUCATION (P-5) PROGRAM
(1) Purpose. This rule states field-specific content standards for approving programs that prepare individuals to teach any subject in grades P-5 and supplements requirements in GaPSC Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.
(2) Requirements.
(a) To receive approval, a GaPSC-approved educator preparation program provider shall offer an educator preparation program described in program planning forms, catalogs, and syllabi addressing the following standards based on the standards published by the National Association for the Education of Young Children (2012):
1. Promoting Child Development and Learning: Candidates prepared in P-5 programs are grounded in a child development knowledge base. They use their understanding of children's characteristics and needs, and of multiple interacting influences on children's development and learning to create environments that are healthy, respectful, supportive, and challenging for each child. The indicators are as follows:
(i) Knowing and understanding pre-Kindergarten through 5th grade children's characteristics and needs;
(ii) Knowing and understanding the multiple influences on early development and learning; and
(iii) Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for all pre-Kindergarten through 5th grade children.
2. Building Family and Community Relationships: Candidates prepared in elementary education programs understand that successful elementary education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning. The indicators are as follows:
(i) Knowing about and understanding diverse family, family structures and community characteristics;
(ii) Supporting and engaging families and communities through respectful, reciprocal relationships; and
(iii) Involving families and communities in children's development and learning.
3. Observing, Documenting, and Assessing to Support Children and Families: Candidates prepared in elementary education programs understand that child observation, documentation, and other forms of assessment are central to the practice of all elementary education professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child. The indicators are as follows:
(i) Understanding the goals, benefits, and uses of assessment including its interpretation and use in development of appropriate goals and differentiated teaching strategies for pre-Kindergarten through 5th grade children; 505-3-.14 Page 2

(ii) Systematically collecting and analyzing relevant data (via observation, documentation, and other appropriate assessment tools and approaches including the use of technology) to monitor student progress and to inform instruction;
(iii) Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities; and
(iv) Engaging in productive effective assessment partnerships with families and with professional colleagues to build effective learning environments.
4. Using Developmentally Effective Approaches: Candidates prepared in elementary education programs understand that teaching and learning with children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the setting within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning. The indicators are as follows:
(i) Establishing a classroom environment grounded in positive relationships and supportive interactions as the foundation of their work with children;
(ii) Knowing and using effective research based strategies and tools for pre-Kindergarten through 5th grade children including the appropriate use of technology;
(iii) Using a broad repertoire of developmentally appropriate research-based teaching/learning approaches (play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, reflection,

and inquiry experiences) to help pre-Kindergarten through 5th grade children develop intellectual curiosity, solve problems, and make decisions; and

(iv) Reflecting on own practice to promote positive outcomes for each child.

5. Using Content Knowledge to Build Meaningful Curriculum: Candidates prepared in elementary education programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every child. Candidates understand the importance of developmental domains and academic (or content) disciplines in elementary education curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidate use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive development and learning outcomes for every child. The indicators are as follows:

(i) Understanding content knowledge and resources in academic disciplines: language and literacy; mathematics, science, social studies, the arts-music, creative movement, dance, drama, visual arts; physical activity, physical education and health and safety;

(ii) Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines;

(iii) Using content knowledge, appropriate content standards, and other resources to design implement and evaluate developmentally meaningful and challenging curriculum for each child; and

(iv) Recognizing and utilizing opportunities for appropriate curriculum integration. 505-3-.14 Page 3

6. Becoming a Professional: Candidates prepared in elementary education programs identify and conduct themselves as members of the elementary education profession. They know and use ethical guidelines and other professional standards related to elementary education practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies. The indicators are as follows:

(i) Knowing about and upholding ethical standards, legal responsibilities, and other professional guidelines;

(ii) Engaging in continuous, collaborative learning to inform practice; using technology effectiveness with P-5 children, with peers, and as a professional resource;

(iii) Integrating knowledgeable, reflective, and critical perspectives on education;

(iv) Engaging in informed advocacy for P-5 children and the profession; and

(v) Demonstrate an understanding of the elementary education profession, its multiple historical, philosophical, and social foundations, and how these foundations influence current thought and practice.

7. Elementary Education Field Experiences: Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of pre-Kindergarten through 5th grade children in all three age groups (PK-K, 1-3, and 4-5) and in a variety of settings that offer elementary education. The indicators are as follows:

(i) Observe and participate under supervision of qualified professionals in a variety of settings and grade levels in which children are served (such as public and private; centers, schools, and community agencies);

(ii) Work effectively over time with children of diverse ages (preschoolers, or school-age), with children with diverse abilities, and with children reflecting culturally and linguistically diverse family systems;

(iii) Demonstrate ability to work effectively during full-time supervised residency (student teaching) and/or practica experiences (totaling at least 300 clock hours) in at least two different settings, serving children of three different age groups (PK-K, 1-3, and 4-5) and with varying abilities; and

(iv) Analyze and evaluate field experience, including supervised experience in working with parents, and supervised experience in working with interdisciplinary teams of professionals.

8. The program shall prepare elementary education professionals to meet the following indicators based on content standards promoted by the Association for Childhood Education International (2007):

(i) Reading, Writing, and Oral Language: Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;

(ii) Science: Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science; 505-3-.14 Page 4

(iii) Mathematics: Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation;

(iv) Social studies: Candidates know, understand, and use the major concepts and modes of inquiry from the social studies, the integrated study of history, geography, the social sciences, and other related areas, to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;

(v) The arts: Candidates know, understand, and use, as appropriate to their own understanding and skills, the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;

(vi) Health education: Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health; and

(vii) Physical education: Candidates know, understand, and use, as appropriate to their own understanding and skills, human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

9. Teaching of Reading: The program shall prepare elementary education professionals to meet the standards for the Reading Endorsement Program as specified in GaPSC Rule 505-3-96, READING ENDORSEMENT PROGRAM.

(b) The program shall meet all requirements specified in GaPSC Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

Authority O.C.G.A. 20-2-200

Content Standards for Reading Endorsement
Effective June 15, 2016

505-3-.96 READING ENDORSEMENT PROGRAM
(1) Purpose. This rule states field-specific content standards for approving endorsement programs that prepare individuals to teach reading to all students at the grade level of the candidate's base certification and supplements requirements in GaPSC Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) Requirements.

(a) A GaPSC-approved professional educator preparation provider may seek state approval to offer this field as either a stand-alone endorsement program or as an endorsement program embedded in a GaPSC-approved initial preparation program or an advanced (degree-only) preparation program. In addition to meeting all applicable approval requirements and standards, embedded endorsement programs must meet requirements specified in paragraph (e) 3. (viii) of GaPSC Educator Preparation Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.
(b) to receive approval, a GaPSC-approved educator preparation provider shall offer a preparation program described in program planning forms, catalogs and syllabi addressing the following standards for classroom teachers of reading adapted from standards published by the international reading association (2010):
1. Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction as follows:
(i) Candidates understand major theories and empirical research that describe the cognitive, linguistic, motivational, and socio-cultural foundations of reading, and writing development, processes and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections as indicated in the following:
(I) Candidates recognize major theories of reading and writing processes and development, including first and second literacy acquisition and the role of native language in learning to read and write in a second language;

(II) Candidates explain the research and theory about effective learning environments that support individual motivation to read and write;

(III) Candidates explain language and reading development across all levels of reading: elementary, middle and high school; and

(IV) Candidates demonstrate knowledge about transfer of skills from the primary or home language (L1) to English (L2) as it affects literacy learning across the components.

(ii) Candidates understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement as indicated in the following:
(I) Candidates show fair-mindedness, empathy, and ethical behavior in literacy instruction and when working with other professionals; and

(II) Candidates use multiple sources of information to guide instructional planning to improve 505-3-.96 Page 2

reading achievement for all students.
2. Candidates use the following instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing as follows:
(i) Candidates use foundational knowledge to design or implement an integrated, comprehensive and balanced curriculum as indicated in the following:

(I) Candidates explain how the reading and writing curriculum is related to local, state, national and professional standards;
(II) Candidates implement the curriculum based on students' prior knowledge, world experiences, and interests;

(III) Candidates evaluate the curriculum to ensure that instructional goals and objectives are met; and
(IV) Candidates plan with other teachers and personnel in designing, adjusting, and modifying the curriculum to meet students' needs in traditional print, digital and online contexts.

(ii) Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections as indicated in the following:
(I) Candidates select and implement instructional approaches based on evidence-based rationale, student needs, and purposes for instruction;
(II) Candidates differentiate instructional approaches to meet students' reading and writing needs in all content areas;
(III) Candidates implement and evaluate instruction in each of the following areas as appropriate: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing;
(IV) Candidates incorporate traditional print, digital, and online resources as instructional tools to enhance student learning; and
(V) Candidates adapt instructional approaches and materials to meet the language-proficiency needs of English learners.

(iii) Candidates use a wide range of texts (e.g., narrative, expository and poetry) from traditional print, digital, and online resources as indicated in the following:

(I) Candidates guided by evidence-based rationale, select and use quality traditional print, digital, and online resources;
(II) Candidates identify the resources necessary to build an accessible, multilevel, and diverse classroom library including traditional print, digital, and online resources; and

(III) Candidates demonstrate knowledge about various materials and their uses across all levels P-12. 505-3-.96 Page 3

3. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction as follows:
(i) Candidates understand types of assessment and their purposes, strengths, and limitations as indicated in the following:

(I) Candidates demonstrate an understanding of established purposes for assessing student performance, including tools for screening, diagnosis, progress monitoring, and measuring outcomes;
(II) Candidates describe strengths and limitations of a range of assessment tools and their appropriate uses;
(III) Candidates recognize the basic technical adequacy of assessments (e.g., reliability, content and construct validity); and
(IV) Candidates explain district and state assessment frameworks, proficiency standards, and student benchmarks.
(ii) Candidates select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes as follows:

(I) Candidates select or develop appropriate assessment tools to monitor student progress and to analyze instructional effectiveness;
(II) Candidates administer classroom and school-based assessments using consistent, fair, and equitable assessment procedures;
(III) Candidates interpret and use assessment data to analyze individual, group, and classroom performance and progress; and
(IV) Candidates collaborate with other teachers and personnel to discuss interpretation of assessment data and their uses in responding to student needs and strengths.
(iii) Candidates use assessment information to plan and evaluate instruction as indicated in the following:

(I) Candidates use assessment data to plan instruction systematically and to select appropriate traditional print, digital, and online reading resources;
(II) Candidates use assessment data to evaluate students' responses to instruction and to develop relevant next steps for teaching;
(III) Candidates interpret patterns in classroom and individual students' data; and
(IV) Candidates collaborate with other professionals to modify instruction and to plan and evaluate interventions based on assessment data.
(iv) Candidates communicate assessment results and implications to a variety of audiences as indicated in the following:
(I) Candidates communicate assessment purposes and a summary of results to appropriate audiences (i.e., student, parents or guardians, colleagues, and administrators); and

(II) Candidates use assessment data and student work samples to discuss relevant implications and goals for reading and writing instruction.

4. Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society as follows

(i) Candidates recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write as indicated in the following:

(I) Candidates demonstrate an understanding of the ways in which diversity can be used to strengthen a literate society, making it more productive, more adaptable to change, and more equitable;

(II) Candidates demonstrate an understanding of the impact of urban, suburban and rural environments on local culture, language and learning to read and write;

(III) Candidates demonstrate an understanding of the ways in which the various forms of diversity interact with reading and writing development; and

(IV) Candidates demonstrate an understanding of the relationship between first- and second-language acquisition and literacy development.

(ii) Candidates use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs and engagement with the features of diversity as indicated in the following:

(I) Candidates assess the various forms of diversity that exist in students as well as in the surrounding community;

(II) Candidates provide differentiated instruction and instructional materials including traditional print, digital and online resources that capitalize on diversity;

(III) Candidates provide instruction and instructional materials that are linked to students' backgrounds, and facilitate a learning environment in which differences and commonalities are valued (e.g., use of literature that reflects the experiences of marginalized groups and the strategies they use to overcome challenges); and

(IV) Candidates provide instruction and instructional formats that engage students as agents of their own learning.

(iii) Candidates develop and implement strategies to advocate for equity as indicated in the following:

(I) Candidates provide students with linguistic, academic, and cultural experiences that link their communities with the school;

(II) Candidates advocate for change in societal practices and institutional structures that are inherently biased or prejudiced against certain groups; and

(III) Candidates demonstrate how issues of inequity and opportunities for social justice activism 505-3-.96 Page 5

and resiliency can be incorporated into the literacy curriculum.

5. Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments as follows:

(i) Candidates design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction as indicated in the following:

(I) Candidates arrange their classrooms to provide easy access to books, other instructional materials, and specific areas designed for a variety of individual, small group and whole-class activities; and

(II) Candidates modify the arrangements to accommodate students' changing needs.

(ii) Candidates design a social environment that is low-risk, includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write as indicated in the following:

(I) Candidates demonstrate a respectful attitude forward all learners and understand the roles for choice, motivation and scaffolded support in creating low-risk and positive social environments;

(II) Candidates model and teach students routines for establishing and maintaining positive social environments (e.g., appropriate ways to interact with each other and adults); and

(III) Candidates create supportive environments where English learners are encouraged and given many opportunities to use English.

(iii) Candidates use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions and peer feedback) as indicated in the following:

(I) Candidates understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital and online resources; and

(II) Candidates create and use routines to support instructional and social goals (e.g., regular steps for sharing and responding to stories, formats for reporting, and efficient transitions among activities, spaces and online resources).

(iv) Candidate uses a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction as indicated in the following:

(I) Candidates use evidence-based rationale to make and monitor flexible instructional grouping options for students;

(II) Candidates model and scaffold procedures so students learn to work effectively in a variety of classroom configurations and activities; and

(III) Candidates use various practices to differentiate instruction (e.g., cooperative learning, literature circles, partner work and research/investigation groups).
505-3-.96 Page 6

6. Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility as follows:
(i) Candidates demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture as indicated in the following:
(I) Candidates demonstrate awareness of the factors that influence adult learning, organizational change, professional development, and school culture.

(ii) Candidates display positive dispositions related to their own reading and writing, the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors as indicated in the following:
(I) Candidates display reading and writing behaviors and serve as a model to students;

(II) Candidates promote student appreciation of the value of reading traditional print, digital and online resources in and out of school;

(III) Candidates join and participate in professional literacy organizations, symposia, conferences and workshops;

(IV) Candidates work collaboratively and successfully with families, colleagues and community members to support students' reading and writing;

(V) Candidates demonstrate effective use of technology for improving student learning;

(VI) Candidates identify specific questions and goals about the teaching of reading and writing and plan specific strategies for finding answers to questions; and
(VII) Candidates implement plans and use results for their own professional growth.
(iii) Candidates participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs as indicated in the following:
(I) Candidates recognize the importance of professional development for improving reading and writing in schools;

(II) Candidates participate individually and with colleagues in professional development programs at the school and district levels; and

(III) Candidates apply learning from professional development in instructional practices.

(iv) Candidates understand and influence local, state, or national policy decisions as indicated in the following:
(I) Candidates are informed about important professional issues; and

(II) Candidates advocate with various groups (e.g., administrators, school boards, and local, state and federal policymaking bodies) for needed organizational and instructional changes to promote effect literacy instruction.
505-3-.96 Page 7

Authority O.C.G.A. § 20-2-200

Middle Grades Education Program Goals & Objectives

The middle grades education program at Truett McConnell University seeks to prepare teachers of adolescent learners (grades 4-8). Graduates of this program seek to become accomplished teachers who advocate for the rights and needs of young children while collaborating and establishing partnerships with parents, schools and communities. They bring to this task the perspectives and disciplines of a servant-leader who has experienced and wishes to emulate a caring Christian community.

Upon completion of the Middle Grades Education Program, the candidate will:

- Understand the development and learning processes of an adolescent learner.
- Use that knowledge to construct and implement an integrated, developmentally appropriate curriculum for grades 4-8, exhibiting both organization and flexibility in the process.
- Understand that learning is a lifelong process for adolescents and teachers alike and continually seek to develop new knowledge and skills.
- Appreciate the importance of community in working with diverse learners and families in ways that are respectful, responsive and proactive.
- Create learning environments and communities with students, peers and parents that are characterized by caring, communication and collaboration.
- Use a wide variety of assessment strategies to enhance the learning and development of adolescents, and be willing to reflectively assess their own teaching to enhance the development of their own skills.
- Integrate technological advances as a routine part of the curriculum.
- Behave as a professional, exhibiting responsibility and ethical behavior and taking initiative and leadership as the task at hand requires.

Content Standards for Middle Grades Education
Effective January 15, 2015

505-3-.19 MIDDLE GRADES EDUCATION PROGRAM

(1) Purpose. This rule states field-specific content standards for approving programs that prepare individuals to teach middle grades, grades 4-8, and supplements requirements in Rule 505-3-.01 REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) Requirements.

(a) To receive approval, GaPSC-approved educator preparation providers shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the following standards:

1. Middle Grades Core. The program shall conform to the following standards for Initial Programs in Middle Level Teacher Education adapted from the Association for Middle Level Education (AMLE) Middle Level Teacher Preparation Standards (2012):

(i) Standard 1: Young Adolescent Development

Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to young adolescent development and use that knowledge in their practice. They demonstrate their ability to apply this knowledge when making curricular decisions, planning and implementing instruction, participating in middle level programs and practices, and providing healthy and effective learning environments for all young adolescents. Middle level teacher candidates demonstrate their understanding of the implications of diversity on the development of young adolescents and participate successfully in instructional practices that acknowledge and value the diversity of all young adolescents.

(ii) Standard 2: Middle Level Curriculum

Middle level teacher candidates demonstrate a depth and breadth of subject matter content knowledge in the subjects they teach. Middle level teacher candidates understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all young adolescents' competence in subject matter. They use their knowledge and available resources to design, implement, and evaluate challenging, developmentally responsive curriculum that results in meaningful learning outcomes. Middle level teacher candidates demonstrate their ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge. They design and teach curriculum that is responsive to all young adolescents' local, national, and international histories, language/dialects, and individual identities (e.g., gender, race, ethnicity, culture, age, appearance, ability, sexual orientation, gender expression, gender identity, socioeconomic status, family composition).

(iii) Standard 3: Middle Level Philosophy and School Organization

Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the historical and philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within middle level organizational components. Middle level teacher candidates perform successfully in middle level programs and practices such as interdisciplinary teaming, advisory programs, flexible block schedules, and common teacher planning time.

(iv) Standard 4: Middle Level Instruction and Assessment

Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment. They establish and 505-3-.19 Page 2

maintain equitable, caring, and productive learning environments for all young adolescents. They employ a variety of developmentally appropriate instructional strategies, information literacy skills, and technologies to meet the learning needs of all young adolescents (e.g., gender, race, ethnicity, culture, age, appearance, ability, sexual orientation, gender expression, gender identity, socioeconomic status, family composition). They use instructional strategies and technologies that are especially effective in the subjects that they teach in ways that encourage exploration, creativity, and information literacy skills (e.g., critical thinking, problem solving, evaluation of information gained) so that young adolescents are actively engaged in their learning. Middle level teacher candidates develop and administer assessments and use them as formative and summative tools for assessing prior learning, implementing effective lessons, reflecting on young adolescent learning, and adjusting instruction based on the knowledge gained.

(v) Standard 5: Middle Level Professional Roles

Middle level teacher candidates understand their complex roles as teachers of young adolescents. They engage in practices and behaviors that develop their competence as middle level professionals. They are informed advocates for young adolescents and middle level education, and work successfully with colleagues, families, community agencies, and community members. Middle level teacher candidates demonstrate positive dispositions and orientations toward teaching young adolescents and model high standards of ethical behavior and professional competence. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, critical perspectives on their teaching.

2. Reading and Writing. The program shall prepare candidates who understand and apply principles of teaching reading and writing at the middle grades level and who meet the following elements of the standards specified by the International Reading Association (IRA) Standards for Reading Professionals, 2010. This requirement may be met in a separate three (3) semester-hour course, or content may be embedded in courses and experiences throughout the preparation program:

(i) Candidates use knowledge of adolescent literacy development;

(ii) Candidates apply knowledge of the teaching of reading and writing to adolescents;

(iii) Candidates use knowledge of formal and informal literacy assessment strategies in the content areas;

(iv) Candidates apply knowledge of how to meet the needs of students who read at differing levels; and

(v) Candidates demonstrate knowledge of how to facilitate all students' learning from content area texts.

3. Areas of Concentration. Programs shall require preparation of candidates in at least two of the following areas of concentration: reading, language arts, mathematics, science, or social science:

(i) An area of concentration shall be defined as a minimum of fifteen semester hours of content that meet the standards of the appropriate national specialized professional association, as described below;

(ii) A course taken to meet the requirements of Standard 2 (above) may be counted toward the fifteen semester hours required for the reading concentration; 505-3-.19 Page 3

(iii) A course taken to meet the requirements of Standard 2 (above) may be counted toward the fifteen semester hours required for the language arts concentration; and

(iv) Reading Concentration. Programs that prepare middle grades teachers in the concentration area of reading shall meet the following standards for classroom teachers of reading published by the International Reading Association (equivalent to the Reading In-Field Endorsement; see Rule 505-3-.**96** READING ENDORSEMENT PROGRAM):

(I) Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction:

I. Candidates understand major theories and empirical research that describe the cognitive, linguistic, motivational, and socio-cultural foundations of reading, and writing development, processes and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections:

A. Candidates read the scholarship of the reading profession and recognize the theoretical knowledge base about the reading and writing of adolescents;

B. Candidates explain major theories of reading and writing processes and development in adolescents using supporting research evidence, including the relationship between culture and the native language of English learners as a support system in their learning to read and write in English;

C. Candidates explain language and reading development during adolescence (e.g., word description, language comprehension, strategic knowledge, and reading-writing connections) with supporting evidence from theory and research; and

D. Candidates explain the research and theory of learning environments that support individual motivation to read and write.

II. Candidates understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement:

A. Candidates show fair-mindedness, empathy, and ethical behavior in literacy instruction and when working with other professionals;

B. Candidates use multiple sources of information to guide instructional planning to improve reading achievement for all students;

C. Candidates understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes and components; and

D. Candidates Identify major milestones in reading scholarship and interpret them in light of the current social context.

(II) Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing:

I. Candidates use foundational knowledge to design or implement an integrated, comprehensive and balanced curriculum: 505-3-.19 Page 4

A. Candidates explain how the reading and writing curriculum is related to local, state, national and professional standards;

B. Candidates implement the curriculum based on students' prior knowledge, world experiences, and interests;

C. Candidates evaluate the curriculum to ensure that instructional goals and objectives are met; and

D. Candidates work with the team or department to help ensure interdisciplinary connections in traditional print, digital, and online contexts.

II. Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections:

A. Candidates select and implement instructional approaches that are evidence based and meet student needs;

B. Candidates differentiate instructional approaches to meet students' reading and writing needs in all content areas;

C. Candidates implement and evaluate instruction in each of the following areas as appropriate: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing;

D. Candidates incorporate traditional print, digital, and online resources as instructional tools to enhance student learning; and

E. Candidates adapt instructional approaches and materials to meet the language-proficiency needs of English learners.

III. Candidates use a wide range of texts (e.g., narrative, expository and poetry) from traditional print, digital, and online resources:

A. Candidates, guided by evidence-based rationale, select and use quality traditional print, digital, and online resources;

B. Candidates identify the resources necessary to build an accessible, multilevel, and diverse classroom library including traditional print, digital, and online resources; and

C. Candidates demonstrate knowledge about various materials including those specifically for adolescent learners and their uses.

(III) Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction:

I. Candidates understand types of assessment and their purposes, strengths, and limitations:

A. Candidates demonstrate an understanding of established purposes for assessing student performance, including tools for screening, diagnosis, progress monitoring, and measuring outcomes; 505-3-.19 Page 5

B. Candidates describe strengths and limitations of a range of assessment tools and their appropriate uses;

C. Candidates recognize the basic technical adequacy of assessments (e.g., reliability, content and construct validity); and

D. Candidates explain district and state assessment frameworks, proficiency standards, and student benchmarks.

II. Candidates select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes:

A. Candidates select or develop appropriate assessment tools to monitor student progress and to analyze instructional effectiveness;

B. Candidates administer classroom and school-based assessments using consistent, fair, and equitable assessment procedures;

C. Candidates interpret and use assessment data to analyze individual, group, and classroom performance and progress; and

D. Candidates collaborate with other teachers and personnel to discuss interpretation of assessment data and their uses in responding to student needs and strengths.

III. Candidates use assessment information to plan and evaluate instruction:

A. Candidates use assessment data to plan instruction systematically and to select appropriate traditional print, digital, and online reading resources;

B. Candidates use assessment data to evaluate students' responses to instruction and to develop relevant next steps for teaching;

C. Candidates interpret patterns in classroom and individual students' data; and

D. Candidates collaborate with other professionals to modify instruction and to plan and evaluate interventions based on assessment data.

IV. Candidates communicate assessment results and implications to a variety of audiences:

A. Candidates communicate assessment purposes and a summary of results to appropriate audiences (i.e., student, parents or guardians, colleagues, and administrators); and

B. Candidates use assessment data and student work samples to discuss relevant implications and goals for reading and writing instruction.

(IV) Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society:

I. Candidates recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write; 505-3-.19 Page 6

A. Candidates demonstrate an understanding of the ways in which diversity can be used to strengthen a literate society, making it more productive, more adaptable to change, and more equitable;

B. Candidates demonstrate an understanding of the impact of urban, suburban and rural environments on local culture, language and learning to read and write;

C. Candidates demonstrate an understanding of the ways in which the various forms of diversity interact with reading and writing development; and

D. Candidates demonstrate an understanding of the relationship between first- and second-language acquisition and literacy development.

II. Candidates use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs and engagement with the features of diversity:

A. Candidates assess the various forms of diversity that exist in students as well as in the surrounding community;

B. Candidates provide differentiated instruction and instructional materials including traditional print, digital and online resources that capitalize on diversity; and

C. Candidates provide instruction and instructional formats that engage students as agents of their own learning.

III. Candidates develop and implement strategies to advocate for equity:

A. Candidates provide students with linguistic, academic, and cultural experiences that link their communities with the school;

B. Candidates advocate for change in societal practices and institutional structures that are inherently biased or prejudiced against certain groups; and

C. Candidates demonstrate how issues of inequity and opportunities for social justice activism and resiliency can be incorporated into the literacy curriculum.

(V) Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments:

I. Candidates design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction:

A. Candidates arrange their classrooms to provide easy access to books, other instructional materials, and specific areas designed for a variety of individual, small group and whole-class activities; and

B. Candidates modify the arrangements to accommodate students' changing needs.

II. Candidates design a social environment that is low-risk, includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write: 505-3-.19 Page 7

A. Candidates demonstrate a respectful attitude toward all learners and understand the roles for choice, motivation and scaffolded support in creating low-risk and positive social environments;

B. Candidates model and teach students routines for establishing and maintaining positive social environments (e.g., appropriate ways to interact with each other and adults); and

C. Candidates create supportive environments where English learners are encouraged and given many opportunities to use English.

III. Candidates use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions and peer feedback):

A. Candidates understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital and online resources; and

B. Candidates create and use routines to support instructional and social goals (e.g., regular steps for sharing and responding to stories, formats for reporting, and efficient transitions among activities, spaces and online resources).

IV. Candidates use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction:

A. Candidates use evidence-based rationale to make and monitor flexible instructional grouping options for students;

B. Candidates model and scaffold procedures so students learn to work effectively in a variety of classroom configurations and activities; and

C. Candidates use various practices to differentiate instruction (e.g., cooperative learning, literature circles, partner work and research/investigation groups).

(VI) Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility:

I. Candidates demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture:

A. Candidates demonstrate awareness of the factors that influence adult learning, organizational change, professional development, and school culture.

II. Candidates display positive dispositions related to their own reading and writing, the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors:

A. Candidates display reading and writing behaviors and serve as a model to students;

B. Candidates promote student appreciation of the value of reading traditional print, digital and online resources in and out of school; 505-3-.19 Page 8

C. Candidates join and participate in professional literacy organizations, symposia, conferences and workshops;

D. Candidates work collaboratively and successfully with families, colleagues and community members to support students' reading and writing;

E. Candidates demonstrate effective use of technology for improving student learning;

F. Candidates identify specific questions and goals about the teaching of reading and writing and plan specific strategies for finding answers to questions; and

G. Candidates implement plans and use results for their own professional growth.

III. Candidates participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs:

A. Candidates recognize the importance of professional development for improving reading and writing in schools;

B. Candidates participate individually and with colleagues in professional development programs at the school and district levels; and

C. Candidates apply learning from professional development in instructional practices.

IV. Candidates understand and influence local, state, or national policy decisions:

A. Candidates are informed about important professional issues; and

B. Candidates advocate with various groups (e.g., administrators, school boards, and local, state and federal policymaking bodies) for needed organizational and instructional changes to promote effective literacy instruction.

(v) Language Arts Concentration. Programs that prepare middle grades teachers in the concentration area of language arts shall meet the following standards published by the National Council of Teachers of English (2012):

(I). Content Knowledge

I. Candidates demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.

A. Candidates are knowledgeable about texts—print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts.

B. Candidates are knowledgeable about the processes adolescents use to read texts and make meaning through interaction with a variety of media. 505-3-.19 Page 9

II. Candidates demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.

A. Candidates can compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing is a recursive process; candidates can use contemporary technologies and/or digital media to compose multimodal discourse.

B. Candidates know the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they understand the concept of dialect and are familiar with relevant grammar systems (e.g., descriptive and prescriptive); they understand principles of language acquisition; they recognize the influence of English language history on ELA content; and they understand the impact of language on society.

C. Candidates are knowledgeable about processes that adolescents use to compose texts and make meaning through interaction with a variety of media.

(II). Content Pedagogy: Planning Literature and Reading Instruction in ELA

I. Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.

A. Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.

B. Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.

C. Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.

D. Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.

E. Candidates plan instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students' comprehension and interpretation of print and non-print texts.

F. Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.

I. Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.)
A. Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.
B. Candidates design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates are able to respond to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time.
C. Candidates design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities.
D. Candidates design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.
(IV) Learners and Learning: Implementing English Language Arts Instruction
I. Candidates plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students' context-based needs.
A. Candidates plan and implement instruction based on ELA curricular requirements and standards, school and community contexts, and knowledge about students' linguistic and cultural backgrounds.
B. Candidates use data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA.
C. Candidates differentiate instruction based on students' self-assessments and formal and informal assessments of learning in English language arts; candidates communicate with students about their performance in ways that actively involve them in their own learning.
D. Candidates select, create, and use a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts.
(IV). Professional Knowledge and Skills
I. Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English Language Arts. 505-3-.19 Page 11

A. Candidates plan and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, and equitable society.
B. Candidates use knowledge of theories and research to plan instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in ELA..
II. Candidates are prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as professional educators.
A. Candidates model literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA.
B. Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.
(vi) Mathematics Concentration. Programs that prepare middle level teachers in the concentration area of mathematics shall meet the following standards published by the National Council of Teachers of Mathematics(NCTM) (2012):
(I) Content Knowledge. Candidates of middle level mathematics demonstrate conceptual understanding and apply knowledge of major mathematics concepts, algorithms, procedures, connections, and applications within and among mathematical content domains.
(II) Mathematical Practices. Candidates of middle level mathematics solve problems, represent mathematical ideas, reason, prove, use mathematical models, attend to precision, identify elements of structure, generalize, engage in mathematical communication, and make connections as essential mathematical practices. Candidates understand

that these practices intersect with mathematical content and that understanding relies on the ability to demonstrate these practices within and among mathematical domains and in their teaching.

(III) Content Pedagogy. Candidates of middle level mathematics apply knowledge of curriculum standards for mathematics and their relationship to student learning within and across mathematical domains. Candidates incorporate research-based mathematical experiences and include multiple instructional mathematical understanding and proficiency. Candidates provide students with opportunities to do mathematics by allowing students to talk about it, connect it to both theoretical and real-world contexts. Candidates plan, select, implement, interpret, and use formative and summative assessments for monitoring student learning, measuring student mathematical understanding, and informing practice.

(IV) Mathematical Learning Environment. Candidates of middle level mathematics exhibit knowledge of young adolescent learning, development, and behavior. They use this knowledge to plan and create sequential learning opportunities grounded in mathematics education research where students are actively engaged in the mathematics they are learning and building from prior knowledge and skills. Candidates demonstrate a positive disposition toward mathematical practices 505-3-.19 Page 12

and learning, include culturally relevant perspectives in teaching, and demonstrate equitable and ethical treatment of and high expectations for all students. Candidates use instructional tools such as manipulatives, digital tools, and virtual resources to enhance learning while recognizing the possible limitations of such tools.

(V) Impact on Student Learning. Candidates of middle level mathematics provide evidence demonstrating that as a result of their instruction, secondary students' conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and application of major mathematics concepts in varied contexts have increased. Candidates support the continual development of a productive disposition toward mathematics. Candidates show that new student mathematical knowledge has been created as a consequence of their ability to engage students in mathematical experiences that are developmentally appropriate, require active engagement, and include mathematical-specific technology in building new knowledge.

(VI) Professional Knowledge and Skills. Candidates of middle level mathematics are lifelong learners and recognize that learning is often collaborative. They participate in professional development experiences specific to mathematics and mathematics education, draw upon mathematics education research to inform practice, continuously reflect on their practice, and utilize resources from professional mathematics organizations.

(vii) Science Concentration. Programs that prepare middle grades teachers in the concentration area of science shall meet the following standards adapted from the National Science Teachers' Association (NSTA) (2011):

(I) The program shall prepare candidates who can understand and articulate the knowledge and practices of contemporary science. They interrelate and interpret important concepts, ideas, and applications in the fields of biology, physical sciences and earth and space science. The sciences should be interwoven to develop interdisciplinary perspectives and mastery of competencies in each content area: life science, physical science, and Earth and space science:

I. Candidates should be prepared in life science to lead students to understand:

A. Features distinguishing living from nonliving systems;
B. Characteristics distinguishing plants, animals, and other living things;
C. Multiple ways to order and classify living things;
D. Ways organisms function and depend on their environments;
E. Ways organisms are interdependent;
F. Reproductive patterns and life cycles of common organisms;
G. Growth, change, and interactions of populations to form communities;
H. Factors governing the structures, functions, and behaviors of living systems;
I. Multiple systems of classification of organisms;

J. Cycles of matter, and flow of energy, through living and nonliving pathways; 505-3-.19 Page 13

K. Natural selection, adaptation, diversity, and speculation;
L. Structure, function, and reproduction of cells, including microorganisms;
M. Levels of organization from cells to biomes;
N. Reproduction and heredity, including human reproduction and contraception;
O. Behavior of living systems and the role of feedback in their regulation; and
P. Hazards related to living things including allergies, poisons, disease, and aggression.

II. Candidates should be prepared in physical science to lead students to understand:

A. Properties of matter such as mass, solubility, and density;

B. Combinations of matter to form solutions, mixtures, and compounds with different properties;

C. Variations in the physical and chemical state of matter and changes among states;

D. Ordering and classification of matter and energy and their behaviors;
E. Factors affecting the position, motion and behavior of objects;
F. Properties of simple machines and tools, such as levers and screws;
G. Properties of light, electricity, sound, and magnetism;
H. Types of energy, energy sources, and simple transformations of energy;
I. Properties and applications of sound, light, magnetism, and electricity;
J. Potential and kinetic energies and concepts of work;
K. Energy flow in physical and chemical systems, including simple machines;
L. State of matter and bonding in relation to molecular behavior and energy;
M. Conversation of matter and energy;
N. Classifications of elements and compounds;
O. Solvents (especially water) and solutions;
P. Chemical nature of the earth and its living organisms; and
Q. Chemical, electrical and radiation hazards.
III. Candidates should be prepared in Earth and Space Sciences to lead students to understand: 505-3-.19 Page 14

A. Natural objects in the sky and why they change in position and appearance;
B. Causes of the seasons and seasonal changes;
C. Changes in the atmosphere resulting in weather and climate;
D. Changes in the Earth creating and eroding landforms;
E. Basic properties of rocks, minerals, water, air, and energy;
F. Differences between renewable and nonrenewable natural resources;
G. Structures of objects and systems in space;
H. Earth's structure, evolution, history and place in the solar system;
I. Characteristics and importance of oceans, lakes, rivers, and the water cycle;
J. Characteristics of the atmosphere including weather and climate;
K. Changes in the Earth caused by chemical, physical and biological forces;
L. Causes and occurrences of hazards such as tornadoes, hurricanes, and earthquakes;
M. Characteristics and importance of cycles of matter such as oxygen, carbon, and nitrogen;
N. Characteristics of renewable and nonrenewable natural resources and implications for their use; and
O. Interactions among populations, resources, and environments.
IV. Candidates should be prepared to create interdisciplinary perspectives and to help students understand why science is important to them and to lead students to understand:
A. Differences between science, as investigation, and technology as design;
B. Impact of science and technology on themselves and their community, and on personal and community health;
C. How to use observation, experimentation, data collection, and inference to test ideas and construct concepts scientifically;
D. How to use metric measurement and mathematics for estimating and calculating, collecting and transforming data, modeling, and presenting results;
E. Interrelationships of pure and applied sciences, and technology;
F. Applications of science to local and regional problems and the relationship of science to ones' personal health, well-being, and safety; 505-3-.19 Page 15

G. Historical development and perspectives on science including contributions of underrepresented groups and the evolution of major ideas and theories;
H. Applications of science to the investigation of individual and community problems;
I. Use of technological tools in science, including calculators and computers; and
J. Applications of basic statistics and statistical interpretation to the analysis of data.
(II) The program shall prepare candidates who understand how students learn and develop scientific knowledge;
(III) The program shall prepare candidates who are able to plan for engaging students in science learning by setting appropriate goals that are consistent with knowledge of how students learn science and are aligned with state and national standards. The plans reflect the nature and social context of science, practices of science and engineering, and appropriate safety considerations. Candidates design and select learning activities, instructional settings, and resources--including technology, to achieve those goals; and they plan fair and equitable assessment strategies to evaluate if the learning goals are met;

(IV) The program shall prepare candidates who can in a classroom setting, demonstrate and maintain chemical safety, safety procedures, and the ethical treatment of living organisms needed in the science classroom appropriate to their area of licensure;

(V) The program shall prepare candidates who can provide evidence to show that students' understanding of major science concepts, principles, theories, and laws have changed as a result of instruction by the candidate and that student knowledge is at a level of understanding beyond memorization;

(VI) The program shall prepare candidates who strive continuously to improve their knowledge and understanding of the ever changing knowledge base of both content and science pedagogy. They identify with and conduct themselves as part of the science education community.

(viii) Social Studies Concentration. Programs that prepare middle grades teachers in the concentration area of social studies shall meet the following standards published by the National Council for the Social Studies:

(I) The program shall prepare candidates in social studies who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity;

(II) The program shall prepare candidates in social studies who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of time, continuity, and change;

(III) The program shall prepare candidates in social studies who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of people, places, and environment;

505-3-.19 Page 16

(IV) The program shall prepare candidates in social studies who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individual development and identity;

(V) The program shall prepare candidates in social studies who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individuals, groups, and institutions;

(VI) The program shall prepare candidates in social studies who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of power, authority and governance;

(VII) The program shall prepare candidates in social studies who possess the knowledge, capabilities, and disposition to organize and provide instruction at the appropriate school level for the study of production, distribution, and consumption of goods and services;

(VIII) The program shall prepare candidates in social studies who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of science, technology and society;

(IX) The program shall prepare candidates in social studies who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of global connections and interdependence; and

(X) The program shall prepare candidates in social studies who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civic ideals and practices.

(b) The program shall meet all requirements specified in Rule 505-3-.01.

Authority O.C.G.A. § 20-2-200

Music Education Program Goals & Objectives

The music education program at Truett McConnell University seeks to prepare individuals for a career teaching general music principles, or instrumental or choral music, in grades P-12. This degree program meets national and state standards for the preparation of public school music teachers. In addition to the extensive music preparation, significant classroom observation experiences are included in the program, and a significant portion of coursework is devoted to education courses and preparation.

Graduates of this program further seek to become accomplished teachers who advocate for the rights and needs of young children while collaborating and establishing partnerships with parents, schools and communities. They bring to this task the perspectives and disciplines of a servant-leader who has experienced and wishes to emulate a caring Christian community.

Upon completion of the Music Education program, the candidate will demonstrate the skills and dispositions outlined above from the conceptual framework. In addition, the candidate will be able to demonstrate the following concepts musically (knowledge):

- Demonstrate an understanding of and knowledge of music terminology.
- Demonstrate an understanding and knowledge of the cultural and historical contexts of exemplary works of Western art music.
- Read and interpret the contextual notation of exemplary works of Western art music at an acceptable level with a view towards the satisfactory analysis and performance of those works.
- Perform upon a major applied instrument, both as a soloist and as a member of a music ensemble, appropriate musical works at an acceptable level of artistry.
- Demonstrate acceptable performance proficiency upon a secondary applied instrument.

Content Standards for Music Education
Effective October 15, 2016

505-3-.50 MUSIC EDUCATION PROGRAM
(1) Purpose. This rule states field-specific content standards for approving programs that prepare individuals to teach music in grades P-12 and supplements requirements in Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.
(2) Requirements.
(a) To receive approval, a GaPSC-approved educator preparation provider shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the following standards based on the competencies published by the National Association of Schools of Music (2015):

1. Performance
(i) Programs shall prepare candidates who possess technical skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music concentration. Experiences in additional performance areas are recommended.
(ii) Programs shall prepare candidates who possess an overview understanding of the repertory in their major performance area and the ability to perform from a cross section of that repertory.
(iii) Programs shall prepare candidates who possess the ability to read at sight with fluency.
(iv) Programs shall prepare candidates who possess knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation. Rehearsal and conducting skills are required as appropriate to the particular music concentration.
(v) Programs shall prepare candidates who possess keyboard competency**.** Providing opportunities for candidates to gain guitar competency in addition to keyboard competency, while not required, is highly recommended.
(vi) Programs shall prepare candidates who possess growth in artistry, technical skills, collaborative competence and knowledge of repertory through regular ensemble experiences. Ensembles should be varied both in size and nature.
2. Aural Skills and Analysis
(i) Programs shall prepare candidates who possess an understanding of the common elements and organizational patterns of music and their interactions, the ability to employ this understanding in aural, verbal, and visual analyses and the ability to take aural dictation.
(ii) Programs shall prepare candidates who possess sufficient understanding of musical forms, processes, and structures to use this knowledge in compositional, performance, scholarly, pedagogical, and historical contexts, according to the requisites of their specializations.
(iii) Programs shall prepare candidates who possess the ability to place music in historical, cultural, and stylistic contexts. 505-3-.50 Page 2

3. Composition and Improvisation
(i) Programs shall prepare candidates who possess a rudimentary capacity to create derivative or original music both extemporaneously and in written form.
(ii) Programs shall prepare candidates who possess the ability to compose, improvise, or both at a basic level in one or more musical languages. These may include, but are not limited to, the creation of original compositions or improvisations, variations or improvisations on existing materials, experimentation with various sound sources including digital/electronic the imitation of various musical styles, and manipulation of the common elements in non-traditional ways.
4. History and Repertory
(i) Programs shall prepare candidates who possess a basic knowledge of music history through the present time.
(ii) Programs shall prepare candidates who possess an acquaintance with repertories beyond the area of specialization. All students must be exposed to a large and varied body of music through study and attendance at recitals, concerts, opera and musical theater productions, and other performances.
5. Technology
(i) Programs shall prepare candidates who possess a basic overview understanding of how technology serves the field of music as a whole. These may include, but are not limited to, digital recording, sound engineering and music production.
(ii) Programs shall prepare candidates who possess a working knowledge of the technological developments applicable to their area of specialization.
6. Synthesis

(i) Programs shall prepare candidates who work independently on a variety of music problems by combining their capabilities in performance; aural, verbal and visual analysis; composition and improvisation; and repertory and history.

(ii) Programs shall prepare candidates who form and define value judgments about music.

(iii) Programs shall prepare candidates who demonstrate the tools to work with a comprehensive repertory, including music from various cultures of the world and music of their own time.

(iv) Programs shall prepare candidates who understand basic interrelationships and interdependencies among various professions and activities that constitute the music enterprise.

7. Music Competencies for Teachers

(i) Programs shall prepare candidates who are competent conductors, able to create accurate and musically expressive performances with various types of performing groups and in general classroom situations. 505-3-.50

Page 3

(ii) Programs shall prepare candidates who are able to arrange and adapt music from a variety of sources to meet the needs and ability levels of school performing groups and classroom situations.

(iii) Programs shall prepare candidates who demonstrate functional performance abilities in keyboard and voice, as well as in instruments appropriate to the candidate's teaching specialization.

(iv) Programs shall prepare candidates who demonstrate the ability to apply analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities.

8. Teaching Competencies for Teachers

(i) Programs shall prepare candidates who teach music at various levels to different age groups and in a variety of classroom and ensemble settings in ways that develop knowledge of how music works syntactically as a communication medium and developmentally as an agent of civilization. This competency includes effective classroom and rehearsal management.

(ii) Programs shall prepare candidates who demonstrate an understanding of child growth and development and an understanding of principles of learning as they relate to music.

(iii) Programs shall prepare candidates who demonstrate the ability to assess aptitudes, experiential backgrounds, orientations of individuals and groups of students, and the nature of subject matter, and to plan educational programs to meet assessed needs.

(iv) Programs shall prepare candidates who demonstrate knowledge of current methods, materials, and repertories available in all fields and levels of music education.

(v) Programs shall prepare candidates who demonstrate the ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations.

(vi) Programs shall prepare candidates who demonstrate an understanding of evaluative techniques and ability to apply them in assessing both the musical progress of students and the objectives and procedures of the curriculum.

9. Field Experiences/Clinical Practices

(1) Programs shall prepare candidates who complete field experiences or clinical practices in choral, instrumental and general music.

(b) The program shall meet all requirements specified in Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

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Authority O.C.G.A. § 20-2-200