

TEACHER EDUCATION PROGRAM



Called to Teach

Truett McConnell University
Education

HANDBOOK

August 2024

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Contact Information

Location:

The TMU Teacher Education Program is in Odell Hall, which is just west of the main campus at Hwy. 115 and Dixon Drive. All faculty and administrative offices, two conference rooms, and study room are in the back of the former church building. The sanctuary has been remodeled to service as a large classroom. The primary classrooms 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. 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. An introductory portfolio that includes an essay and the completion of several other documents. (See Teacher Application.)
- f. 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 School of Education. Transfer students need to consult both with the TMU admissions office and with the Chair 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 allowed to continue in the teacher education program with a grade of D in any upper-level 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 (Ethics Exam and GACE content exams) 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 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 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.

10. Do you offer educational courses in the summer? There may be a limited number of core requirement courses offered in the summer. Upper-level major 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-level major courses begin in the fall of the junior year, and elementary and middle grades students take all of their courses together as a cohort.

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 field placement experiences five days a week.

Education Programs Offered by Truett McConnell University

Truett McConnell University offers a Bachelor of Science degree in Elementary Education, in Middle Grades Education, and in Music Education. Integrated in the Elementary Degree is the Reading Endorsement: Classroom Teacher of Reading.

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 and the Teacher Assessment on Performance Standards (TAPS). This framework is field-based and developmental, which is consistent with the mission and vision of the institution.

Accreditation

Truett McConnell University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate and master's degrees. Degree granting institutions also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Truett McConnell University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

The elementary 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’s and master’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 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 can 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.

When the education program was established, the faculty believed the diversity principles by Cooper and Grant, 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 past and current faculty 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 and Diversity Principles

Each numbered section below includes an element from the framework, followed by an explanation of its relationship to servant-leadership. All the domains are connected to all 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 can 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:

- Seek to improve their abilities to think critically and communicate effectively
- Continually seek to increase their vision and knowledge in all areas; and
- Engage in lifelong learning through reading, observing, self-assessing and participating in professional development.

- (2) **Knowledge of Students and their Learning: Teachers support the intellectual, social, physical and personal development of all learners.** Servant-leaders can 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 to achieve academic growth.

Teacher candidates:

- Believe that all children have worth and value and hold high expectations for their achievement
- Establish rapport with students and their families
- Demonstrate involvement with parents, families, school personnel and community agencies on behalf of all students; and
- Value diversity (race, religion, gender, language, ethnicity, socio-economic status, educational background, and ability differences) through choosing and creating inclusive materials, lessons, and assessment.

- (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:

- Affirm the perspectives and contributions of diverse students, teachers, families, instructors, and peers
- Collaborate with students, peers, instructors, school personnel, and parents, (initiating, suggesting, and contributing); and
- Cooperate with instructors/school personnel; resolve differences or misunderstandings respectfully and reflectively.

- (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:

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

- (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 can see patterns in the environment and develop plans and curriculum based on those patterns.

Teacher candidates:

- Demonstrate organization through student-centered planning, selection, and preparation of materials, and time management
- Demonstrate flexibility in modifying ideas, materials, plans, lesson implementation, and course assignments
- Demonstrate the ability to collaborate with colleagues in planning for instruction; and
- Demonstrate poise and a positive attitude through proactive planning, preparation, and engagement in classes and school activities.

- (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:

- Articulate a personal call to teaching
- Willingly engage in service to schools and students
- Communicate professionally and appropriately
- Reflect on their practice
- Demonstrate ethical behavior by maintaining confidentiality about students, following the code of ethics and maintaining a record of personal integrity
- Provide leadership to peers, students, instructors and school personnel and parents (initiating, suggesting, and contributing); and
- Behave responsibly and professionally with respect to timeliness, attendance, and appearance.

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.

Truett McConnell University Conceptual Framework

Alignment of TMU Conceptual Framework and GA Standards

TMU Conceptual Framework	GA Standards
<p>1 Content and Curriculum: Teachers demonstrate strong knowledge of content areas appropriate to their certification level.</p> <p>6 Professionalism: Teachers recognize, participate in, and contribute to teaching as a profession.</p>	<p>Standard 1: Content and Pedagogical Knowledge</p>
<p>1 Content and Curriculum: Teachers demonstrate strong knowledge of content areas appropriate to their certification level.</p> <p>2 Knowledge of Students and their Learning: Teachers support the intellectual, social, physical, and personal development of all learners.</p> <p>5 Planning and Instruction: Teacher's design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.</p> <p>6 Professionalism: Teachers recognize, participate in, and contribute to teaching as a profession.</p>	<p>Standard 1: Content and Pedagogical Knowledge</p> <p>Standard 4: Program Impact</p>
<p>2 Knowledge of Students and their Learning: Teachers support the intellectual, social, physical, and personal development of all learners.</p> <p>3 Learning Environments: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.</p> <p>6 Professionalism: Teachers recognize, participate in, and contribute to teaching as a profession.</p>	<p>Standard 2: Clinical Partnerships and Practice</p>

TMU Conceptual Framework	GA Standards
<p>1 Content and Curriculum: Teachers demonstrate strong knowledge of content areas appropriate to their certification level.</p> <p>5 Planning and Instruction: Teacher's design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.</p> <p>6 Professionalism: Teachers recognize, participate in, and contribute to teaching as a profession.</p>	<p>Standard 1: Content and Pedagogical Knowledge</p> <p>Standard 4: Program Impact</p>
<p>4 Assessment: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.</p> <p>6 Professionalism: Teachers recognize, participate, and contribute to teaching as a profession</p>	<p>Standard 5: Quality Assurance and Continuous Improvement</p>
<p>3 Learning Environments: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.</p> <p>6 Professionalism: Teachers recognize, participate in, and contribute to teaching as a profession.</p>	<p>Standard 2: Clinical Partnerships and Practice</p> <p>Standard 3: Candidate Recruitment, Progression, and Support</p>

Admission and Progression in Teacher Education Program

A student who applies to the TMU Teacher Education Program may be offered 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. declare a major in education.
4. have completed all pre-certification paperwork.
5. must pass the ethics exam

Admissions Appeals

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

Progression After Admission

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. If a student falls below the TMU required GPA of 2.75, the student will be placed on a professional development plan. Should the GPA fall below 2.5, the student will be dismissed from the program. Once the student's GPA reaches 2.5, the student may reapply for provisional entrance into the program.
3. must maintain a 2.75 GPA or better in all upper-level education courses required for the major. If a student falls below the TMU required GPA, the student will be placed on a professional development plan. Should the GPA fall below 2.5, the student will be dismissed from the program. Once the student's GPA reaches 2.5, the student may reapply for provisional entrance into the program.
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 of "D" or below in a major or major-related course will be placed on a professional development plan. A student who receives a grade below "D" in more than 2 major or major-related courses will be dismissed from the Teacher Education Program. The student may reapply to the program once the course(s) are available to be retaken. Any major or major-related course may be repeated only one time.***
6. must have positive recommendations from each required field experience 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 ED 340. All 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 and recommendations from prior field experiences in accordance with the scoring criteria listed on the rubrics.

4. presents timely and satisfactory portfolios consistent with requirements in place at the time. These include requirements for all program portfolios.
5. evidence of having taken and passed one part of the GACE content area examination and evidence of attempting the second part of the GACE content area examination by December 1.

Exit Requirements: *(These materials are reviewed at the Final End-of-Semester Conference.)*

1. Satisfactory completion of the unit plan in accordance with the rubric
2. Satisfactory portfolio items including all program portfolios
3. Submission of all official scores on the GACE content examination

Level III: Candidate for Certification

A teacher education candidate becomes eligible to apply for certification when all 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. applies for certification.
6. meets all state requirements 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 TMU 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 a 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.

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 comply 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 Faculty. 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.ets.org>. 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>.

Plagiarism as Described by American Psychological Association

Plagiarism is the act of presenting the words, ideas, or images of another as your own; it denies authors or creators of content the credit they are due. Whether deliberate or unintentional, plagiarism violates ethical standards in scholarship (see APA Ethics Code Standard 8.11, Plagiarism). Writers who plagiarize disrespect the efforts of original authors by failing to acknowledge their contributions, stifle further research by preventing readers from tracing ideas back to their original sources, and unfairly disregard those who exerted the effort to complete their own work. Professional writers who try to publish plagiarized work face rejection from publication and possible censure in their place of employment. Students who plagiarize may fail the assignment or course, be placed on academic probation, or be expelled from their institution.

Possible Program Termination

A student who receives a grade of "D" or below in a major or major-related course will be placed on a professional development plan. A student who receives a grade below "D" in more than 2 major or major-related courses will be terminated from the Teacher Education Program.

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.

Teacher Education Application Information

Truett McConnell University

Truett McConnell University offers a Bachelor of Science degree leading to certification in elementary 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 with permission from the education advisor. 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 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 in reverse chronological order (ED 205).
3. An essay that describes a teacher who impacted your life. Describe the ways the teacher influenced you and your decision to become an educator (ED 205).
4. A 1-page biography describing your potential to be a teacher (ED 205).
5. An unofficial transcript that includes your work from the most recent semester and shows your overall GPA of 2.75 or greater. Any transfer credit must be included; if transferring in ED 205, ED 250, or ED 290, a request must be made to the TMU registrar to include the actual grade earned on the transcript. Remember that this degree requires students to obtain a grade of C or higher in **ALL** 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).
7. A table that demonstrates your Content Area GPA (see example).
8. A chart detailing your field experience placements (see example).
9. Must complete the GACE Ethics 360 Exam and include the certificate provided.
10. Include three recommendations: one professional recommendation, one personal recommendation, and one recommendation from a 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, current education faculty, or students should be used as one of the three references.**
Recommendation forms should be sent one of two ways:
 - a. Placed in a sealed envelope with the recommender's signature across the flap and included in the packet.
 - b. Emailed directly to akinson@truett.edu from the reference person's email.

All required items must be submitted at the same time in a single complete package. If any item is missing or incomplete, the package will be returned and may jeopardize your admittance into the program for that year.

****** An interview may be required of each applicant. The interviews will be scheduled for February/March.

******* See the pages that follow for directions, examples, and forms.

Students will be notified upon admittance to the program. **APPLICATION DEADLINE FOR CURRENT TMU STUDENTS: January 31, 2025.** Transferring students interested in the Teacher Education Program should contact the education office. Applications may be mailed to the Walpot School of Education, Truett McConnell University, 100 Alumni Drive, Cleveland, GA 30528, or hand-delivered to Ms. Kinson in the TMU School of Education.

Application for Admission Truett McConnell Teacher Education Program

Check the program for which you are applying

☐ 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):		Current address (campus):	
Truett email: Alternative email: Cell Phone Number: Date of Birth:		Permanent address (home):	
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: 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) <i>*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.</i>		Grades in the following courses (or IP—In Progress): ED 205 _____ (Investigating Issues in Ed.) ED 250 _____ (Intro to Teaching and Learning) ED 290 _____ (Diverse Learners) (B or higher) <i>These are lower division courses required in the program, and some are pre-requisite to courses taken in the first year of the program. These courses should be completed by the end of spring semester prior to starting the program in the fall.</i> <i>ED 290 must be taken at TMU, not accepted as a transfer.</i>	
_____ GACE Ethics 360 Exam has been completed.			

Minimum GPA requirement of 2.75 MUST be met by the end of spring semester prior to starting the education program in the fall.

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). $4 \times 3 = 12$, $2 \times 3 = 6$. $12 + 6 = 18$. $18/6 = 3.0$. 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 EN 101 and CO 105. Upper-division students will also include LA 303.
Reading and Literature	Include EN 102 and all lit courses here. Upper-division students will also include LA 301, LA 302, LA 401 and LA 402.
Mathematics	Include all mathematics courses.
Social Science	Include history, political science, psychology, sociology and all Great Commission courses. Upper-division students will also include ED 304.
Science	Include all science courses here.
Arts	Include all Fine Arts courses here including performance courses. Upper-division students will also include ED 302.
Health and PE	Include all physical education and PE 310.
Education	Include all education courses not listed above. Upper division students should include ED 301, ED 310, ED 340, ED 440, ED 441, and ED 444.

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

Content Area	List of Courses, Hours and Grades
Communication	Include EN 101 and CO 105.
Language Arts	Include EN 102 and all lit courses here. Upper-division students will also include LA 301, LA 304, LA 305, LA 401, LA 403, and EN 310.
Social Science	Include history, political science, psychology, sociology and all Great Commission courses. Upper-division students will also include ED 304 and ED 305.
Education	Include all education courses not listed above. Upper division students should include ED 309, ED 310, ED 340, ED 440, ED 441, and ED 444.

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

Content Area	List of Courses, Hours and Grades
Communication	Include EN 101 and CO 105.
Math	Include all math (MA prefix) courses.
Science	Include all science courses. Upper-division students will also include PS 301, PS 302, and ED 306.
Education	Include all education courses not listed above. Upper division students should include ED 309, ED 310, ED 340, ED 440, ED 441, and ED 444.

Content Area GPA Requirement: Music Education Majors

Content Area	List of Courses, Hours and Grades
Communication	Include EN 101 and CO 105.
Music	Include all music courses except MU 274 and MU 275.
Education	Include all education courses. Upper division students should include MU 274, MU 275, ED 310, ED 341, ED 440, ED 441, and ED 444.

Content Area GPA Chart Example

Below is an example of a Content Area GPA Chart. Follow directions on the previous page for how to arrive at the calculations to determine the content area GPA.

Content Area	Course	Hours	Grade	Calculation	Total	Content Area GPA
Communications	EN 101	3	A	3×4	12	$18/6=3.0$
	CO 105	3	C	3×2	6	
Reading and Literature	EN 102	3	B	3×3	9	$18/6=3.0$
	EN 221	3	B	3×3	9	
Mathematics	MA 102	3	B	3×3	9	$18/6=3.0$
	MA 200	3	B	3×3	9	
Social Science	CS 101	3	B	3×3	9	$87/24=3.625$
	PH 210	3	A	3×4	12	
	MI 251	3	A	3×4	12	
	CS 323	3	B	3×3	9	
	CS 322	3	A	3×4	12	
	HI 201	3	B	3×3	9	
	CS 330	3	A	3×4	12	
	PO 101	3	A	3×4	12	

Field Placement Chart Example

Course and number of hours	Name of School and System	Grade Level	Website for school and CCRPI report card	Classroom level demographics, using CCRPI categories. Provide as much information as you can.
ED 205 (Investigating Issues)	Example: J.P. Nix, White County School System	Example: Second grade	Example: Home page: (include URL) CCRPI report: www.gadoe.org/CCRPI/Pages/default.aspx	Example: 20 students, 8 F, 12 M; SWD, 3; ELL, 3; Econ. Disadvantaged, 8; Black, 1; Hispanic, 2; White 17, Multiracial, 1
ED 250 (Classroom Internship)				
ED 290 (Exceptional Learner)				
Continue with information from other experiences				

Student Name (please print) _____



Bachelor of Science in Elementary Education Degree Program Checklist

Student: _____ ID#: _____ Advisor: _____

<u>Class</u>	<u>Hours</u>	<u>Grade</u>	<u>Semester</u>
General Education (43-45 Hours):			
CO 105 Introduction to Public Speaking	3	_____	_____
EN 101 Composition	3	_____	_____
EN 102 Composition and Literature	3	_____	_____
ES 100 Physical Well Being	2	_____	_____
*Choose 1: HI 201 American History I			
HI 202 American History II	3	_____	_____
PH 210 Introduction to Logic	3	_____	_____
PO 101 American National Government	3	_____	_____
*Choose 1: PY 210 General Psychology			
PY 220 Human Growth & Development	3	_____	_____
**TM 100 Pathfinders or	1		
TM 101 Success Strategies	3	_____	_____
*Choose 1: AR 105 Art Appreciation & Criticism			
EN 201 or EN 202 English Literature Survey I or II			
EN 221 or EN 222 World Masterpieces Survey I or II			
EN 231 or EN 232 American Literature Survey I or II			
FA 110 Art, Literature, & Music Appreciation & Worldview			
MU 105 Music Appreciation			
TH 101 Theatre Appreciation	3	_____	_____
Great Commission Studies:			
BI 101 Concepts in Biology	4	_____	_____
CS 101 Bible Survey	3	_____	_____
*Choose 1: CS 120 Theological Survey			
CS 322 Christian Theology I			
CS 323 Christian Theology II	3	_____	_____
CS 230 History of the Free Church	3	_____	_____
MI 201 Great Commission Living	3	_____	_____

*Major required courses may not also be counted as General Education.

**See TMU catalog regarding which course should be taken.

<u>Class</u>	<u>Hours</u>	<u>Grade</u>	<u>Semester</u>
Major Related (22 Hours):			
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 II	4	_____	_____
Major			
Admission to Teacher Education Required for ALL Upper-Level Designated Courses			
Reading Language Arts (15 Hours):			
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)			
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)			
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		125-127	

Degree Requirement:

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

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



Bachelor of Science in Middle Grades Education
Concentration in Language Arts/Social Studies
Degree Program Checklist

Student: _____ ID#: _____ Advisor: _____

<u>Class</u>	<u>Hours</u>	<u>Grade</u>	<u>Semester</u>
General Education (43-45 Hours):			
CO 105 Introduction to Public Speaking	3	_____	_____
EN 101 Composition	3	_____	_____
EN 102 Composition and Literature	3	_____	_____
ES 100 Physical Well Being	2	_____	_____
*Choose 1: HI 201 American History I			
HI 202 American History II	3	_____	_____
PH 210 Introduction to Logic	3	_____	_____
PO 101 American National Government	3	_____	_____
*Choose 1: PY 210 General Psychology			
PY 220 Human Growth & Development	3	_____	_____
**TM 100 Pathfinders or	1		
TM 101 Success Strategies	3	_____	_____
*Choose 1: AR 105 Art Appreciation & Criticism			
EN 201 or EN 202 English Literature Survey I or II			
EN 221 or EN 222 World Masterpieces Survey I or II			
EN 231 or EN 232 American Literature Survey I or II			
FA 110 Art, Literature, & Music Appreciation & Worldview			
MU 105 Music Appreciation			
TH 101 Theatre Appreciation	3	_____	_____
Great Commission Studies:			
BI 101 Concepts in Biology	4	_____	_____
CS 101 Bible Survey	3	_____	_____
*Choose 1: CS 120 Theological Survey			
CS 322 Christian Theology I			
CS 323 Christian Theology II	3	_____	_____
CS 230 History of the Free Church	3	_____	_____
MI 201 Great Commission Living	3	_____	_____

***Major required courses may not also be counted as General Education.**

****See TMU catalog regarding which course should be taken.**

Class**Hours****Grade****Semester****Major Related (18 Hours):**

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	_____	_____

Major

Admission to Teacher Education Required for ALL Upper-Level Designated Courses

Social Studies (15 Hours):

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):

EN (201 or higher) _____	3	_____	_____
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 305 Teaching Middle Grades ELA	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):

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)

Degree Requirement:

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

TOTAL HOURS 124-126

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

Bachelor of Science in Middle Grades Education
concentration in Math/Science
Degree Program Checklist

Student: _____ ID#: _____ Advisor: _____

<u>Class</u>	<u>Hours</u>	<u>Grade</u>	<u>Semester</u>
General Education (43-45 Hours):			
CO 105 Introduction to Public Speaking	3	_____	_____
EN 101 Composition	3	_____	_____
EN 102 Composition and Literature	3	_____	_____
ES 100 Physical Well Being	2	_____	_____
*Choose 1: HI 201 American History I			
HI 202 American History II	3	_____	_____
PH 210 Introduction to Logic	3	_____	_____
PO 101 American National Government	3	_____	_____
*Choose 1: PY 210 General Psychology			
PY 220 Human Growth & Development	3	_____	_____
**TM 100 Pathfinders or	1		
TM 101 Success Strategies	3	_____	_____
*Choose 1: AR 105 Art Appreciation & Criticism			
EN 201 or EN 202 English Literature Survey I or II			
EN 221 or EN 222 World Masterpieces Survey I or II			
EN 231 or EN 232 American Literature Survey I or II			
FA 110 Art, Literature, & Music Appreciation & Worldview			
MU 105 Music Appreciation			
TH 101 Theatre Appreciation	3	_____	_____
Great Commission Studies:			
BI 101 Concepts in Biology	4	_____	_____
CS 101 Bible Survey	3	_____	_____
*Choose 1: CS 120 Theological Survey			
CS 322 Christian Theology I			
CS 323 Christian Theology II	3	_____	_____
CS 230 History of the Free Church	3	_____	_____
MI 201 Great Commission Living	3	_____	_____

***Major required courses may not also be counted as General Education.**

****See TMU catalog regarding which course should be taken.**

<u>Class</u>	<u>Hours</u>	<u>Grade</u>	<u>Semester</u>
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 (58 Hours)

Admission to Teacher Education Required for ALL Upper-Level Designated Courses

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)

Degree Requirement:

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

TOTAL HOURS 129

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



Bachelor of Science in Music Education Degree Program Checklist

Student: _____ ID#: _____ Advisor: _____

<u>Class</u>	<u>Hours</u>	<u>Grade</u>	<u>Semester</u>
General Education (43-45 Hours):			
CO 105 Introduction to Public Speaking	3	_____	_____
EN 101 Composition	3	_____	_____
EN 102 Composition and Literature	3	_____	_____
ES 100 Physical Well Being	2	_____	_____
*Choose 1: HI 201 American History I			
HI 202 American History II	3	_____	_____
PH 210 Introduction to Logic	3	_____	_____
PO 101 American National Government	3	_____	_____
*Choose 1: PY 210 General Psychology			
PY 220 Human Growth & Development	3	_____	_____
**TM 100 Pathfinders or	1		
TM 101 Success Strategies	3	_____	_____
*Choose 1: AR 105 Art Appreciation & Criticism			
EN 201 or EN 202 English Literature Survey I or II			
EN 221 or EN 222 World Masterpieces Survey I or II			
EN 231 or EN 232 American Literature Survey I or II			
FA 110 Art, Literature, & Music Appreciation & Worldview			
MU 105 Music Appreciation			
TH 101 Theatre Appreciation	3	_____	_____
Great Commission Studies:			
BI 101 Concepts in Biology	4	_____	_____
CS 101 Bible Survey	3	_____	_____
*Choose 1: CS 120 Theological Survey			
CS 322 Christian Theology I			
CS 323 Christian Theology II	3	_____	_____
CS 230 History of the Free Church	3	_____	_____
MI 201 Great Commission Living	3	_____	_____

***Major required courses may not also be counted as General Education.**

****See TMU catalog regarding which course should be taken.**

Major Related Courses (29 hours)

Support Course:

MA 102 College Algebra 3 _____

Educational Foundations:

ED 205 Investigating Issues in Education 3 _____

ED 250¹ Intro to Teaching/Learning 3 _____

ED 290 Intro to Differences of Learners 3 _____

Professional Studies:

ED 341 Educational Assessment ** 2 _____

ED 440² Professional Internship*** 10 _____

ED 441² Assessment Practicum*** 3 _____

ED 444² Professionalism Seminar*** 2 _____

Major Courses (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 321 Choral Lit & Tech **OR**

MU 322 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 Primary⁶

MU 140 _____ 1 _____

MU 140 _____ 1 _____

MU 240 _____ 1 _____

MU 240 _____ 1 _____

MU 340 _____ 1 _____

MU 340 _____ 1 _____

MU 440 _____ 1 _____

Applied or Class Secondary

MU _____ 1 _____

MU _____ 1 _____

MU _____ 1 _____

MU _____ 1 _____

Performance Attendance Requirement

MU 130A 0 _____

MU 130B 0 _____

MU 130A 0 _____

MU 130B 0 _____

MU 130A 0 _____

MU 130B 0 _____

MU 130A 0 _____

Performance Skill Area Electives (Select one)

Voice Primary

MU 135 Diction I 1 _____

Instrumental Primary

MU 331 Jazz Fund I 1 _____

Piano Primary

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.

¹28-hour placement experience

²Student teaching semester

³A significant school placement experience included

⁴A significant school placement experience included

⁵Required ensembles include MU 100 (Chorale) or MU 107 (Wind Ensemble).

⁶Final semester of applied study includes capstone recital – must pass to graduate.

This degree requires a grade of C- or higher in ALL courses

Total Hours 133-135

Course Substitution - Statement of Agreement

In place of the required course _____, I have elected to substitute and have been approved to take _____.

In doing so, I understand the substitute course may not cover all content on my required GACE content assessment. Therefore, I acknowledge that I will be responsible for learning the necessary content in this area for teacher certification purposes.

Candidate (Printed)

Candidate's Signature

Date

Academic Advisor (Printed)

Academic Advisor Signature

Date

Chair, School of Education (Printed)

Chair's Signature

Date

Overview of Field Experience – Elementary Education Majors

Elementary Education Majors

1. Candidates are required to complete 12 contact hours in a classroom of their choice during **ED 205** which is completed prior to admittance to the Teacher Education Program. This placement requires observation and teacher assistance.
2. Candidates are required to complete 28 contact hours in a classroom at the grade level at which they wish to teach in **ED 250** 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 **ED 290** which is prior to admittance to the Teacher Education Program. This placement requires observation and teacher assistance.
4. Candidates spend all day M and F and W, 8:00 - 12:00 for approximately 10 weeks in **ED 301** 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 either a Kindergarten or a first-grade classroom. Candidates will also observe for 8 hours in a regular and 8 hours in a special education Pre-K classroom for a total of 16 hours.
5. Candidates spend all day M and F and W, 8:00 – 12:00 for approximately 10 weeks in **LA 303** 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 second or third grade classroom.
6. Candidates spend all day M and F and 8-12:00 T and Th for approximately 10 weeks in **ED 340** 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 fourth or fifth grade classroom and are expected to complete a unit plan.
7. Candidates spend 8 hours per day for approximately 15 weeks in **ED 440** 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 second-fifth grade classroom and are expected to complete a unit plan.

Overview of Field Experience – Middle Grades Education Majors

Middle Grades Education Majors

1. Candidates are required to complete **12 contact hours** in a classroom of their choice during **ED 205** which is completed prior to admittance to the Teacher Education Program. This placement requires observation and teacher assistance.
2. Candidates are required to complete **28 contact hours** in a classroom at the grade level at which they wish to teach in **ED 250** 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 **ED 290** which is prior to admittance to the Teacher Education Program.
4. Candidates will spend all day M and F and W, 8:00 – 12:00 for approximately 10 weeks in **ED 309** 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 sixth or seventh 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 **LA 304** during their second semester in the Teacher Education Program for a total of **150 contact hours in a classroom**. Candidates are placed in a fourth or fifth grade classroom in which language arts is being taught.
6. Candidates will spend all day M and F and 8:00-12:00 on Th for approximately 10 weeks in **ED 340** 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 seventh or eighth grade classroom, and they are expected to complete a unit plan.
 - 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 **ED 440** 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.

Overview of Field Experience - Music Education Majors

1. Candidates are required to complete **12 contact hours** of observation in a classroom of their choice during **ED 205** which is completed prior to admittance to the Teacher Education Program.
2. Candidates complete **28 contact hours** in a classroom at the grade level of their choice in **ED 250** prior to admittance to the Teacher Education Program. This placement requires observation and teacher assistance.
3. Candidates complete **12 contact hours** in a special education setting during **ED 290** prior to admittance to the Teacher Education Program.
4. Candidates spend **35 hours** in an elementary music classroom in **MU 374**. During this placement, candidates will observe both PK-second and third through fifth grades.
5. Candidates spend 35 hours in a middle school music setting following their musical interest (choral/band) in **MU 375**. During this placement, candidates will observe sixth through eighth grades.
6. Candidates spend **40 hours** in a secondary music setting in **ED 341**. During this placement, candidates will observe ninth through twelfth grades, and they will complete a unit plan.
7. Candidates spend **8 hours** per day for approximately 15 weeks in **ED 440** during their fourth semester in the Teacher Education Program for **570 total 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.

Required Diversity Placements for All Teacher Candidates

1. Candidates must spend at least one semester in a diverse placement during the Teacher Education Program.
2. Candidates document demographics using CCRPI. These documentations will be made during the following courses for the following majors:
 - a. Elementary Education: ED 301, LA 303, ED 340, ED 440.
 - b. Middle Grades LA/SS Education: ED 309, LA 304, ED 340, ED 440.
 - c. Middle Grades Math/Science Education: ED 309, LA 304, ED 340, ED 440.
 - d. Music Education: MU 374, MU 375, ED/MU 341, and ED/MU 440
3. 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 experiences for elementary, middle grades, and music education 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 address these experiences in assignments during ED 340 and ED 341.

Placement Hours per Program and Grade Level			
Course #	Hours	Program	Grade Level
ED 205	12	Foundational	Varies
ED 250	28	Foundational	Varies
ED 290	12	Foundational	Varies
ED 301	120	Elementary	PK/K/1
ED 309	120	Middle	6/7
LA 303	150	Elementary	2/3
LA 304	150	Middle	4/5
ED 340	160	Elementary	4/5
ED 340	160	Middle	7/8
ED 440	600	Elementary	2/5
ED 440	600	Middle	6/8
MU 374	35	Music	PK-2 and 3-5
MU 375	35	Music	6-8
ED 341	40	Music	9-12
ED 440	570	Music	Varies

Roles and Responsibilities During Field Experience

During the field experiences developed by the TMU 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 involve cooperative efforts between the student, the cooperating teacher, the school principal, the supervising professor, and the field placement coordinator.

The Student Responsibilities to the Host School include

1. to conform to school regulations and policies, including dressing professionally.
2. to safeguard all personal and confidential information concerning pupils.
3. to refrain from making unfavorable remarks about the school, the cooperating teacher, and/or the community.
4. to model the behavior and the standards of the teaching profession both inside and outside the classroom.

The Student Responsibilities to the Cooperating Teacher include

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.
3. to plan with the cooperating teacher 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 avoid partiality and favoritism toward students.

The Student Responsibilities to the School of Education include

1. to submit required materials regarding placement according to the requirements of the field placement notebook.
2. to abide by policies and procedures established for specific field experiences.
3. to attend required seminars.
4. to notify the appropriate people of any changes in schedule or assignment.
5. to keep a field placement notebook.
6. to abide by university/teacher education program policies as described in the TMU Teacher Education Program Handbook.

The Cooperating Teacher Responsibilities include

1. to provide information concerning the teacher candidate's responsibilities 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 a degree of involvement appropriate to their 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
7. to accurately evaluate the student's performance in field experience activities.
8. to demonstrate the many roles of a teacher.
9. to meet regularly with the teacher candidate to share meaningful feedback concerning specific strengths and weaknesses.
10. to model the positive behaviors and the standards of the teaching profession.
11. to **immediately** contact the TEP supervising professor as soon as a need arises.

The cooperating teacher must be classified as a highly qualified teacher who needs to have at least three years of successful school experience. The teacher must have the appropriate certification level to supervise interns during final internship. For cooperating teachers who will supervise field placement students, two years of successful school experience is acceptable.

The Host School Principal Responsibilities include

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 university).
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 positive behaviors and standards of the teaching profession.

The Teacher Education Program (TEP) Supervising Professor include

1. to cooperate with the field placement coordinator to develop reciprocal relationships with schools, school systems, administrators, and other personnel.
2. to visit the school regularly and to confer with the cooperating teacher.
3. to meet regularly with the teacher candidate.
4. to maintain records to aid in directing and evaluating the progress of the student.
5. to collect, review, and evaluate data and assignments submitted by the student.
6. to keep the field placement coordinator aware of the progress of each student.
7. to evaluate teacher candidate through field placement notebook and observations.

The Field Placement Coordinator Responsibilities include

The field placement coordinator serves as the liaison between the TMU School of Education and the school systems/schools, coordinates the placements for field experiences, and consults with the TEP supervising professors regarding the progress of each teacher candidate. Additionally, the field placement coordinator works with the school of education chair and other administrative personnel to initiate and maintain partnership arrangements with selected county/school systems.

1. to initiate and maintain official contractual arrangements with each school system in which students are placed.
2. to make requests for placements.
3. to determine 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 collaborate with supervising professors about any problems, details, or changes in the field experience.
7. to coordinate placement assignments with TEP supervising professors.
8. to consult with TEP supervising professors regarding the progress of each teacher candidate.
9. to analyze data on each teacher candidate as submitted by the TEP supervising professor.
10. to work with the TMU school of education chair and all stakeholders to facilitate 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 60-mile radius of Cleveland and are the systems in which we 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 may express preferences or describe specific needs. Time considerations for travel to a placement site are based on travel from Truett McConnell University.

Placement Policies

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 field placement coordinator 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. **Remember: You do not have a job; you are on a two-year interview and cannot wear jeans during placement. Always dress conservatively.**
5. At least one field experience must be in a school with a culturally diverse student population.

Field Experience Candidate Progress

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 chair and field placement coordinator may become involved and develop a written professional development plan (PDP) containing expectations, behaviors, timelines, conditions, and consequences.

Professional Development Plan:

1. Supervising professor or cooperating teacher identifies the issue.
2. Supervising professor will determine initial response.
3. If issues continue, supervising professor, field placement coordinator, and chair discuss issues and steps to remediate.
3. Those who meet will determine one of the following:
 - a. Create a PDP outlining expectations, behaviors, timelines, conditions, and consequences.
 - b. Transfer student to another field placement
 - c. Discontinuance from current field placement
4. Supervising professor meets with teacher candidate and other stakeholders to present outcome.

Field Placement Discontinuance

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.

One of the following actions can be recommended by the TMU School of Education:

- a) a second classroom placement,
- b) administrative withdrawal from all courses associated with the field experience
- c) a grade of D or F is earned in each course associated with the field experience.

At the discretion of the education faculty and other stakeholders, 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 a second placement is not an option, 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

A 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 degree coordinator for the teacher education program in which the candidate is enrolled. If the complaint is not resolved, the candidate may file a complaint in writing with the school of education chair. 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 school level.* All complaints are kept on file in the TMU Education Office.

Attendance and Holidays for Field Placement Assignments

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.). During the fourth or final semester, students will follow the schedule of the school system in which they are placed.

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 website and announces them on local media. The same is true of most school systems.

All students will complete an Absence Request Form for every absence and notify all professors involved in the absence (course professors and/or supervising professor).

1. If a candidate is absent for any reason, both the supervising professor and the cooperating teacher should be notified by text, phone call, or email as soon as possible, but no later than 8:00am on the morning of the absence.
 - a. Notify the supervising professor **first**
 - b. Notify the cooperating teacher **second**
2. Every student is expected to be in their assigned classroom each day school is in session.
3. Teacher candidates arrive at school at the school's **required time for teachers to report** and **leave at the school's required time for teachers to leave**.
4. Tardiness will not be tolerated and can result in the termination of a field placement assignment.
5. For every absence over three in a semester, a doctor's note is required for each absence.
6. Candidates are required to attend all teacher workdays.
7. During Semester 4 in the full-time internship, interns are required to attend all functions the cooperating teacher attends.

Policies and Procedures Specific to Internship

Although most policies listed on the previous pages are appropriate for the internship, some policies are only related to the internship semester.

Internship Employment

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. Candidates are not encouraged to work during the internship. Success in the internship experience should not be compromised because of outside obligations.

Internship Course Load

The semester devoted to the internship is a full course load. Interns are not allowed to take any other courses during this semester. Interns should 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.

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.

Attendance and Holidays for Semester 4 Internship

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.). During the fourth or final semester, students will follow the schedule of the school system in which they are placed.

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.

All students will complete an Absence Request Form for every absence and notify all professors involved in the absence (course professors and/or supervising professor).

1. If a candidate is absent for any reason, both the supervising professor and the cooperating teacher should be notified by text, phone call, or email as soon as possible, but no later than 8:00am on the morning of the absence.
 - a. Notify the supervising professor **first**
 - b. Notify the cooperating teacher **second**
2. Every student is expected to be in their assigned classroom every day school is in session
3. Teacher candidates arrive at school at the **school's required time for teachers to report** and leave at the **school's required time for teachers to leave**.
4. Tardiness will not be tolerated and can result in the termination of a field placement assignment.
5. For every absence over three in a semester, a doctor's note is required for each absence. Candidates are required to attend all teacher workdays.
6. During Semester 4 in the full-time internship, interns are required to attend all functions the cooperating teacher attends.

Violating field placement attendance policy will result in a Professional Development Plan (PDP) and possible discontinuance from current field placement assignment.

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. To be considered for certification, teacher candidates must at least attempt all certification examinations before graduation. However, to **obtain** certification, teacher candidates must pass all certification examinations.

The TMU School of Education conducts a seminar during internship to acquaint teacher candidates with certification procedures in place at the time. Candidates should be aware that **completion of the degree is required** before the PSC accepts a certification application. 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 has lapsed, a candidate's program of study will be reviewed, and additional coursework may be required.

Graduation without Certification

Occasionally, candidates choose not to complete all 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 internship, 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.

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 by enrolling in 15 education-related replacement hours in place of student teaching. 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.
- _____ d. Due to unsuccessful field placement performance, the TMU School of Education has determined I cannot complete the requirements for student teaching.

I understand that once I have begun the 15 replacement hours for the internship, 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

Chair, School of Education (Printed)

Chair's Signature

Date

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

Effective January 1, 2023

(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 (GaPSC) 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 GaPSC.
- (b) “Certificate” refers to any teaching, service, or leadership certificate, license, or permit issued by the authority of the GaPSC.
- (c) “Child endangerment” occurs when an educator disregards a substantial and/or unjustifiable risk of bodily harm to the student.
- (d) “Complaint” is any written and signed statement from a local board, the state board, or one or more individual residents of this state filed with the GaPSC alleging that an educator has breached one or more of the standards in the Code of Ethics for Educators. A “complaint” will be deemed a request to investigate.
- (e) “Educator” is a teacher, school or school system administrator, or other education personnel who holds a certificate issued by the GaPSC 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.
- (f) “Inappropriate” is conduct or communication not suitable for an educator to have with a student. It goes beyond the bounds of an educator-student relationship.
- (g) “Physical abuse” is physical interaction resulting in a reported or visible bruise or injury to the student.
- (h) “Student” is any individual enrolled in the state’s public, or private schools from preschool through grade 12 or any individual under the age of 18. For the purposes of the Code of Ethics for Educators, the enrollment period for a graduating student ends on August 31 of the school year of graduation.

(3) Standards.

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

- (b) Standard 2: **Conduct with Students** - An educator shall always maintain a professional relationship with all students, both in and outside the classroom. Unethical conduct includes but is not limited to:
1. Committing any act of child abuse, including physical and verbal abuse;
 2. Committing any act of cruelty to children or any act of child endangerment;
 3. Committing any sexual act with a student or soliciting such from a student;
 4. Engaging in or permitting harassment of or misconduct toward a student;
 5. Soliciting, encouraging, or consummating an inappropriate written, verbal, electronic, or physical relationship with a student;
 6. Furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student; or
 7. Failing to prevent the use of alcohol or illegal or unauthorized drugs by students under the educator's supervision (including but not limited to at the educator's residence or any other private setting).
- (c) Standard 3: **Alcohol or Drugs** - An educator shall refrain from the use of alcohol or illegal or unauthorized drugs during the course of professional practice. Unethical conduct includes but is not limited to:
1. Being on school or Local Unit of Administration (LUA)/school district premises or at a school or a LUA/school district-related activity while under the influence of, possessing, using, or consuming illegal or unauthorized drugs; and
 2. Being on school or LUA/school district premises or at a school-related activity involving students while under the influence of, possessing, or consuming alcohol. A school-related activity includes, but is not limited to, any activity sponsored by the school or school system (booster clubs, parent-teacher organizations, or any activity designed to enhance the school curriculum (i.e., Foreign Language trips, etc.).
 - (i) For the purposes of this standard, an educator shall be considered "under the influence" if the educator exhibits one or more of the following indicators, including but not limited to: slurred speech, enlarged pupils, bloodshot eyes, general personality changes, lack of physical coordination, poor motor skills, memory problems, concentration problems, etc.
- (d) Standard 4: **Honesty** - An educator shall exemplify honesty and integrity in the course of professional practice. Unethical conduct includes but is not limited to, falsifying, misrepresenting, or omitting:
1. Professional qualifications, criminal history, college or staff development credit and/or degrees, academic award, and employment history;
 2. Information submitted to federal, state, local school districts and other governmental agencies;
 3. Information regarding the evaluation of students and/or personnel;
 4. Reasons for absences or leaves;
 5. Information submitted in the course of an official inquiry/investigation; and

6. Information submitted in the course of professional practice.
- (e) Standard 5: **Public Funds and Property** - An educator entrusted with public funds and property shall honor that trust with a high level of honesty, accuracy, and responsibility. Unethical conduct includes but is not limited to:
1. Misusing public or school-related funds;
 2. Failing to account for funds collected from students or parents;
 3. Submitting fraudulent requests or documentation for reimbursement of expenses or for pay (including fraudulent or purchased degrees, documents, or coursework);
 4. Co-mingling public or school-related funds with personal funds or checking accounts; and
 5. Using school or school district property without the approval of the local board of education/governing board or authorized designee.
- (f) Standard 6: **Remunerative Conduct** - An educator shall maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation. Unethical conduct includes but is not limited to:
1. Soliciting students or parents of students, or school or LUA/school district personnel, to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local board of education/governing board or authorized designee;
 2. Accepting gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest;
 3. Tutoring students assigned to the educator for remuneration unless approved by the local board of education/governing board or authorized designee; and
 4. Coaching, instructing, promoting athletic camps, summer leagues, etc. that involves students in an educator's school system and from whom the educator receives remuneration unless approved by the local board of education/governing board or authorized designee. These types of activities must be in compliance with all rules and regulations of the Georgia High School Association.
- (g) Standard 7: **Confidential Information** - An educator shall comply with state and federal laws and state school board policies relating to the confidentiality of student and personnel records, standardized test material and other information. Unethical conduct includes but is not limited to:
1. Sharing of confidential information concerning student academic and disciplinary records, health and medical information, family status and/or income, and assessment/testing results unless disclosure is required or permitted by law;
 2. Sharing of confidential information restricted by state or federal law;
 3. Violation of confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, violating local school system or state directions for the use of tests or test items, etc.; and
 4. Violation of other confidentiality agreements required by state or local policy.

- (h) **Standard 8: Required Reports** - An educator shall file with the Georgia Professional Standards Commission reports of a breach of one or more of the standards in the Code of Ethics for Educators, child abuse (O.C.G.A. §19-7-5), or any other required report. Unethical conduct includes but is not limited to:
1. Failure to report to the GaPSC all requested information on documents required by the Commission when applying for or renewing any certificate with the Commission;
 2. Failure to make a required report of an alleged or proven violation of one or more standards of the Code of Ethics for educators of which they have personal knowledge as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner; and
 3. Failure to make a required report of any alleged or proven violation of state or federal law as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. These reports include but are not limited to: murder, voluntary manslaughter, aggravated assault, aggravated battery, kidnapping, any sexual offense, any sexual exploitation of a minor, any offense involving a controlled substance and any abuse of a child if an educator has reasonable cause to believe that a child has been abused.
- (i) **Standard 9: Professional Conduct** - An educator shall demonstrate conduct that follows generally recognized professional standards and preserves the dignity and integrity of the education profession. Unethical conduct includes but is not limited to a resignation that would equate to a breach of contract; any conduct that impairs and/or diminishes the certificate holder's ability to function professionally in his or her employment position; behavior or conduct that is detrimental to the health, welfare, discipline, or morals of students; or failure to supervise a student(s).
- (j) **Standard 10: Testing** - An educator shall administer state-mandated assessments fairly and ethically. Unethical conduct includes but is not limited to:
1. Committing any act that breaches Test Security; and
 2. Compromising the integrity of the assessment.

(4) Reporting.

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

(5) Disciplinary Action.

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

1. Unethical conduct as outlined in The Code of Ethics for Educators, Standards 1-10 (GaPSC Rule [505-6-.01](#));
2. Disciplinary action against a certificate on grounds consistent with those specified in the Code of Ethics for Educators, Standards 1-10 (GaPSC Rule [505-6-.01](#));
3. Order from a court of competent jurisdiction or a request from the Department of Human Resources that the certificate should be suspended or the application for certification should be denied for non-payment of child support (O.C.G.A. §19-6- 28.1 and §19-11-9.3);
4. Suspension or revocation of any professional license or certificate;
5. Violation of any other laws and rules applicable to the profession (O.C.G.A. §16- 13-111); and
6. 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.

- (c) The GaPSC is authorized to determine no probable cause as provided in O.C.G.A. § 20-2- 984.4(e) and § 20-2-984.5(e) if:

1. After a preliminary investigation is concluded it is unlikely that there exists a preponderance of the evidence necessary to prove at a hearing that a violation occurred; or
2. After a hearing the administrative law judge makes a determination that there is not a preponderance of the evidence necessary to prove that a violation occurred.

- (d) The GaPSC is authorized to determine no further action is necessary pursuant to O.C.G.A. § 20-2-984.5(a) if after review of the report of the preliminary investigation, sanctions should not be imposed.

- (6) Sanctions.

(a) As outlined in O.C.G.A. 20-2-984.5(c), the GaPSC has the discretion to issue a probable cause sanction against an educator. Common violations and associated sanctions can be found in the accompanying [GaPSC Guidance](#).

1. Denial is the refusal to grant initial certification to an applicant for a certificate.
2. Monitoring is the quarterly appraisal of the educator's conduct by the GaPSC through contact with the educator and his or her employer. As a condition of monitoring, an educator may be required to submit *periodic* criminal background check (GCIC). The Commission specifies the length of the monitoring period;
3. Reprimand admonishes the certificate holder for his or her conduct. The reprimand cautions that further unethical conduct will lead to a more severe action;
4. Revocation is the permanent invalidation of any certificate held by the educator. A Voluntary Surrender is equivalent to and has the same effect as a revocation. A Voluntary Surrender shall *be accepted and* becomes effective upon receipt by the GaPSC;
5. Suspension is the temporary invalidation of any certificate for a period of time specified by the GaPSC; and
6. Warning informs the certificate holder that his or her conduct is unethical. The warning cautions that further unethical conduct will lead to a more severe action.

(7) Application Procedures.

(a) "Yes" answers to Personal Affirmation Questions (PAQs) require submission of information identified in the accompanying [GaPSC Guidance](#).

(b) With respect to an initial applicant, an application and corresponding ethics case that is initiated pursuant to O.C.G.A. § 20-2-984.3(c) will automatically close and be placed on hold if the applicant fails to submit requested documentation to the Ethics Division within 45 days of the request to the applicant. The application will be placed on hold in anticipation of the submission of a new application and the applicant's responding to any requests for documentation in a timely fashion.

Authority O.C.G.A. § 20-2-200

APPROPRIATE COMMUNICATION

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

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 quickly visiting 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. Do not give it to someone else.
- Keep your communication within reasonable hours. For example, communicate only between the hours of 7:00AM and 7:00PM **unless** there is an emergency.
- 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.

Email: Email can be casual or formal. When communicating with a professor or with a cooperating teacher, the communication should be professional.

- 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.
- When contacting professors or anyone associated with the school of education, use their professional title, be succinct, and maintain a professional tone.
- 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: Media is a wonderful way to stay connected with people! 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 students can see what you post. (Your status should never read, “Billy Bob hates his class this year!”)
- Be mindful of clothing, locations, and activities when you post photos.
- Never assume that social networks are private.

Texting:

- When on campus (in class or during seminar), texting is highly inappropriate behavior and rude. Use of a laptop that is not confined to class activities is also inappropriate.
- Field placement texting should **only** occur during times away from students such as planning times or before or after school
- It is rare for a professional situation to arise that requires texting.

Cell phones:

- When on campus (in class or in seminar), your cell phone must be silent.
- When in field placement, your cell phone must be silent.
- If you are a parent, instruct your child's school to call the office of the field placement school.

Chain of command: Follow the chain of command for the TMU School of Education in this order

1. Contact the person directly impacted (this is usually the course or supervising professor)
2. Contact the Field Placement Coordinator (if this is a field placement concern)
3. Contact the chair of the school of education
4. Contact Ms. Kinson for any questions related to advisement

Do not jump over the person to whom you have given the problem and be patient. Allow the person time to respond.

Be considerate of the person's response. There may be information or circumstances of 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, emailing, stopping by for a face-to-face visit, and then repeating all of those is unprofessional, inconsiderate, and makes you look impatient.
- Above all, practice patience and compassion. You may not be aware of the circumstances surrounding the timing of your communication and the events in the life of the person you contacted.

Key Assessment Alignments, Matrix of Field Experience Assessment Instruments, and Additional Requirements

TMU conceptual Framework Aligned to TMU's Five Key Assessments

TMU Conceptual Framework	Dispositions (PDBA)	COI Indicators	TAPS/CAPS Standards	Unit Plan Sections	GACE Scores
1 Content and Curriculum	6, 11, 13, 14	1, 2, 3,	1	2	Induction or Professional
2 Knowledge of Students and their Learning	6, 10, 11, 13, 14	4, 5, 6, 7, 8	1, 2, 4	1	N/A
3 Learning Environments	1, 2, 3, 4, 6, 11, 13	6, 7, 8	7, 8,10	1, 4	N/A
4 Assessment	1, 2, 3, 4, 6, 11, 13, 14	9	5, 6	3, 6,	N/A
5 Planning and Instruction	1, 2, 3, 4, 6, 10, 11, 13, 14	9, 10, 11, 12	1, 2, 3, 4, 8	2, 4, 5, 6,	N/A
6 Professionalism	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	13	9	7	N/A

Matrix of Field Experience Assessment Instruments

Instrument	Semester 1	Semester 2	Semester 3	Semester 4
Disposition Ranking	X	X	X	X
Digital Progression Portfolio	X	X	X	X
Classroom Observation Instrument		X	three by professor	
Unit plan			X	X
CAPS/TAPS Observation (Intern Keys)	X	X	X	X
Family/Community Portfolio		X	X	X
Field Placement Notebook	X	X	X	X

Additional Requirements for Elementary Education Majors (2024 Seniors Only)

Reading Portfolio		X	X	X
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STUDENT GROWTH PLAN for _____

Scale: 4 - Exceeds Expectations 3 - Meets Expectations 2 - Developing 1 - Does Not Meet Expectations

Dispositions	Semester 1	Semester 2	Semester 3	Semester 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				
TAPS/CAPS	Semester 1	Semester 2	Semester 3	Semester 4
Professional Knowledge				
Instructional Planning				
Instructional Strategies				
Differentiated Instruction				
Assessment Strategies				
Assessment Uses				
Positive Learning Environment				
Academically Challenging				
Professionalism				
Communication				
Positive Placement Recommendations	Semester 1	Semester 2	Semester 3	Semester 4
Cooperating Teacher				
Supervising Teacher				
Professor's Signatures				
Semester 1	Semester 2	Semester 3	Semester 4	
Student Signature				
Semester 1	Semester 2	Semester 3	Semester 4	



Candidate Observation Instrument (COI)

Teacher Candidate		Cooperating Teacher	
Date		Grade Level	
Observer		Subject Area	
School		Semester	2 3 4

Purpose of Assessment: The Teacher Candidate Observation Form is designed to assess and monitor candidates' performance in the actual process of delivering a lesson that has been duly planned.

Scoring: The rubric on the form is a 4-point developmentally sequenced performance level scale which provides a framework for adequately evaluating candidates' ability to deliver a lesson he/she had planned. The four performance levels are: (1) Ineffective; (2) Needs Development; (3) Proficient; and (4) Exemplary. Thus, the rating per performance criterion ranges from 1.0 to 4.0. A candidate who is considered classroom ready or proficient exhibits Level 3 performance characteristics.

Score Interpretation: Each of the 13 performance criteria is rated from 1 (ineffective) to a 4 (exemplary). Proficiency occurs when the teacher candidate earns a score of 3 or better in each category. Should a student earn a score of 1 or 2 in any indicator, a conference will be scheduled with the supervising professor to discuss steps for improvement.

Directions: This form encompasses and has been aligned with the GA TAPS/CAPS standards. The performance levels and their corresponding numerical weights are as follows: **Ineffective**, (1 point), **Needs Development** (2 points), **Proficient** (3 points) and **Exemplary** (4 points).

For each performance criterion, please indicate the score corresponding to the performance level that most closely describes the professional practices that you observed. In each evidence/comments box, write specific evidence observed for the indicator, where applicable. If you are not able to rate any indicator, check the box adjacent to **Not Able to Rate**.

Content and Curriculum		
Indicators / Professional Practices	# Score	Evidence / Comments
1. Subject Specific Content/Concepts		
<u> </u> Ineffective: Demonstrates little or no knowledge of content or ability to challenge or facilitate conversation around student errors.	1	
<u> </u> Needs Development: Demonstrates knowledge of some content and corrects some student and/or teacher errors; however, some uses of vocabulary and academic language are not clear, correct, or appropriate for learners	2	
<u> </u> Proficient: Demonstrates strong knowledge of content/concepts ; corrects and/or facilitates discussion on teacher and student errors, and uses vocabulary and academic language that is clear, correct, and appropriate for learners	3	
<u> </u> Exemplary: Exceeds expectations on this element which could include some of the following: presenting diverse perspectives to engage learners in understanding, questioning, and analyzing ideas. By analyzing group discourse and learner work, the teacher discovers additional learner misconceptions and uses the processes, vocabulary, and strategic tools of the discipline to facilitate learners' accurate and deep understanding.	4	
<u> </u> Not able to rate	NATR	
2. Application of Content: Pedagogical Content Knowledge		
<u> </u> Ineffective: Demonstrates little or no use of appropriate instructional methods; little evidence of making content appropriate for diverse learners; lacks connections to students' prior knowledge	1	
<u> </u> Needs Development: Demonstrates some uses of appropriate instructional methods and technology; makes some connections to student's prior knowledge.	2	
<u> </u> Proficient: Uses appropriate and engaging instructional methods and technology (if applicable); makes content appropriate for diverse learners; connects learning to students' prior knowledge; creates opportunities for students to learn, practice, and master academic language in their content ; and creates and uses supplementary resources and technologies effectively to ensure accessibility and relevance (student assets: culture, personal, community...) for all learners.	3	
<u> </u> Exemplary: Meets all indicators at the proficient level and exceeds expectations by including the following: effectively uses multiple representations and explanations that capture key ideas in the discipline, guides learners through learning progressions, and promotes each learner's achievement of content standards; engages students in learning experiences that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content; and engages learners in applying methods of inquiry and standards of evidence used in the discipline.	4	
<u> </u> Not able to rate	NATR	
3. Application of Content: Content Connections		
<u> </u> Ineffective: Demonstrates little or no evidence of making connections to other subject areas; little or no evidence of making content relevant to students' lives; does not draw on/acknowledge students' diversity of cultural experiences.	1	
<u> </u> Needs Development: Attempts to makes connections to students' lives or to other subject areas and/or other cultural funds of knowledge.	2	
<u> </u> Proficient: Connects content to either another content area OR to students' lives ; makes content relevant to students' lives using culturally responsive and culturally sustaining pedagogy or other strategies; values and draws on students' diverse cultural experiences .	3	

____ Exemplary: Exceeds expectations on this element in ways which include, but not limited to some of the following: collaborates with a colleague(s) in another discipline(s) to create learning experiences that engage learners in working with interdisciplinary themes ; guides learners to apply knowledge from more than one discipline to understand a complex concept or set of concepts and/or to address a real world problem or issue, and engages learners in applying content knowledge and skills in authentic contexts.	4	
____ Not able to rate	NATR	
The Learner and Learning		
<i>Indicators / Professional Practices</i>	<i># Score</i>	<i>Evidence / Comments</i>
4. Learner Development		
____ Ineffective: Demonstrates little evidence of being alert and/or responsive to the intellectual, social, physical, language and literacy, and personal developmental needs of all students	1	
____ Needs Development: Demonstrates some level of alertness and responsiveness to the intellectual, physical, and personal developmental needs of some students. Some monitoring of individual and group performance is evident.	2	
____ Proficient: Alert and responsive to the intellectual, emotional, social, physical, language and literacy, and personal developmental needs of all students; and throughout the lesson regularly assesses individual and group performance in order to modify instruction to meet the learners' needs. Instruction is developmentally appropriate and includes some scaffolding to promote next level of development.	3	
____ Exemplary: Meets all the professional practices/indicators in the above proficient category and exceeds expectations by considering individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/ her learning and scaffolds the next level of development; lesson shows evidence of collaboration with families, communities, colleagues, and/or other professionals to promote learner growth and development.	4	
____ Not able to rate	NATR	
5. Learner Differences		
____ Ineffective: Candidates demonstrate little to no evidence of adapting instruction to meet the individual needs of students; tends to present only one perspective on issues.	1	
____ Needs Development: Candidate adapts some of the instruction to meet the needs of students; but tends to present only one perspective on topics and issues.	2	
____ Proficient: Candidate delivers and adapts instruction and makes appropriate and timely provisions for individual students with particular learning styles or needs; brings multiple perspectives to the discussion to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways .	3	
____ Exemplary: Meets all the professional practices/indicators in the above proficient category and exceeds expectations by including multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms ; incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.	4	
____ Not able to rate	NATR	
6. Learner Environment		
____ Ineffective: Inefficient management of time, space, and learning resources for diverse students' learning; students not productively engaged.	1	
____ Needs Development: Candidate demonstrates some efficiency in the management of time, space, and learning resources for diverse students' learning and some students actively engaged.	2	

____ Proficient: Efficient management of time, space, and learning resources for diverse students' learning; students actively engaged; and appropriate adjustments are made as needed; the candidate builds a safe, positive learning climate of openness and mutual respect.	3	
____ Exemplary: Exceeds expectations on this element which includes evidence that candidate collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry and develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.	4	
____ Not able to rate	NATR	
7. Learner Environment – Classroom Management		
____ Ineffective: Little evidence of a management plan; reactive classroom management style; little to no monitoring of learner behavior; inconsistent/inappropriate responses to student behavior or candidate does not demonstrate respect for students or does not provide a learning environment that supports learning goals.	1	
____ Needs Development: Demonstrates some evidence of a management plan; some appropriate responses to student behavior are demonstrated; demonstrates respect for students, but the learning environment does not encourage mutual respect among students.	2	
____ Proficient: Follows classroom management plan; aware of student behavior; appropriate responses to student behavior that demonstrates respect for students and that demonstrates low-risk learning environment that reveals mutual respect among students; corrects misbehavior with minimal loss of instructional time.	3	
____ Exemplary: Exceeds expectations on this element	4	
____ Not able to rate	NATR	
8. Learner Environment – Communication		
____ Ineffective: Significant number of errors in teacher's spoken/written language; ineffective nonverbal communication; unclear directions; does not use effective questioning skills. Students appear confused or frustrated when listening to or communicating with the teacher.	1	
____ Needs Development: Some errors in teacher's spoken/written language and/or some effective verbal and non-verbal strategies are used; some directions are unclear, and some discussions and questions are ineffective in promoting learning lesson objectives and goals.	2	
____ Proficient: Teacher uses error free spoken/written language; effective verbal and nonverbal communication; directions are clear or quickly clarified after initial student confusion; effective questioning and discussion strategies are used. Students appear to be satisfied with their communication with the teacher.	3	
____ Exceeds expectations: Meets all indicators at the proficient level and exceeds expectations on this element with inclusion of verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment	4	
____ Not able to rate	NATR	
Instructional Practice		
<i>Indicators / Professional Practices</i>	<i># Score</i>	<i>Evidence / Comments</i>
9. Assessment		
____ Ineffective: Inappropriate or little evidence of alignment between assessments and instructional objectives/outcomes/essential questions; assessments do not align with the instructional objectives/outcomes/essential questions and lesson procedures	1	
____ Needs Development: Some assessment methods are aligned with the instructional objectives/outcomes/essential questions and lesson procedures; some appropriate uses of formal/informal assessment strategies to evaluate academic vocabulary are evident.	2	
____ Proficient: Uses appropriate and multiple assessments methods that align with the instructional objectives/outcomes/essential questions and lesson procedures; uses formal/informal assessment strategies to evaluate the use of the academic function and academic vocabulary.	3	
____ Exemplary: Meets all indicators at the proficient level and exceeds expectations on this element by also including use of a range of formal and informal assessment strategies to	4	

evaluate and ensure the continuous development of all learners throughout instructional time; engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process; and models and provides opportunities for learners to examining their own thinking, assess their own progress of the learning goals as well as the performance of others.		
____ <i>Not able to rate</i>	NATR	
10. Instructional Strategies		
____ <i>Ineffective:</i> Inappropriate instructional strategies are used to engage and support learning; inefficient pacing of lesson; instruction does not extend most students' understanding of concepts and/or content; instruction is teacher-centered	1	
____ <i>Needs Development:</i> Some appropriate instructional strategies are used to engage and support learning; some instruction extends students' understanding of concepts and/or content; instruction mostly is teacher-centered; little evidence of use of technology or differentiation to facilitate learning.	2	
____ <i>Proficient:</i> Plans for instruction and uses appropriate strategies that engage and support student learning to include differentiation ; pacing is appropriate and varied in whole class/individual work/cooperative learning ; instruction extends students' understanding of concepts and/or content; instruction allows for student inquiry through higher-order questioning and construction of their own knowledge; instruction clearly demonstrates the candidate designed and created instructional experiences based on knowledge of content and curriculum, student population, learning environment, technology and assessments.	3	
____ <i>Exemplary:</i> Meets all indicators at the proficient level and varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners; uses a variety of instructional strategies to support and expand learners' communication through varies academic demands (speaking, listening, reading, writing, and other mode and assessments and includes differentiate instruction for individuals and groups of learners.	4	
____ <i>Not able to rate</i>	NATR	
11. Monitoring and Adjustments		
____ <i>Ineffective:</i> Does not monitor lesson; no adjustment for students who do not understand or who have already mastered the content	1	
____ <i>Needs Development:</i> Monitors lesson but adheres firmly to instructional plan; no adjustment for students who do not understand or who have already mastered the content	2	
____ <i>Proficient:</i> Monitors lesson; makes appropriate modifications to instructional plans during the lesson to address students' needs; probes for understanding; uses students' questions to direct/re-direct instruction.	3	
____ <i>Exemplary:</i> Meets all indicators at the proficient level and continuously monitors student learning, engages learners in monitoring their progress, and adjusts instruction in response to student learning needs.	4	
____ <i>Not able to rate</i>	NATR	
12. Instructional Resources		
____ <i>Ineffective:</i> No use of resources and materials other than assigned textbook and/or worksheets; technology and other instructional resources are used superficially and do not enhance instruction	1	
____ <i>Needs Development:</i> Little evidence of using resources and materials other than assigned textbook and/or worksheets; technology and other instructional resources are used sparingly and superficially and do not enhance instruction	2	
____ <i>Proficient:</i> Uses a variety of appropriate materials and resources; technology OR other instructional resources enhance instruction for diverse learners and supports the learning objectives.	3	
____ <i>Exemplary:</i> Meets all indicators at the proficient level and the technology-based integration of resources enhances student learning; technology use helps students meet the objective(s).	4	
____ <i>Not able to rate</i>	NATR	

Professional Learning and Ethical Practice		
Teacher candidate has reflected on their teaching of this lesson and conferenced with the supervising professor concerning strengths and areas of improvement.		
<i>Indicators / Professional Practices</i>	<i># Score</i>	<i>Evidence / Comments</i>
13. Reflection and Growth		
_____ Ineffective: Does not examine his/her teaching; does not suggest modifications to improve teaching practices and student achievement; focuses on/blames students rather than engaging in self-evaluation of performance	1	
_____ Needs Development: Demonstrates minimal/superficial examination of his/her teaching; does not suggest modifications to improve teaching practices and student achievement	2	
_____ Proficient: Examines own teaching and reflects on his/her on biases; suggests modifications that would lead to improved teaching practices and student achievement.	3	
_____ Exemplary: Exceeds expectations on this element through discussion of how candidate recognizes, participates in, and contributes to teaching as a profession (9e), and how to utilize more resources from, and involve family and community to connect more with learners' prior knowledge, culture etc.	4	
_____ Not able to rate	NATR	

Adapted from Teacher Candidate Observation Form from Clayton State University. Retrieved July 23, 2020.

<i>Indicator #</i>	<i>Score</i>	<i>Indicator</i>
1		<i>Subject Specific Content/Concepts</i>
2		<i>Application of Content: Pedagogical Content Knowledge</i>
3		<i>Application of Content: Content Connection</i>
4		<i>Learner Development</i>
5		<i>Learner Differences</i>
6		<i>Learner Environment</i>
7		<i>Learner Environment: Classroom Management</i>
8		<i>Learner Environment: Communication</i>
9		<i>Assessment</i>
10		<i>Instructional Strategies</i>
11		<i>Monitoring and Adjustments</i>
12		<i>Innovative Instructional Resources</i>
13		<i>Post Observation Conference and Reflection</i>
		Indicator Totals

Georgia Intern Keys Effectiveness System

Candidate Assessment on Performance Standards (CAPS)

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

<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Needs Development	<input type="checkbox"/> 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:

<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> • 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)
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<ul style="list-style-type: none"> • Seeks ways to use various materials, resources, technologies, and research 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. <p><u>Student Evidence</u></p> <ul style="list-style-type: none"> • Students routinely participate in activities that involve higher order thinking including analyzing, synthesizing, and evaluating an idea or product. (1.2) 	<ul style="list-style-type: none"> ▪ 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) 	<p>not encourage students to find or consider material on their own. (1.4)</p> <ul style="list-style-type: none"> ▪ 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) 	<ul style="list-style-type: none"> • Rarely plans instruction that demonstrates adequate 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)
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<ul style="list-style-type: none"> • Students are active participants in assignments, leading discussions, researching, and sharing findings. (1.2) • Students know to use everyday knowledge and experiences in 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) 	<ul style="list-style-type: none"> • 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. • 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. <p><u>Student Evidence</u></p> <ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ Occasionally uses a variety of resources to support positive, engaging activities for diverse learners. (1.7) <p><u>Student Evidence</u></p> <ul style="list-style-type: none"> ▪ Sometimes verbalize or write about connections between prior knowledge, life experiences, and current learning. 	<ul style="list-style-type: none"> ▪ Little or no evidence of differentiated instruction to facilitate the learning of all students. (1.6) ▪ 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) <p><u>Student Evidence</u></p> <ul style="list-style-type: none"> ▪ 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			

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

<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Needs Development	<input type="checkbox"/> 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:

<ul style="list-style-type: none"> ▪ 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 and local school district curricula and standards 	<ul style="list-style-type: none"> ▪ 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) ▪ Develops appropriate course, unit, and daily plans, and is able to adapt plans when needed. (2.6) 	<ul style="list-style-type: none"> ▪ 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 ▪ Attends to the needs of some students, but not all 	<ul style="list-style-type: none"> ▪ 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
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Evidence/Documentation

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

<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Needs Development	<input type="checkbox"/> 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:

<ul style="list-style-type: none"> ▪ Continually engages students 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) ▪ 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) 	<ul style="list-style-type: none"> ▪ Consistently engages to students to work in collaborative groups/individually to create, present, research and problem solve. (3.1) ▪ 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 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 	<ul style="list-style-type: none"> ▪ Inconsistently engages students to work in collaborative groups/individually to create, present, and research and problem solve. (3.1) ▪ Inconsistently use multiple strategies or uses only a single strategy linked to students' prior knowledge and skills and background experiences and interest. (3.2) ▪ 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) 	<ul style="list-style-type: none"> ▪ Does not provide students with opportunities to work in collaborative groups/individually to create, present, and research and problem solve. (3.1) ▪ Does not use a single strategy linked to students' prior knowledge and skills and background experiences and interest. (3.2) ▪ 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,
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<ul style="list-style-type: none"> 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) 	<p>reinforcement of learning, presentation, and planning purposes. (3.5)</p> <ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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) 	<p>presentation or planning purposes. (3.5)</p> <ul style="list-style-type: none"> 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)
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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

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			
<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Needs Development	<input type="checkbox"/> 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:			
<ul style="list-style-type: none"> 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) <p>Student Evidence:</p> <ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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, 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) <p>Student Evidence:</p> <ul style="list-style-type: none"> Students meet the standards using differentiated products. (4.1) Students are presented with the standard through differentiated content and processes. (4.1) 	<ul style="list-style-type: none"> 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) <p>Student Evidence:</p> <ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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) The teacher candidate does not use flexible grouping practices. (4.3) <p>Student Evidence:</p> <ul style="list-style-type: none"> 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)

	<ul style="list-style-type: none"> Most students are able to meet learning expectations. (4.2, 4.4) 		
Evidence/Documentation: <ul style="list-style-type: none"> Lesson plans, units Formative and summative assessments Rubrics Grade sheets Portfolios Student Work samples 			

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

<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Needs Development	<input type="checkbox"/> 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:

<ul style="list-style-type: none"> All lesson plans/units contain appropriate formal and informal 	<ul style="list-style-type: none"> Lesson plans/units contain numerous appropriate formal and informal 	<ul style="list-style-type: none"> Lesson plans/ units demonstrate some use of formal and informal assessments 	<ul style="list-style-type: none"> Within lesson plans/units, the candidate does not use formal and informal
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<p>assessments for diagnostic, formative, and summative purposes</p> <ul style="list-style-type: none"> ▪ Lesson plans/units include a variety of assessments that meet all students' 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. 	<p>assessments for diagnostic, formative, and summative purposes</p> <ul style="list-style-type: none"> ▪ Lesson plans/units include a variety of assessments that meet most student needs ▪ 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 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 <i>differentiation</i> 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. 	<p>for diagnostic, formative, and summative purposes</p> <ul style="list-style-type: none"> ▪ Lesson plans/units include some variety of assessments that meet some student needs. ▪ 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 <i>diagnostic assessments</i> 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. 	<p>assessments for diagnostic, formative, and summative purposes</p> <ul style="list-style-type: none"> ▪ Within lesson plans/units, the candidate does not or inadequately varies and adjusts assessments to meet student needs ▪ 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 <i>diagnostic assessments</i> in plans. • Is not guided by diagnostic data when planning for <i>differentiation</i>. • Does not consider students' prior knowledge to determine starting points for instruction. • Does not use informal or formal <i>diagnostic assessments</i> 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.
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Evidence/Documentation

- Lesson plans, units
- Formative and summative assessments
- Rubrics
- Grade sheets
- Portfolios
- Student work samples

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

<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Needs Development	<input type="checkbox"/> 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:

<ul style="list-style-type: none"> ▪ Uses formative and summative assessments continually and systematically ▪ Continually checks for students' prior knowledge and uses data to develop instructional plans 	<ul style="list-style-type: none"> ▪ Uses formative and summative assessments systematically ▪ Consistently checks for students' prior knowledge and uses data to develop instructional plans 	<ul style="list-style-type: none"> ▪ Sometimes uses formative and summative assessments ▪ Sometimes checks for students' prior knowledge and at times uses data to develop instructional plans 	<ul style="list-style-type: none"> ▪ 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
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<ul style="list-style-type: none"> Continually uses leveled questions to engage students and assess content knowledge Continually uses data to plan and implement flexible grouping 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 	<ul style="list-style-type: none"> Consistently uses leveled questions to engage students and assess content knowledge Consistently uses data to plan and implement flexible grouping 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 	<ul style="list-style-type: none"> Sometimes uses leveled questions to engage students and assess content knowledge Sometimes uses data to plan and implement flexible grouping 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 	<ul style="list-style-type: none"> Does not use leveled questions to engage students and assess content knowledge Does not use 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
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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.)

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

<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Needs Development	<input type="checkbox"/> 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:

<ul style="list-style-type: none"> ▪ 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 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 	<ul style="list-style-type: none"> ▪ 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 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 	<ul style="list-style-type: none"> ▪ 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 learners ▪ Insufficient evidence of RTI usage ▪ Promotes a climate of trust and teamwork for some learners 	<ul style="list-style-type: none"> ▪ 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 ▪ Little or no evidence of efforts to promote trust and teamwork for learners
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0Performance 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

<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Needs Development	<input type="checkbox"/> 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:

<ul style="list-style-type: none"> ▪ The teacher candidate continually has 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 continually models 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) 	<ul style="list-style-type: none"> ▪ The teacher candidate consistently has materials, supplies readily available and accessible during instructional time. (8.1) ▪ The teacher candidate consistently uses classroom space and resources efficiently to support student learning. (8.1) ▪ The teacher candidate consistently models how to correct and learn from mistakes. (8.2) ▪ The teacher candidate consistently provides instructions with a variety of activities addressing student interests and abilities. (8.3) 	<ul style="list-style-type: none"> - The teacher candidate inconsistently has materials, supplies readily available and accessible during instructional time. (8.1) - The teacher candidate inconsistently uses classroom space and resources efficiently to support student learning. (8.1) ▪ The teacher candidate inconsistently models how to correct and learn from mistakes. (8.2) ▪ The teacher candidate inconsistently provides instructions with a variety of activities addressing student interests and abilities. (8.3) 	<ul style="list-style-type: none"> - Teacher candidate does not have materials, supplies readily available and accessible during instructional time. (8.1) - Teacher candidate does not use classroom space and resources efficiently to support student learning. (8.1) ▪ Teacher candidate fails to model how to correct and learn from mistakes. (8.2) ▪ Teacher candidate fails to provide instructions with a variety of activities addressing student interests and abilities. (8.3)
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<ul style="list-style-type: none"> ▪ 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) 	<ul style="list-style-type: none"> ▪ 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) 	<ul style="list-style-type: none"> ▪ 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) 	<ul style="list-style-type: none"> ▪ 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)
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Evidence/Documentation

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

<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Needs Development	<input type="checkbox"/> 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:

<ul style="list-style-type: none">▪ 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)▪ The teacher candidate continually maintains parent contacts, establishes positive interactions with colleagues and maintains confidentiality of students. (9.2) (9.3) (9.8)	<ul style="list-style-type: none">▪ 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)▪ 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	<ul style="list-style-type: none">▪ 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)▪ 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	<ul style="list-style-type: none">▪ 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 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
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<ul style="list-style-type: none"> ▪ 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) 	<p>planning, observations, and conferences. (9.8)</p> <ul style="list-style-type: none"> ▪ 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) 	<p>planning, observations, and conferences. (9.8)</p> <ul style="list-style-type: none"> ▪ 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) 	<p>planning, observations, and conferences. (9.8)</p> <ul style="list-style-type: none"> ▪ 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)
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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)

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

<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Needs Development	<input type="checkbox"/> 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:

<ul style="list-style-type: none"> ▪ 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) ▪ 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, 	<ul style="list-style-type: none"> ▪ 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, 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) 	<ul style="list-style-type: none"> ▪ 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) ▪ 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) 	<ul style="list-style-type: none"> ▪ Uses unclear or ambiguous verbal and/or non-verbal communications that hinder learning in the classroom environment (10.1) ▪ 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)
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<p>sequential, and age-appropriate ways (10.5)</p> <ul style="list-style-type: none"> ▪ 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) ▪ 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) <p>Student Evidence:</p> <ul style="list-style-type: none"> ▪ Students reciprocate respectful communications with the teacher candidate (10.1) ▪ Students understand directions, concepts, and content due to the teacher candidate's logical, 	<ul style="list-style-type: none"> ▪ 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 communication norms of others (10.10) <p>Student Evidence:</p> <ul style="list-style-type: none"> ▪ 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) 	<ul style="list-style-type: none"> ▪ 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) <p>Student Evidence:</p> <ul style="list-style-type: none"> ▪ Students appear to have difficulty understanding the teacher candidate (10.1) ▪ Students ask multiple questions about directions, concepts, and/or content (10.5) ▪ Students ask peers for assistance with directions, concepts, and/or content (10.5) 	<ul style="list-style-type: none"> ▪ 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) <p>Student Evidence:</p> <ul style="list-style-type: none"> ▪ Students appear to have “tuned out” the teacher candidate by drawing, daydreaming, or talking to others during 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)
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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)			
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.			

Professional Behaviors and Dispositions Assessment (PBDA)

Professional Behaviors and Dispositions	Exceeds Expectations (4)	Meets Expectations (3)	Developing (2)	Does Not Meet Expectations (1)
Collaboration	Actively seeks opportunities to collaborate with others AND makes positive contributions to collaborative work	Collaborates with others AND makes positive contributions toward productive, collaborative work	Acknowledges verbally or in writing the need for or the importance of collaboration but does not engage in productive, collaborative work	Acknowledges verbally or in writing a reluctance or unwillingness to collaborate with others OR is confrontational, argumentative, or unwilling to cooperate with other in collaborative settings
Attitude	Demonstrates a positive attitude in typical and challenging situations AND is proactive in promoting positive attitudes among others.	Demonstrates a positive attitude in typical AND challenging situations	Demonstrates a positive attitude under typical circumstances, but response to challenging situations is often unpredictable	Demonstrates a negative attitude
Relationships with Adults	Always maintains positive relationships with adults AND is proactive in creating and promoting an environment that is mutually respectful	Always maintains positive relationships with adults	Generally, maintains positive relationships with adults, with few lapses	Acts toward others in ways that are disrespectful or inappropriate
Communication	Communicates effectively with all stakeholders and uses verbal, non-verbal, and written communication techniques to foster positive interactions and promote learning in the classroom and school environment; AND communicates with individuals outside the school environment to promote awareness of education related issues	Communicates effectively with all stakeholders AND uses verbal, non-verbal, and written communication techniques to foster positive interactions and promote learning in the classroom and school environment	Acknowledges verbally or in writing the importance of effective communication BUT sometimes lacks the verbal, non-verbal, and written communication techniques that foster positive interactions and promote learning in the classroom and school environment	Acknowledges verbally or in writing a reluctance or unwillingness to use effective and appropriate communications with others OR lacks the verbal, non-verbal, and written communication techniques that foster positive interactions and promote learning in the classroom and school environment
Attendance	Knows and adheres to university, school, and/or district policies regarding attendance and punctuality AND attends school related events that are not required such as extracurricular school activities, parent organization meetings, community events related to the school	Knows and adheres to university, school, and/or district policies regarding attendance and punctuality	Works towards becoming knowledgeable of university, school, and/or district policies regarding attendance and punctuality AND attempts to comply with policies	Absences and/or late arrivals violate university, school, and/or district policies regarding attendance and punctuality

Relationships with Students	Interacts appropriately and positively with students and provides instruction that respects and aligns with the intellectual, social, cultural, emotional, and physical needs of the age group AND is proactive in promoting respect for and understanding of students' needs and interests	Interacts appropriately and positively with students and provides instruction that respects and aligns with the intellectual, social, cultural, emotional, and physical needs of the age group	Interacts appropriately and positively with students BUT provides instruction that disregards, disrespects or is not aligned with the intellectual, social, cultural, emotional, and physical needs of the age group	Interacts inappropriately or negatively towards students OR provides instruction that disregards, disrespects or is not aligned with the intellectual, social, cultural, emotional, and physical needs of the age group
Initiative	Initiates and completes responsibilities without prompting AND seeks opportunities to take on new responsibilities and challenges	Initiates and completes responsibilities without prompting	Completes assigned responsibilities when prompted	Avoids opportunities to initiate and/or complete responsibilities
Professional Appearance	Is clean and neat AND consistently exceeds university, school, and/or district minimum standards for professional appearance	Is clean and neat AND adheres to university, school, and/or district minimum standards for professional appearance	Is clean and neat BUT occasionally fails to adhere to university, school, and/or district minimum standards for professional appearance	Does not meet minimum expectations for personal hygiene OR violates university, school, and/or district minimum standards for professional appearance
Legal and Ethical Conduct	Knowledgeable of and adheres to university, school, and/or district policies related to legal and ethical standards of behavior and upholds the State Code of Ethics for Educators AND advocates for equitable treatment of others AND develops preventative methods to protect students and/or teachers from conditions that interfere with learning or are harmful to their health and safety	Knowledgeable of and adheres to university, school, and/or district policies related to legal and ethical standards of behavior and upholds the State Code of Ethics for Educators	Reviews and seeks guidance for gaining knowledge of and adhering to university, school, and/or district policies related to legal and ethical standards of behavior AND asks questions to increase understanding of the State Code of Ethics for Educators	Does not adhere to university, school, and/or district policies OR deliberately fails to uphold the State Code of Ethics for Educators
Diversity	Listens and responds appropriately to others' opinions and exhibits respect for those of different cultural backgrounds, cognitive and physical abilities, and personal ideologies AND advocates for fair and equitable treatment for all	Listens and responds appropriately to others' opinions AND exhibits respect for those of different cultural backgrounds, cognitive and physical abilities, and personal ideologies	Listens and responds appropriately to others' opinions AND seek guidance on how to exhibit respect for those of different cultural backgrounds, cognitive and physical abilities, and personal ideologies	Does not listen and respond appropriately to others' opinions OR demonstrates a lack of respect for or insensitivity to those of different cultural backgrounds, cognitive and physical abilities, and personal ideologies
Learning Environment	Demonstrates a commitment to creating a positive, low risk learning environment by providing students with choices, making relevant connections, building	Demonstrates a commitment to creating a positive, low risk learning environment by providing students with	Demonstrates progress towards creating a positive, low risk learning environment AND provides students with	Does not demonstrate a willingness to create a positive, low-risk learning environment OR allows

	understanding, and developing relationships that create a sense of belonging between and among learners AND is proactive in disseminating information with others about how to create a positive learning environment	choices, making relevant connections, building understanding, and developing relationships that create a sense of belonging between and among learners	choices, making relevant connections, building understanding, and developing relationships that create a sense of belonging between and among learners	disruptive behavior to interfere with learning
Time Management	Demonstrates effective use of time through thoughtful planning, thorough preparation, and efficient organization AND supports others in helping them to learn time management skills	Demonstrates effective use of time through thoughtful planning, thorough preparation, and efficient organization	Demonstrates progress toward development of a reliable system for planning and scheduling	Demonstrates no evidence of a reliable system for planning and scheduling
Commitment to Student Learning	Demonstrates commitment to student learning by evaluating student strengths and needs AND advocates for optimal student learning opportunities based on the latest research and, if applicable, using the latest technology	Demonstrates commitment to student learning by evaluating student strengths AND needs	Demonstrates commitment to student learning by identifying student strengths OR needs based on evaluations, assessments	Demonstrates little or no evidence of commitment to student learning
Commitment to Continuous Improvement	Demonstrates commitment to continuous improvement as an educator through intentional use of information, feedback, and research related to professional practice to guide instruction in the classroom AND engages in professional learning opportunities, seeks feedback from others, holds memberships in professional organizations	Demonstrates commitment to continuous improvement as an educator through intentional use of information and feedback related to professional practice	Demonstrates evidence of a developing commitment to continuous improvement as an educator through intentional use of information and feedback related to professional practice	Demonstrates little or no evidence of commitment to continuous improvement as a professional educator

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.

1. **Collaboration:** One who can work with others to accomplish joint goals.
2. **Attitude:** One who demonstrates a positive attitude.
3. **Relationships with Adults:** One who maintains positive relationships with other adults (parents, colleagues, guardians, staff, administration, etc.)
4. **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.
5. **Attendance:** One who adheres to policies regarding attendance and punctuality.
6. **Relationships with Students:** One who interacts appropriately and positively with others.
7. **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.
8. **Professional Appearance:** One who adheres to good hygiene and follows university, school, and/or district policies for professional appearance.
9. **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.
10. **Diversity:** One who demonstrates respect for, and appreciation of, a wide variety of individual differences.
11. **Learning Environment:** One who demonstrates a commitment to creating a positive, low-risk learning environment.
12. **Time Management:** One who uses time effectively.
13. **Commitment to Student Learning:** One who demonstrates a commitment to students' learning.
14. **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: : _____

TMU Lesson Plan Form

Lesson Title		Date Taught	
Subject		Grade	

Cooperating Teacher Initial and Date **(3 days prior to lesson)** _____

CODE(S)	GEORGIA STANDARD
LESSON OBJECTIVES	
(Measurable and/or Observable)	
The student will be able to (<i>Bloom's Taxonomy Verb</i>) with _____% accuracy.	
ESSENTIAL QUESTION(S)	

ASSESSMENT	Materials or Links
<p>FORMATIVE AND/OR SUMMATIVE ASSESSMENTS Use bullets to outline ALL assessments – used in this lesson. Make sure it aligns with the standard. How do you know if your target is mastered? Copy and paste for additional assessments.</p> <p>Assessment Instrument(s)</p> <p>Feedback to Students</p>	
<p>REMEDIATION In what other ways can you reteach this lesson for student(s) who did not master the concept?</p> <p><i>For students who do not master the concept, I will _____</i></p>	
<p>ENRICHMENT: What specific higher-level extension activity might the student(s) do to continue building deeper and meaningful understanding?</p> <p><i>For students who do master the concept, I will _____</i></p>	

ACCOMMODATIONS

List the **specific mandated modifications** you are required to incorporate into your instruction. This area will **ONLY** change on future lesson plans with the addition of students to your class.

Type N/A into any area of the chart that does not apply.

(If not teaching the lesson in field placement, use the student information from your field placement class to complete this section.)

Designation	# Students	Accommodations
EIP		
Gifted		
IEP		
504		
ELL		

DIFFERENTIATION

How do you plan to differ (change) the general instruction to reach all your students? Indicate all the various ways you intend to change the delivery of instruction. (If not teaching the lesson in field placement, use the student information from your field placement class to complete this section.)

Content	
Process	
Product	
Learning Environment	
Readiness	
Interest Inventory	
Learning Style	

INTRODUCTION / HOOK

Materials or Links

Prerequisite Knowledge (Include pretest information if applicable.)

Lesson Focus

Hook Activity

Content Connections

To Students' Lives?

To Another Content Area?

LESSON DEVELOPMENT/BODY OF THE LESSON		Materials and Links
<i>Include possible questions, instructional decision making, informal/formative assessments, etc.</i>		
<p>Gradual Release Method</p> <p>I do We do You do Check for Understanding</p> <p>OR</p> <p>Inquiry-Based Model (Use bullets and describe sequence)</p> <p>Probing Questions Sharing (teacher/student) Guided/Independent practice Check for Understanding</p>		
CLOSURE or LESSON SUMMARY		Materials and Link
<i>Lesson summarization: Can students answer essential questions? Check for understanding.</i>		
<p>Lesson Recap</p> <p>Connection to Essential Questions</p> <p>Checking for Understanding</p>		
LESSON PLAN REFLECTIONS		
<i>Answer the following questions, providing evidence from your performance in the classroom. Type your responses to each question in 3–5 sentences.</i>		
1. Describe the strengths and areas for improvement of the lesson. Providing evidence, how effective/ineffective were the various assessments you used in the lesson?		
2. Explain how your written and/or oral feedback addressed the student's		

individual strengths and needs relative to the learning objective measured.	
3. What would you do to improve the instructional strategy addressed in this lesson?	
4. If you used technology, provide evidence of how effective it was in supporting student learning?	
5. If you did not use technology, could it have been used to enhance the lesson? If so, how?	
6. 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. Include all references. Hyperlinks are a way to effectively reference materials used.

Lesson Plan Score Sheet

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

Scale: 4 - Exceeds Expectations 3 - Meets Expectations 2 - Developing 1 - Does Not Meet Expectations

Rubric Elements	4	3	2	1
1. Specific learning objective and standards				
2. Essential Questions				
3. Assessment Strategy				
4. Feedback of Students				
5. Remediation				
6. Enrichment				
7. Accommodation / Differentiation				
8. Prerequisite Knowledge				
9. Introduction / Hook Activity				
10. Connections to students' lives / other content area				
11. Content development				
12. Methods, strategies, and resources				
13. Structure and sequence				
14. Guided practice				
15. Independent practice				
16. Check for understanding				
17. Closure				
18. Mechanics, grammar/usage				
19. Follows directions				
20. Relevant Materials are attached				

Junior Scoring Scale	Senior Scoring Scale
80 points = 100	80 points = 100
60 – 79 points = 96	70 – 79 points = 96
50 – 59 points = 86	60 – 69 points = 90
40 – 49 points = 76	50 – 59 points = 86
39 points or below = 66	40 – 49 points = 76
	39 points or below = 66

Comments: _____

Truett McConnell University

Lesson Plan Rubric

Scale: 4 - Exceeds Expectations 3 - Meets Expectations 2 - Developing 1 - Does Not Meet Expectations

To receive a rating of **Exemplary (Level 4)**, a teacher candidate must exceed **ALL** expectations for the assess element.

Elements	Exceeds (Level 4)	Meets (Level 3)	Developing (Level 2)	Does Not Meet (Level 1)
1. Identification of specific learning objective(s) and standards addressed	Candidate CONSISTENTLY and CONTINUALLY demonstrates mastery of identifying specific learning objectives and standards, which include ALL the criteria in Level 3.	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
2. Essential questions	Candidate CONSISTENTLY and CONTINUALLY demonstrates mastery of essential questions, which include ALL the criteria in Level 3.	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.
3. Assessment Strategy	Candidate CONSISTENTLY and CONTINUALLY demonstrates mastery of using assessment strategies, which include ALL the criteria in Level 3.	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.
4. Feedback of Students	Candidate CONSISTENTLY and CONTINUALLY demonstrates mastery of providing meaningful feedback of students, which include ALL the criteria in Level 3.	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.
5. Remediation	Candidate CONSISTENTLY and CONTINUALLY demonstrates mastery of providing remediation, which include ALL the criteria in Level 3.	Plans include alternative methods of teaching the concepts that are developmentally appropriate.	Plans include alternative methods of teaching the concept are not developmentally appropriate.	Remediation plans are not included.

6. Enrichment	Candidate CONSISTENTLY and CONTINUALLY demonstrates mastery of providing extension, which include ALL the criteria in Level 3.	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.
7. Differentiation / Accommodation	Candidate CONSISTENTLY and CONTINUALLY demonstrates mastery of developing differentiation, which include ALL the criteria in Level 3.	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.
8. Identification of what students must know prior to this lesson (prerequisites) that you will build upon	Candidate CONSISTENTLY and CONTINUALLY demonstrates mastery of identifying prior knowledge, which include ALL the criteria in Level 3.	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.
9. Introduction Activity (focus, review or engagement activity)	Candidate CONSISTENTLY and CONTINUALLY demonstrates mastery of creating introduction activities, which include ALL the criteria in Level 3.	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 the opportunity to motivate students, provide necessary experience and help them make connections
10. Connections to other content / students' lives	Candidate CONSISTENTLY and CONTINUALLY demonstrates mastery of providing connections to other content areas and students' lives, which include ALL the criteria in Level 3.	Connections are stated and explicitly explained within the body of the lesson; connections are made to other content areas and students' lives	Connections are stated but not explicitly explained within the body of the lesson; or connections are only made in one area	No connections made to other content or students' lives
11. Content development	Candidate CONSISTENTLY and CONTINUALLY demonstrates mastery of creating introduction activities, which	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-	Content and skills are sequential but lack basis on assessment data. Limited attention to examples and vocabulary planned for use during the lesson.	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.

	include ALL the criteria in Level 3.	examples are planned as necessary. Vocabulary is appropriate to learners. All content planned is current and correct.	Content contains one or more minor errors.	
12. Methods, strategies, and resources used. (Modeling)	Candidate CONSISTENTLY and CONTINUALLY demonstrates mastery of implementing methods through modeling, strategies, and resources, which include ALL the criteria in Level 3.	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 the learning is a key part of the instructional presentation.	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.
13. Structure and sequence of the lesson	Candidate CONSISTENTLY and CONTINUALLY demonstrates mastery of lesson structure and sequence which include ALL the criteria in Level 3.	The 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.
14. Check for Understanding	Candidate CONSISTENTLY and CONTINUALLY demonstrates mastery of checking for understanding, which include ALL the criteria in Level 3.	Frequent checks of student understanding are planned to guide instruction. Teaching options indicated in plans as to how lessons 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.
15. Guided Practice	Candidate CONSISTENTLY and CONTINUALLY demonstrates mastery of implementing guided practice, which include ALL the criteria in Level 3.	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. Enough 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
16. Independent practice	Candidate CONSISTENTLY and CONTINUALLY demonstrates mastery of implementing independent practice, which	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	Instructions present but may lack clarity. Product or activity may not be at the level of the objective but is related.	The plan does not include instructions students will be given. Product or activity does not relate to stated objective

	include ALL the criteria in Level 3.	anticipates student questions.		
17. Closure	Candidate CONSISTENTLY and CONTINUALLY demonstrates mastery of implementing closure, which include ALL the criteria in Level 3.	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.
18. Mechanics, grammar, and usage	Candidate CONSISTENTLY and CONTINUALLY demonstrates mastery of providing connections to other content areas and students' lives, which include ALL the criteria in Level 3.	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.
19. Follows directions regarding approval, numbering, and citations	Candidate CONSISTENTLY and CONTINUALLY demonstrates mastery of following directions, which include ALL the criteria in Level 3.	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.
20. Relevant materials are attached	Candidate CONSISTENTLY and CONTINUALLY demonstrates mastery of using relevant materials, which include ALL the criteria in Level 3.	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 5/18/23. Retrieved January 3, 2007 from http://education.uncc.edu/mdsk/MDSK-Forms_and_Requirements.htm

Videotaped Lesson Assignment

Once during each field placement, the intern will videotape a 15–20-minute lesson, observe the lesson to complete a Classroom Observation Instrument (COI), and write a **two-page reflection written in APA format** about that lesson. The teacher candidate will submit the video, COI, lesson plan, and the reflection on or before the due date.

Videotaping Suggestions:

- Record 15-20 minutes of audible video (loud enough to be clearly heard)
- Ensure the video is viewable
- Professor should be able to see the teacher candidate and most students in the classroom
- Videos longer than 20 minutes will not be viewed in their entirety
- Video segments should be continuous

In the reflection, the teacher candidate should address the following:

1. Identify and explain two areas of strength from the recorded lesson
2. Identify and explain two areas for improvement from the recorded lesson
3. Use the Videotaped Lesson Plan Reflection Template. It will be uploaded each semester to the practicum class you are taking. Write the reflection using the headings to ensure you meet all criteria. See sample pages below.

Assignment Title Here

Your Name Goes Here

School of Education, Truett McConnell University

Course

Professor

Date

Repeat Title Here

Start typing the introduction here. It does not have a heading. The first sentence is always indented five spaces. In this answer the who, what, when, where, and why of this reflection. All of that would be included in your introduction to this reflection.

Strengths

Identify and explain the two areas of strength from the video lesson plan. Again, you will type out the areas and explain why those areas are the strengths you identified from this lesson.

Area of Improvement #1

Identify and explain the first area of improvement from the video lesson plan. Next, include a description of the two steps you will use to improve this area. Again, you will explain why this is the first area of improvement and provide two steps you will use to improve.

Area of Improvement #2

Identify and explain the first area of improvement from the video lesson plan. Next, include a description of the two steps you will use to improve this area. Again, you will explain why this is the second area of improvement and provide two steps you will use to improve.

Conclusion

In the conclusion, you will restate your strengths and areas of improvement and discuss why these are important and how you will address these issues in future lesson plans.

Videotaped Lesson Assignment Rubric

Criteria	60	30	15
Video-taped lesson	The video is 15-20 minutes in length, audible, engaging, and able to be viewed.	The video is 10-15 minutes in length, somewhat audible, and most students are engaged during the lesson	The video is less than 10 minutes or more than 20. Video is non-viewable
COI Completed	COI is rated and includes adequate comments on ALL the elements.	COI is rated and includes adequate comments in 10-12 of the elements.	COI is rated and includes adequate comments in 9 or fewer
Strengths of the recorded video	Strengths of this lesson are thoroughly discussed	Strengths of this lesson are mentioned but not discussed	Strengths of this lesson are not mentioned or discussed
Areas for improvement of the recorded video	Areas for improvement of this lesson are thoroughly discussed	Areas for improvement of this lesson are mentioned but not discussed	Areas for improvement of this lesson are not mentioned or discussed
Steps for improvement of the recorded video	Steps for improvement of this lesson are thoroughly discussed	Steps for improvement of this lesson are mentioned but not discussed	Steps for improvement of this lesson are not mentioned or discussed
Lesson Plan	The lesson plan was adequate for the content taught and reflected instruction	The lesson plan was not adequate or did not reflect instruction	The lesson plan was not turned in with the assignment
Mechanics and Conventions	The reflection demonstrates a strong command of conventions; few, if any errors in usage and sentence formation, effective and consistent use of punctuation, capitalization, and spelling	The reflection demonstrates an adequate command of conventions; some errors in usage and sentence formation; adequate use of punctuation, capitalization, and spelling	The reflection demonstrates a weak command of conventions, errors in usage, and sentence formation; ineffective and inconsistent use of punctuation, capitalization, and spelling
APA format	All headers are used correctly and follow all APA formatting requirements.	Headers and paper are mostly correct following all APA formatting requirements	Headers and paper do not follow APA formatting requirements
Organization	Introduction explains topic, paper flows smoothly, transitions clearly connect the content; paragraphs/sections are sequenced logically, conclusion concisely summarizes the content of the paper	Introduction explains topic, paper flows somewhat, transitions somewhat connect the content paragraphs/sections are sequenced logically; conclusions are somewhat summarizing the content of the paper	Paper lacks clear focus; introduction does not explain topic or is inadequate, paper does not flow; transitions are unclear or missing; paragraph/sections are not sequenced or logical; conclusion inadequately summarized the content of the paper

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 10-day 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 ED 340; only needed once in ED 441.)
- **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.
- **Subheadings:** When completing each part of the unit plan, your narrative should include subheadings correlated to each indicator bulleted in the instructions. If an indicator is broken down further, those bulleted components need to be addressed for each indicator.

- **References:** If you refer to another person's ideas or material, you should cite it.
- **Anonymity:** To ensure 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. The following chart explains the points and corresponding letter grade.

Semester 3 (ED 340) and 4 (ED 441):

A	531-570	B	471-498	417-439	C
A-	515-530	B-	455-470	399-416	C-
B+	497-514	C+	440-454	398 and below	Will not pass the class

Part One: Contextual Factors (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.
- **Classroom factors.** Address physical features, availability of technology equipment and resources and the extent of parental involvement.
- **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.
- **Instructional implications.** Address how contextual characteristics of the community, classroom and students have implications for instructional planning and assessment.

Suggested Page Length: 2-4 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 and Research	Section is not organized, concise, and/or professional, or contains more than four writing errors. No reference page or internal citations are included	Section is generally organized, somewhat concise, and/or somewhat professional, or contains either three or four writing errors. Internal citations included but no reference page.	The section is well organized, concise, and professional, and contains no more than two writing errors. Both internal citations and a reference page are included.

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.
- **Discuss why your learning objectives are appropriate in terms of students' development, pre-requisite knowledge, and skills.**
- **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.

Suggested Page Length: 2-3 pages; must include an 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 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	Appropriateness 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 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, somewhat 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: Using the assessment plan example at the bottom of this page to show how you 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. Use the table below to make your plan clear; do not create your own. **On every assessment used, you will need to code each question to a learning objective so that you know which questions assess which objective.**
- **Link learning objectives.** Code every question on the pre-test and the post-test with your learning objectives. 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.). You cannot use an overall score on a test to determine whether the student met all the objectives.
- **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 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.).
- **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.
- **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.

Example of Assessment Plan Table: Kindergarten

Learning Objectives	Assessments	Format of Assessment	Adaptations
Learning Objective 1 <i>Example: The student will link wild animals with their habitats.</i>	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 a 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	
	Summative Assessment	Checklist: game with animal masks and centers representing habitats	Provide concrete models and assistance with fine motor tasks, as needed. Provide verbal cues and plenty of wait time for Q & A.

Suggested Page Length: 2-4 pages of narrative: 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. Make sure that every objective is addressed by at least one activity and every activity relates to at least one objective.
- **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.
- **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).
- **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.

Suggested Page Length: 4-page narrative; unit overview; 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 textbooks 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 student learning to make instructional decisions.*

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

Prompt:

- Think of two separate times during your unit when a learning 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 learning response that caused you to rethink your plans. Each learning 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 student 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.*

<i>Scoring Code</i>	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.

- **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 narrative pages (excluding charts)

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:

- 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 narrative 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.

Field Placement Notebook

For courses ED 301, ED 309, LA 303, LA 304, ED 340, ED 341, ED 440, MU 3743, MU 3754. Your field placement notebook will be checked a minimum of once a month for a grade in the above courses. The grade is based on the following information:

- **Notebook Check**
 - At least once a month, your supervising professor will perform a notebook check utilizing the notebook checklist.
 - On this checklist, you will see either Proficient, Developing, or Needs Improvement in the various areas.
 - You will receive points according to the overall evaluation of your notebook as explained below.
 - The points from your monthly notebook checks will be entered for each month. Then, an average of the three grades in the fall and four grades in the spring will be entered as an overall grade for the notebook check.
- **Grading Scale**
 - Proficient = Everything is up to date
 - Developing = Behind in timesheet, daily log/weekly form, reflections, lesson plans, and/or teacher signature
 - Needs Improvement = In addition to being behind in multiple areas, the submissions are subpar and specific feedback will be provided
- **Points Scale**
 - Proficient = 100 points
 - Developing = 80 points
 - Needs Improvement = 0-60 points based on the issue in question
- If you are consistently behind on ANY portion of your field placement notebook, or if you consistently exhibit Developing/Needs Improvement on the same area, you may be called in for a meeting with your supervising professor, field placement coordinator, and/or dean. In this meeting you may be placed on a professional development plan. Refer to Field Experience Policies and Procedures in Teacher Education Handbook.
- Students will have notebook checks at the end of the months listed below.

Fall Semester		Spring Semester	
Seniors	Juniors	Seniors	Juniors
September	September	December	January
October	October	January	February
November	November	February	March
		March	April



Truett McConnell University

Junior Notebook Checklist

Semester: ____1 ____2



Teacher Candidate:

Professor:

Date:

Grade:

Classroom Schedule and Classroom Management Plan must be uploaded but will not be scored. Timesheets and Reflections are scored and must be updated daily. All notebook checks will occur on the date listed on the timeline for that month.

Classroom Schedule	Classroom Management Plan	Timesheets	Reflections																										
(P) Proficient, (D) Developing, (N) Needs Improvement																													
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100	80	0-60																											
Additional Comments:		Final Score:																											



Truett McConnell University

Senior Notebook Grade

Semester: ___3___4



Teacher Candidate:

Professor:

Date:

Grade:

Classroom Schedule and Classroom Management Plan must be uploaded but will not be scored. Update notebook items daily. All notebook checks will occur on the date listed on the timeline for that month.

Semester 3	Classroom Schedule	Classroom Management Plan	Lesson Plans	Timesheets	Reflections with Questions																														
	(P) Proficient, (D) Developing, (N) Needs Improvement																																		
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Semester 4	Classroom Schedule	Classroom Management Plan	Lesson Plans	Timesheets	Lesson Plans with Reflections																														
	(P) Proficient, (D) Developing, (N) Needs Improvement																																		
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TRUETT MCCONNELL UNIVERSITY

TEACHER CANDIDATE DISPOSITION CHECKLIST

Teacher Candidate: _____ Date: _____

Scale: Exceeds Expectations = 4 Meets Expectations = 3 Developing = 2 Does Not Meet = 1

Dispositions	4	3	2	1
Collaboration – The student is able to work with others to accomplish joint goals.				
Attitude – The student demonstrates a positive attitude.				
Relationship with Adults – The student maintains positive relationships with other adults (parents, colleagues, guardians, staff, administration, etc.)				
Communication – The student's written, oral, and body language is appropriate for professional situations, is sensitive to each audience, and shows mastery of the conventions of standard English. The student gives clear expectations are evident and communicated for positive behavior.				
Attendance – the student adheres to policies regarding attendance and punctuality.				
Relationship with Students – The student interacts appropriately and positively with others. The student has consistent use of both positive verbal and nonverbal feedback and warnings / redirection of behavior.				
Initiative – The student is responsible, dependable, organized, and accountable in all matters; also anticipates all situations, trying to prepare for, intervene in, or control occurrences or situations.				
Professional Appearance – The student adheres to good hygiene and follows university, school, and/or district policies for professional appearance.				
Legal and Ethical Conduct – The student is in accordance with the accepted principles of right or wrong that govern the conduct of the profession of education.				
Diversity – The student demonstrates respect for, and appreciation of, a wide variety of individual differences.				
Learning Environment – The student demonstrates a commitment to creating a positive, low-risk learning environment.				
Time Management – The student uses time effectively.				
Commitment to Student Learning – The student demonstrates a commitment to students' learning. Active engagement is embedded within and throughout lesson(s). Student involvement in instruction is expected.				
Commitment to Continuous Improvement – The student demonstrates a commitment to continuous improvement as an educator.				

I recommend this teacher candidate

____ without reservation ____ with reservation ____ not to continue

to the next field placement level.

Cooperating Teacher Signature _____

Semester 1: Field Placement Reflections

For practicum courses ED 301 and ED 309 taken in the fall during Semester 1

[illegible]

Semester 2: Field Placement Reflection

For practicum courses **LA 303** and **LA 304** taken in the spring during Semester 2

[illegible]

Semester 3: Field Placement Reflection

For practicum courses **ED 340** and **ED 341** taken in the fall during Semester 3

Date	Reflection Question	Response
	Copy and paste question from Reflection List to here.	Type your response to the question here.

Questions for Reflection (Semester 3 ONLY)

From the following questions, choose one question for each day of your field placement. After you have used each question once, you may reuse a question. Write at least a complete paragraph with examples to support your ideas.

Date Used	2 nd 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 need 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 diverse learners in productive tasks?
		19	Think about a group of students in your classroom (e.g. think diversities). 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.

Use the below reflections 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

Field Placement Timesheet

Please indicate all holidays, teacher workdays, snow days, and TMU seminar days on the timesheet. Total each week and then total the weeks on the page.

Teacher Candidate	<i>Your Name</i>	Week					
Cooperating Teacher	<i>Teacher Name</i>	Semester	1	2	3	4	
Day	Date	Time In	Time Out				
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
Signature of Cooperating Teacher							
Total Number of Hours for the Week							
Day	Date	Time In	Time Out				
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
Signature of Cooperating Teacher							
Total Number of Hours for the Week							
Day	Date	Time In	Time Out				
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
Signature of Cooperating Teacher							
Total Number of Hours for the Week							
Day	Date	Time In	Time Out				
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
Signature of Cooperating Teacher							
Total Number of Hours for the Week							
Total Hours for this page							

Digital Progression Portfolio Explanation

The purpose of the Digital Progression Portfolio is to document your progression through the education program and to demonstrate your ability to use technology in the classroom. This portfolio contains digital artifacts you begin to produce in your junior year and complete by the last conference of your senior year. The portfolio 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. Both the Google Site template and the rubric are provided in Google Classroom. The grade for this is given during Semester 4.

Requirements	Description	Juniors	Seniors
Home Page	This contains a welcome message and a quote that represents your educational or life philosophy. You may choose to include a professional photograph of yourself, but do not include photos of significant others.	✓	✓
Biography	Include a general biographical introduction. You may choose to include a professional photograph of yourself, but do not include photos of significant others.	✓	✓
Resume	Include an updated educational resume that is limited to a single page with one page for references. Do not include a photo on your resume.	✓	✓
Call to Teach	Include an updated Call to Teach from ED 301, ED 309, or MU 374.	✓	✓
Updated Transcript	Include an updated transcript obtained through self-service at the end of each semester.	✓	✓
Content Area GPA Table	This is a GPA Table showing your content areas. It is up-dated each semester, and for those classes you may not have a GPA for yet, you simply put IP (in progress). A template is provided.	✓	✓
GACE Scores	Include your most recent GACE scores (basic skills/content area). Although those of you who will be seniors will have a GACE Admission score, that may not be true for the juniors . The earliest upcoming seniors will be able to take GACE content assessments is during the summer at the end of the junior year because you cannot take it until you have taken the specific courses providing the content.	✓	✓
Updated Degree Checklist	This is the official degree check sheet for your area of study. You will need to update it at the end of each semester.	✓	✓
Clinical Experiences	Include a field experience placement chart and update it at the end of every semester to include the most recent field placement. A template is provided.	✓	✓
Hours Log	Upload the actual hours log with the cooperating teacher's signature to the correct semester.	✓	✓
Technology Projects and Activities	Following the guidelines for the technology projects and activities, upload updated materials to this section of the portfolio.	✓	✓
Candidate Observation Instrument (COI)	Upload ONLY the COIs from your supervising professor of this section of the portfolio.	✓	✓
Professional Standards	Upload the professional standards that apply to your teaching area.	✓	✓

Digital Progression Portfolio Activities

Complete the activities in the corresponding classes and upload **two per semester** to your Digital Progression Portfolio. Each activity is detailed in Google Classroom within the Digital Progression Portfolio Assignment.

Activity	Title	Elementary	Middle	Music
Activity 1	Diverse Learners	ED 301	ED 309	MU 374
Activity 2	Interest Inventory	LA 303	LA 304 PS 302	ED 341
Activity 3	Multi-media Presentations	LA 401	ED 306	MU 375 ED 341
Activity 4	Using Excel/Sheets	ED 340	ED 340	ED 341
Activity 5	Social, legal, and Ethical Issues with Technology	ED 301	ED 309	ED 341
Activity 6	Newsletter	LA 303	LA 304	MU 374
Activity 7	Technology Reflection	LA 303	LA 304	MU 374
Activity 8	Technology Lesson Plan with Pear Deck or Near Pod	LA 303	LA 304	MU 374
Activity 9	Student Data from Instruction	ED 340	ED 340	ED 341
Activity 10	Classroom Management Plan	ED 301	ED 309	MU 375
Activity 11	Online Classroom Layout	ED 301	ED 309	MU 375

Truett McConnell University

Reading Portfolio Directions - (2024 Seniors Only)

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 should contain at least one piece of evidence for each standard. Standards that use the word variety may require more than one piece of evidence. Some items may relate to more than one standard; however, a single item of evidence may only be used twice in the portfolio. 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.

Semester 2, follow these directions:

- The portfolio should be organized sequentially by standard number. See rubric.
- The portfolio should contain artifacts demonstrating your understanding of **at least three (3) standards**.
- For each standard, place a typed explanation of **how** and **why** this artifact provides 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 complete standard number and descriptor.
- Portfolio will be submitted before the End of Semester Conference.

Semester 3, follow these directions:

- Select artifacts for **five (5) additional standards**.
- Place all evidence and typed explanation in order of the standard numbers.
- Address any feedback and change any evidence that was previously not marked proficient.
- Portfolio will be submitted before the End of Semester Conference.

Semester 4, follow these directions:

- Complete all remaining standards.
- All evidence should be in order by the standard numbers.
- By the final semester, you must have evidence demonstrating mastery of all 17 standards.
- Portfolio will be submitted before the End of Semester Conference.

*To obtain your reading endorsement, you must complete the entire assignment with a grade of 90 or above.

Truett McConnell University
Teacher Education Program – Reading Portfolio Rubric

Candidate Name: _____

Semester: 2 ____ 3 ____ 4 ____

Item number	Area	Statement of Standard	100	50	0
	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 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	Standard	Statement of Standard	100	50	0
	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 and 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. The Family and Community Portfolio contains eighth (8) 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 should contain a piece of evidence for each standard. Some items may relate to more than one standard; however, a single item of evidence may only be used twice in the portfolio. 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. Only **two (2)** assignments from ED 310 may be utilized for this portfolio.

Semester 2 Directions:

- The portfolio should be organized sequentially by standard number. See rubric.
- The portfolio should contain artifacts demonstrating your understanding of at least two standards.
- For each standard, place a typed explanation of **how** and **why** this artifact provides 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 complete standard number and descriptor.
- Portfolio will be submitted before the End of Semester Conference.

Semester 3 Directions:

- Select artifacts for two additional standards.
- Place all evidence and typed explanation in order of the standard numbers.
- Address any feedback and change any evidence that was previously not marked proficient.
- Portfolio will be submitted before the End of Semester Conference.

Semester 4, Directions:

- Complete all remaining standards using evidence from your senior internship.
- All evidence should be in order by the standard numbers.
- By the final semester, you must have evidence demonstrating mastery of all 8 standards.
- Portfolio will be submitted before the End of Semester Conference.

*To meet the requirements for the TMU Community Portfolio, you must complete the entire assignment with a grade of 90 or above.

Truett McConnell University

Family and Community Portfolio Rubric

Candidate Name: _____

Semester: 2 ____ 3 ____ 4 ____

Item #	Standard	Descriptor	Evidence Name	100	50	0
	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.				

Elementary Education Program Goals and Objectives

The TMU Elementary Education Program 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

505-3-.14 ELEMENTARY EDUCATION (P-5) PROGRAM

Effective July 1, 2023

(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 and GaPSC Rule 505-3-.03 FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.

(2) Requirements.

(a) To receive approval, a GaPSC-approved educator preparation provider shall offer an educator preparation program described in program planning forms, catalogs, and syllabi addressing the standards and requirements delineated below. The standards are adapted from the standards published in 2019 by the National Association for the Education of Young Children (NAEYC), the standards published in 2018 by the Council for the Accreditation of Educator Preparation (CAEP), and the standards published in 2007 by the Association for Childhood Education International (ACEI). A guidance document accompanying this rule provides supporting explanations for the scope and focus of each standard.

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

1. Reading, Writing, and Oral Language: Candidates demonstrate a high level of competence in the 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;
2. 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;
3. 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;
4. 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 democratic society and interdependent world;
5. 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;
6. 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
7. 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 lifestyles and enhanced quality of life for elementary students.

(c) The program shall prepare elementary education professionals to meet the following pedagogical standards adapted from the standards published in 2019 by the National Association for the Education of Young Children (NAEYC) and the standards published in 2018 by the Council for

the Accreditation of Educator Preparation (CAEP).

1. Understanding and Addressing Each Child's Developmental and Learning Needs:

Candidates use their understanding of child growth and development, individual differences, and different families, and communities to plan and implement learning environments that provide each child with access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children's strengths and needs and how to motivate their learning.

(i) Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that take into account the individual strengths and needs of children across early learning centers, elementary classrooms, and digital learning environments.

2. Working with Families and Communities: Candidates use their understanding of individual differences and different families, and communities to plan and implement learning experiences and environments that build on children's strengths and address their individual needs across early learning centers, elementary classrooms, and digital learning environments.

(i) Candidates work respectfully and reciprocally with families to gain insight into each child in order to maximize his/her development, learning and motivation across early learning centers, elementary classrooms, and digital learning environments.

(ii) Candidates get to know the unique contexts of children and families to appropriately plan and program experiences.

(iii) Candidates work to respectfully and reciprocally work with families to gain insight into each child in order to maximize development, learning, and motivation.

(iv) Candidates communicate with families in ways which foster respect, partnerships, and engagement.

3. Understanding and Applying Content and Curricular Knowledge for Teaching: To support a coherent curriculum, candidates demonstrate and apply understandings of major concepts, skills, and practices, as they interpret disciplinary curricular standards and related expectations within and across language and literacy, mathematics, science, social studies, approaches to learning, and social emotional learning. Candidates know the essential concepts, inquiry tools, and structure of content areas, including all academic subjects, and can identify resources to deepen their learning. Candidates know how particular content topics and expectations are connected to each other throughout the early learning (Preschool-Kindergarten), primary (1-3), and intermediate (4-5) grades. Candidates demonstrate understandings related to learning, curricular practices and standards, the academic language of the disciplines, and assessment as they consider within and across grade level progressions. Candidates include digital learning opportunities within and across the core disciplines, including the knowledge base and practices of other content areas of fine and performing arts, and physical education.

(i) Candidates demonstrate and apply understandings of the elements of language and literacy critical for purposeful oral, print, and digital communication.

(ii) Candidates demonstrate and apply understandings of major mathematics concepts, algorithms, procedures, applications and mathematical practices in varied contexts, and connections within and among mathematical domains.

(iii) Candidates demonstrate and apply understandings and integration of the three dimensions of science and engineering practices, cross-cutting concepts, and major disciplinary core ideas, within the major content areas of science.

(iv) Candidates demonstrate understandings, capabilities, and practices associated with the central concepts and tools in Civics, Economics, Geography, and History, within a framework of informed inquiry.

(v) Candidates demonstrate understanding, capabilities, and practices associated with approaches to learning such as initiative and exploration, attentiveness and persistence, and play for young learners.

(vi) Candidates demonstrate and apply understandings and integration of social emotional development and learning including self-awareness, self-management, responsible decision making, relationship skills, and social awareness.

4. Assessing, Planning, and Designing Contexts for Learning: Candidates assess students, plan instruction, and design classroom contexts for learning. Candidates use developmentally appropriate formative and summative assessment to monitor students' learning and guide instruction. Candidates plan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and activities to address learner differences. Candidates foster engagement in learning by establishing and maintaining social norms for classrooms. Candidates build interpersonal relationships with students that generate motivation, and promote students' social and emotional development.

(i) Candidates use content knowledge, appropriate content standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

(ii) Candidates administer formative and summative assessments regularly to determine students' competencies and learning needs.

(iii) Candidates use assessment results to improve instruction and monitor learning.

(iv) Candidates plan instruction including goals, materials, learning activities , and assessments.

(v) Candidates differentiate instructional plans to meet the unique needs of each student in the classroom.

(vi) Candidates demonstrate competency in a variety of assessment techniques and tools for young children including observation, work samples, and screening.

(vii) Candidates demonstrate the ability to assess learning and development through play for young learners.

5. Guidance, Classroom Management and Challenging Behaviors: Candidates explicitly support motivation and engagement in learning through a variety of evidence-based practices.

(i) Candidates implement developmentally appropriate positive direct guidance practices with young children.

(ii) Candidates utilize developmentally appropriate indirect guidance strategies to foster positive and healthy relationships with young children.

(iii) Candidates manage the classroom by establishing and maintaining social norms and developmentally appropriate behavioral expectations.

(iv) Candidates understand how to manage challenging behaviors using developmentally appropriate evidence based practices.

(v) Candidates use developmentally appropriate strategies to promote classroom community and prosocial skills.

6. Supporting Each Child's Learning Using Effective Instruction: Candidates make informed decisions about instruction guided by knowledge of children and assessment of children's learning that result in the use of a variety of effective instructional practices and modalities that employ print and digital appropriate resources. Instruction is delivered using a cohesive sequence of lessons and employing effective instructional practices. Candidates use explicit instruction and effective feedback as appropriate, and use whole class discussions to support and enhance children's learning. Candidates use flexible grouping arrangements, including small group and individual instruction to support effective instruction and improved learning for every child.

(i) Candidates use a variety of instructional practices that support the learning of every child.

(ii) Candidates teach a cohesive sequence of lessons to ensure sequential and developmentally appropriate learning opportunities for each child.

(iii) Candidates explicitly teach concepts, strategies, and skills, as developmentally appropriate, to guide learners as they think about and learn academic content.

(iv) Candidates provide constructive feedback to guide children's learning, increase motivation, and improve student engagement.

(v) Candidates lead whole class discussions to investigate specific content, strategies, or skills and ensure the participation of every child in the classroom.

(vi) Candidates effectively organize and manage small group instruction to provide more focused, intensive instruction and differentiate teaching to meet the learning needs of each child.

(vii) Candidates effectively organize and manage individual instruction to provide targeted, focused, intensive instruction that improves or enhances each child's learning.

(viii) Candidates teach concepts and support development through child selected play utilizing developmentally appropriate strategies for young learners.

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7. Developing as a Professional: Candidates promote learning and development of every child through participation in collaborative learning environments, reflective self-study and professional learning, and involvement in their professional community.

(i) Candidates work collaboratively with colleagues, mentors, and other school personnel to work toward common goals that directly influence every learner's development and growth.

(ii) Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; professional standards, research and contemporary practices; and standards of ethical professional practice.

(iii) Candidates participate in peer and professional learning communities to enhance student learning.

8. Teaching of Reading: The program shall prepare elementary education professionals to meet the Elementary Education (P-5) standards specified in GaPSC Rule 505-3-.03 FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.

(d) The program shall assure 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 fifth 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:

1. 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 settings, centers, schools, and community agencies);
2. Work effectively over time with P-5 students with varying abilities from a variety of family systems;
3. Demonstrate ability to work effectively during full-time supervised residency (student teaching) and/or practical experiences 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
4. Analyze and evaluate field experiences, including supervised experiences working with parents, and supervised experiences working with interdisciplinary

Authority O.C.G.A. § 20-2-200

505-3-.96 READING ENDORSEMENT PROGRAM

Effective July 1, 2021 through May 30, 2024 (Seniors Fall 2024 are grandfathered in)

(1) **Purpose.** This rule states field-specific content standards for approving endorsement programs that prepare individuals to teach reading to students in grades P-12 and supplements requirements in GaPSC Rule 505-3-.01, [REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS](#).

(2) **In-Field Statement.** Completers of the Reading Endorsement program are qualified to teach reading to students in grades P-12.

(3) 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. (ix) 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 Literacy Association (2017).

1. Standard Foundational Knowledge. Candidates demonstrate knowledge of the major theoretical, conceptual, and evidence-based foundations of literacy and language development and the ways in which they interrelate as indicated by the following:
 - (i) Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based components of reading development (i.e., concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension) and evidence-based instructional approaches that support that development;
 - (ii) Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based foundations of writing development and the writing process, and evidence-based instructional approaches that support writing of specific types of text and producing writing appropriate to task;
 - (iii) Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based frameworks that describe the centrality of language to literacy learning and evidence-based instructional approaches that support the development of listening, speaking, viewing, and visually representing; and
 - (iv) Candidates demonstrate knowledge of major theoretical, conceptual, and evidence-based frameworks that describe the interrelated components of literacy and interdisciplinary learning.

2. Curriculum and Instruction. Candidates apply foundational knowledge to critically examine, select, and evaluate curriculum and design; implement, adapt, and evaluate instruction to provide a coherent and motivating literacy program that addresses both general and discipline specific literacy processes as indicated by the following:
 - (i) Candidates demonstrate the ability to critically examine literacy curricula and select high-quality literary, multimedia, and informational texts to provide a coherent, integrated, and motivating literacy program;
 - (ii) Candidates plan, modify, and implement evidence-based, developmentally appropriate, and integrated instructional approaches that develop reading processes as related to foundational skills (i.e., concepts of print, phonological awareness, phonics, word recognition, fluency), vocabulary, and comprehension for all learners;
 - (iii) Candidates design, adapt, implement, and evaluate evidence-based and developmentally appropriate instruction and materials to develop writing processes and orthographic knowledge of all learners; and
 - (iv) Candidates plan, modify, implement, and evaluate evidence-based and integrated instructional approaches and materials that provide developmentally appropriate instruction and materials to develop the language, speaking, listening, viewing, and visual representation skills and processes of all learners.
3. Assessment and Evaluation. Candidates understand, select, and use appropriate assessments to gather evidence for all students' content knowledge and literacy processes within a discipline for instructional and accountability purposes as indicated by:
 - (i) Candidates understand the purposes, strengths and limitations, reliability/validity, formats, and appropriateness of various types of informal and formal assessments;
 - (ii) Candidates use observational skills and results of student work to determine students' literacy and language strengths and needs;
 - (iii) Candidates select and administer other formal and informal assessments appropriate for assessing students' language and literacy development;
 - (iv) Candidates use results of various assessment measures to inform and/or modify instruction: and
 - (v) Candidates use data in an ethical manner, interpret data to explain student progress, and inform families and colleagues about the function/ purpose of assessments.
4. Diversity and Equity. Candidates examine their own culture and beliefs; set high expectations for their students; and learn about and appreciate the cultures of their students, families, and communities to inform instruction as indicated by the following:
 - (i) Candidates recognize how their own cultural experiences affect instruction and appreciate the diversity of their students, families, and communities;
 - (ii) Candidates set high expectations for learners and implement instructional practices that are responsive to students' diversity;
 - (iii) Candidates situate diversity as a core asset in instructional planning, teaching, and selecting texts and materials; and

- (iv) Candidates forge family, community, and school relationships to enhance students' literacy learning.
5. Learners and The Literacy Environment. Candidates apply knowledge of learner development and learning differences to create a learning environment anchored in digital and print literacies as indicated by the following:
- (i) Candidates apply knowledge of learner development and learning differences to plan literacy learning experiences that develop motivated and engaged literacy learners;
 - (ii) Candidates incorporate digital and print texts and experiences designed to differentiate and enhance students' language, literacy, and the learning environment;
 - (iii) Candidates incorporate safe, appropriate, and effective ways to use digital technologies in literacy and language learning experiences; and
 - (iv) Candidates create physical and social literacy-rich environments that use routines and a variety of grouping configurations for independent and collaborative learning.
6. Professional Learning and Leadership. Candidates are lifelong learners who reflect upon practice, use ongoing inquiry to improve their professional practice and enhance students' literacy learning, and advocate for students and their families to enhance students' literacy learning as indicated by the following:
- (i) Candidates are readers, writers, and lifelong learners who continually seek and engage with professional resources and hold membership in professional organizations;
 - (ii) Candidates reflect as a means of improving professional teaching practices and understand the value of reflection in fostering individual and school change;
 - (iii) Candidates collaboratively participate in ongoing inquiry with colleagues and mentor teachers and participate in professional learning communities; and
 - (iv) Candidates advocate for the teaching profession and their students, schools, and communities.

Authority O.C.G.A. § 20-2-200

Middle Grades Education Program Goals and 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.

505-3-.19 MIDDLE GRADES EDUCATION PROGRAM

Effective July 1, 2023

(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 GaPSC Rule [505-3-.01 REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS](#) and GaPSC Rule 505-3-.03, FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.

(2) **Requirements.** To receive approval, GaPSC-approved educator preparation providers shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the standards delineated below.

(a) **Middle Level Teacher Preparation Standards.** The program shall prepare candidates who meet the following standards adapted from the standards published by the Association for Middle Level Education (AMLE) for Middle Level Teacher Preparation (2022).

1. Middle Level Philosophy and School Organization. Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within middle level organizational components as indicated by the following:
 - (i) **Middle Level Philosophical Foundations:** Middle level teacher candidates demonstrate an understanding of the philosophical foundations of developmentally responsive middle level programs and schools.
 - (ii) **Middle Level Organization and Practices:** Middle level teacher candidates use their knowledge of the effective components of middle level programs and schools to foster fair educational practices and to enhance learning for all students. They demonstrate their ability to apply this knowledge and to function successfully, regardless of grade configurations (e.g., grades K-8, 6-8, 7-12). Middle level teacher candidates perform successfully using middle level practices (e.g., interdisciplinary teaming, advisory programs, flexible block schedules, common teacher planning time).
2. Young Adolescent Development. Middle level teacher candidates understand 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 creating healthy, respectful, safe, supportive, and challenging learning environments for each young adolescent they teach. They successfully model middle level practices that affirm the unique differences of all young adolescents as indicated by the following:
 - (i) **Knowledge of Young Adolescent Development:** Middle level teacher candidates demonstrate a comprehensive knowledge of young adolescent development. Knowledge of young adolescent development includes the cognitive, physical, social, emotional, and moral characteristics, needs, and interests of young adolescents, inclusive of the central roles technology has in their lives.
 - (ii) **Implications of Young Adolescent Development for Responsive Learning Environments:** Middle level teacher candidates use their comprehensive knowledge of young adolescent development to create healthy, respectful, safe, supportive, and technologically rich and challenging learning environments for all young adolescents, including those whose languages, identities, and backgrounds differ from their own or others. Candidates establish relationships with young adolescents in order to understand the uniqueness of each adolescent, especially as it concerns the pervasive role of technology.

- (iii) Implications of Individual Differences for Young Adolescent Development: Middle level teacher candidates demonstrate their knowledge that individual differences have implications for the development of young adolescents. They are responsive to young adolescents' individual experiences and identities. They successfully model middle level practices that affirm the individual differences of all young adolescents.
3. Middle Level Curriculum. Middle level teacher candidates use their knowledge of the distinct nature and identities of young adolescents when planning and implementing curriculum and instruction. They understand and use concepts, standards, and research to design, implement, and evaluate curriculum. Candidates' understanding covers the broad scope of content standards within their subjects and reflects a thorough grasp of those standards and major concepts. Middle level teacher candidates demonstrate their ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge and skills as indicated by the following:
- (i) Context for Middle Level Curriculum: Middle level teacher candidates use their knowledge of the distinct nature and identities of young adolescents when planning and implementing middle level curriculum and when selecting and using instructional strategies.
 - (ii) Subject Matter Content Knowledge: Middle level teacher candidates demonstrate a depth and breadth of content knowledge in the subjects they teach. Candidates demonstrate competence with the broad scope of content standards corresponding to the subjects they teach. Candidates also have a sufficiently deep understanding of the major concepts of content standards such that they are equipped to teach in an engaging manner and to guide students in applying knowledge and skills to real-world problems and transferring knowledge and skills across disciplines.
 - (iii) Middle Level Curriculum Standards: Middle level teacher candidates use their knowledge of local, state, national, and international standards to frame their teaching. These standards include academic content standards as well as other standards that address the holistic needs of young adolescents (e.g., socio-emotional learning, college and career readiness, technology skill development). They draw on their knowledge of these standards to design, implement, and evaluate developmentally responsive, meaningful, challenging, exploratory, integrative, and diverse curriculum for all young adolescents.
 - (iv) Interdisciplinary Nature of Knowledge and Skills: Middle level teacher candidates demonstrate the interdisciplinary nature of knowledge by helping all young adolescents make connections among subject areas. They facilitate relationships among content, ideas, interests, and experiences by developing and implementing challenging, exploratory, integrative, and diverse curriculum. They model and develop in young adolescents the skills needed for success across diverse settings. These skills include such things as written and oral communication, collaboration, critical thinking, creativity, problem solving, resiliency, digital literacy, information literacy, and citizenship
4. Middle Level Instruction and Assessment. Middle level teacher candidates successfully use their knowledge of instruction and assessment strategies in the subjects they teach. They employ a wide variety of effective teaching, learning, and assessment strategies. Middle level teacher candidates develop and administer formal and informal assessments that are both formative and summative to create and guide meaningful learning experiences as indicated by the following:
- (i) Content Pedagogy: Middle level teacher candidates use their knowledge of instruction and assessment strategies that are effective in the subjects they teach and understand that instruction and assessment are interrelated.

- (ii) **Middle Level Instructional Strategies:** Middle level teacher candidates employ a wide variety of effective, developmentally responsive, and fair teaching, learning, and assessment strategies. They do this in ways that encourage cognitive exploration, creativity, and relevant digital literacy and information literacy skills (e.g., critical thinking, problem solving, evaluation of information gained).
 - (iii) **Middle Level Assessment that Advances Learning:** Middle level teacher candidates develop and administer formal and informal assessments that are both formative and summative to create and guide meaningful learning experiences. They do this by assessing prior learning, monitoring progress with the use of technology and data, implementing effective lessons, collaborating with young adolescents to reflect on their learning, and adjusting instruction based on the knowledge gained. Assessment should be fair.
5. **Middle Level Professional Roles.** Middle level teacher candidates are successful in their various roles as middle level professionals. They serve as informed advocates for all young adolescents and for responsive schooling practices. They engage with families and community members to form collaborative relationships. Middle level teacher candidates demonstrate positive dispositions and engage in ethical professional behaviors as indicated by the following:
- (i) **Professional Roles of Middle Level Teachers:** Middle level teacher candidates understand, critically reflect on, and are successful in their various roles as middle level professionals (e.g., members of interdisciplinary teams, advisors to young adolescents).
 - (ii) **Advocacy for Young Adolescents and Responsive Schooling Practices:** Middle level teacher candidates serve as advocates for all young adolescents and for responsive schooling practices. They are informed advocates for effective middle level educational practices and policies, and use their professional leadership responsibilities to create fair and just opportunities for all young adolescents.
 - (iii) **Engaging with Family and Community Members:** Middle level teacher candidates value family and community members as assets. They understand the ways unique structures and backgrounds influence and enrich learning. They enact practices and participate in activities that build positive, collaborative relationships with families and community members, leveraging technological tools to enhance engagement.
 - (iv) **Dispositions and Professional Behaviors:** Middle level teacher candidates demonstrate positive dispositions toward teaching young adolescents and model high standards of ethical behavior, including the use of technology, and professional competence. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, critical perspectives on their teaching.
- (b) **Literacy.** The program shall prepare candidates who understand and apply scientific principles of teaching literacy at the middle grades level and who meet the following elements of the Standards for Literacy Professionals—Middle/High School Classroom Teacher, published in 2017 by the International Literacy Association (ILA), as well as the applicable standards delineated in GaPSC Rule 505-3-.03 FOUNDATIONS OF READING, LITERACY, AND LANGUAGE. 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.
1. **ILA Standards for Literacy Professionals, Middle/High School Classroom Teacher.**
- (i) Candidates demonstrate knowledge of the major critical theoretical, conceptual, and evidence-based foundations of adolescent literacy and language development and the ways in which they interrelate;

- (ii) Candidates apply foundational knowledge to critically examine, select, and evaluate curriculum; and design, implement, adapt, and evaluate contextualized instruction to meet the discipline-specific literacy needs of middle school learners;
- (iii) Candidates understand, select, and use appropriate, dynamic assessments to gather evidence on middle school students' content knowledge and literacy processes within a discipline to understand strengths and differences among learners, inform instruction and ensure student participation;
- (iv) Candidates examine their own backgrounds, identities and opinions, set high expectations for their students, and learn about and appreciate the backgrounds of their students, families, and communities to inform instruction;
- (v) Candidates apply knowledge of learner development and learning differences to create a welcoming learning environment anchored in digital and print literacies; and
- (vi) Candidates are lifelong learners who reflect upon the social, political, and cultural nature of their practice; use ongoing inquiry to improve their professional practice and enhance students' literacy learning; advocate for students and their families to enhance student' literacy learning.

2. GaPSC Rule 505-3-.03 FOUNDATIONS OF READING, LITERACY, AND LANGUAGE Standards for Middle Grades Teachers of English language arts, mathematics, science, and social science.

- (i) Knowledge: Literacy Acquisitions.
 - (I) Candidates demonstrate awareness of language processes required for proficient reading and writing: phonological, orthographic, semantic, syntactic, and discourse.
 - (II) Candidates demonstrate an awareness that learning to read requires explicit, structured, and cumulative instruction.
 - (III) Candidates demonstrate awareness of the reciprocal relationships among the foundations of reading (i.e., phonological awareness, phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge).
 - (IV) Candidates demonstrate an awareness of how aspects of cognition and behavior can affect reading and writing development.
 - (V) Candidates demonstrate an awareness of how environmental and social factors can contribute to literacy development.
 - (VI) Candidates demonstrate an awareness of major research findings on the contribution of linguistic and cognitive factors to literacy outcomes.
 - (VII) Candidates demonstrate awareness of the most common intrinsic differences between proficient and struggling readers, including linguistic, cognitive, and neurobiological factors.
 - (VIII) Candidates demonstrate an awareness of oral language development, phonemic awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.

- (IX) Candidates demonstrate awareness of evidence-based instructional approaches that support the development of reading and writing skills, including concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension, and producing writing appropriate to task.
 - (X) Candidates demonstrate awareness of the integration of literacy skills across different subject areas.
 - (XI) Candidates demonstrate an awareness of the typical developmental progression of oral language, phoneme awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.
 - (XII) Candidates demonstrate awareness of the reciprocal relationships between decoding, word recognition, spelling, morphology, and vocabulary knowledge.
 - (XIII) Candidates demonstrate awareness of evidence-based instructional approaches that support the development of listening, speaking, viewing, and visually representing, and their centrality to literacy learning.
 - (XIV) Candidates demonstrate an awareness of the most common intrinsic differences between strong and striving readers, including linguistic, cognitive, and neurobiological factors.
- (ii) Application: Curriculum and Instruction.
- (I) Candidates demonstrate an awareness of the principles and practices of scientific reading instruction and apply this knowledge to critically examine literacy curricula; select high-quality literary, multimedia, and informational texts; and provide a coherent, integrated, and motivating literacy program for
all learners.
 - (II) Candidates apply adolescent literacy in reading and writing for vocabulary development, word recognition, reading comprehension and fluency. Key terms or concepts related to this area include:
 - I. Reading grade-level texts from a variety of genres with greater focus on higher-order skills such as analyzing texts and developing perspective
 - II. Reading comprehension for text complexity
 - III. Writing for a range of authentic purposes and genres
 - IV. Morphology for understanding multisyllabic words
 - V. Oral and silent reading fluency
 - VI. Systematically teach the decoding of multisyllabic words
 - (III) Candidates apply adolescent literacy development to develop disciplinary literacy and content area literacy; developing academic vocabulary and writing for research. Key terms or concepts related to this area include:
 - I. Demonstrate skill in integrating literacy into specific disciplinary studies

II. Develop awareness and skill in utilizing a range of content area literacy strategies across the curriculum.

(iii) Assessment and Evaluation.

- (I) Candidates understand the purposes, strengths, limitations, reliability/validity, and appropriateness of various types of informal and formal assessments, including screening, progress monitoring, diagnostic, and outcome assessments, for gathering evidence on students' language acquisition and literacy development.
- (II) Candidates utilize results of various assessment measures to inform and modify instruction and understand and apply basic principles of test construction and formats, including reliability, validity, criterion, and normed.
- (III) Candidates use assessment data in an ethical manner, interpret data to explain student progress, and inform families and colleagues about the function and purpose of assessments.
- (IV) Candidates integrate, summarize, and communicate (orally and in writing) the meaning of educational assessment data for sharing with students, parents, and other teachers.

(c) Areas of Concentration. Baccalaureate degree programs shall require preparation of candidates in at least two of the following areas of concentration: reading, language arts, mathematics, science, or social science. Post-baccalaureate programs shall require preparation of candidates in at least one of the following areas of concentration: reading, language arts, mathematics, science, or social science.

- 1. 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.
- 2. A course taken to meet the requirements of paragraph (b) Literacy, may be counted toward the fifteen semester hours required for the reading concentration.
- 3. A course taken to meet the requirements of paragraph (b) Literacy, may be counted toward the fifteen semester hours required for the language arts concentration.
- 4. Reading Concentration. Programs that prepare middle grades teachers in the concentration area of reading shall meet the following standards from Rule 505-3-.03, FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.

(i) Knowledge: Literacy Acquisition.

- (I) Candidates demonstrate knowledge of language processes required for proficient reading and writing: phonological, orthographic, semantic, syntactic, and discourse.
- (II) Candidates demonstrate an understanding that learning to read requires explicit, structured, and cumulative instruction.
- (III) Candidates demonstrate knowledge of the reciprocal relationships among the foundations of reading (i.e., phonological awareness, phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge).
- (IV) Candidates demonstrate the ability to identify and explain how aspects of cognition and behavior can affect reading and writing development.

- (V) Candidates demonstrate an understanding of how environmental and social factors can contribute to literacy development.
 - (VI) Candidates demonstrate an understanding of major research findings on the contribution of linguistic and cognitive factors to literacy outcomes.
 - (VII) Candidates demonstrate knowledge of the most common intrinsic differences between proficient and struggling readers, including linguistic, cognitive, and neurobiological factors.
 - (VIII) Candidates demonstrate an understanding of the oral language development, phonemic awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.
 - (IX) Candidates demonstrate knowledge of evidence-based instructional approaches that support the development of reading and writing skills, including concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension, and producing writing appropriate to task.
 - (X) Candidates demonstrate knowledge of the integration of literacy skills across different subject areas.
- (ii) Application: Methods and Assessment.
- (I) Curriculum and Instruction.
 - I. Candidates demonstrate an understanding of the principles and practices of scientific reading instruction and apply this knowledge to critically examine literacy curricula; select high-quality literary, multimedia, and informational texts; and provide a coherent, integrated, and motivating literacy program for all learners.
 - II. Candidates design, adapt, implement, and evaluate instructional approaches and materials that are evidence-based, developmentally appropriate, and integrated across literacy domains related to the following areas: phonological and phonemic awareness, phonics, word recognition, reading fluency, vocabulary, listening and reading comprehension, and written expression.
 - III. Candidates plan, modify, and implement explicit, systematic, cumulative, and teacher-directed instruction in the foundational skills of reading, including phonological and phonemic awareness, phonics, word recognition, reading fluency, and listening and reading comprehension. Candidates scaffold instruction to support all learners in reading, including those with different learning needs. Concepts related to this area include:
 - A. Phonological and phonemic awareness
 - (A) Consonant and vowel phonemes
 - (B) Phonological sensitivity
 - (C) Phonemic-awareness difficulties
 - (D) Progression of phonemic-awareness skill development across age

and grade

- (E) Rhyming
 - (F) Segmenting, deleting, manipulating phonemes
 - (G) Syllabication
- B. Phonics and word recognition
- (A) Alphabetic principle
 - (B) Phoneme-grapheme correspondence
 - (C) English orthography
 - (D) Systematic, cumulative, and explicit teaching of basic decoding and encoding rules and letter patterns (digraphs, diphthongs, blends, onset-rime, etc.)
 - (E) Teaching regular and irregular words
 - (F) Teaching decoding of multisyllabic words
 - (G) Decodable texts and sound walls in teaching beginning readers
- C. Reading fluency
- (A) Automatic word reading
 - (B) Oral reading fluency including accuracy, automaticity, and prosody
 - (C) Varied techniques and methods for building reading fluency
 - (D) Appropriate uses of assistive technology
 - (E) Repeated and echo readings
- D. Listening and reading comprehension
- (A) Background knowledge
 - (B) Inferencing
 - (C) Factors that contribute to deep comprehension
 - (D) Instructional routines appropriate for each major genre: informational text, narrative text, and argumentation
 - (E) Role of sentence comprehension in listening and reading comprehension
 - (F) Teacher's role as an active mediator of text-comprehension processes

- IV. Candidates design, adapt, implement, and evaluate evidence-based and developmentally appropriate instruction and materials to develop writing processes and orthographic knowledge for all learners. They use a structured approach to explicitly teach skills related to written expression. Key terms or concepts related to this area include:
 - A. Written expression
 - (A) Handwriting skills in print and cursive
 - (B) Motor skills and letter/word formation
 - (C) Transcription and writing fluency
 - (D) Major skill domains that contribute to written expression
 - (E) Planning, translating (drafting), reviewing, and revising
 - (F) Genre
 - (G) Research-based principles for teaching letter formation, both manuscript and cursive
 - (H) Research-based principles for teaching written spelling and punctuation
 - (I) Developmental phases of the writing process
 - (J) Appropriate uses of assistive technology in written expression.
- V. Candidates plan, modify, and implement evidence-based and integrated instruction and materials to develop vocabulary knowledge for all learners. They use a range of instructional approaches, including direct instruction, context-based instruction, and word-learning strategies. Key terms or concepts related to this area include:
 - A. Vocabulary
 - (A) Role of vocabulary development and vocabulary knowledge in oral and written language comprehension
 - (B) Sources of wide differences in students' vocabularies
 - (C) Indirect (contextual) methods of vocabulary instruction and their role and characteristics
 - (D) Direct, explicit methods of vocabulary instruction and their role and characteristics
 - (E) Morphological awareness
- VI. Candidates apply knowledge of learner development and learning differences to create a positive, literacy-rich learning environment anchored in digital and

print literacies.

(II) **Assessment and Evaluation.**

- I. Candidates understand the purposes, strengths, limitations, reliability/validity, and appropriateness of various types of informal and formal assessments, including screening, progress monitoring, diagnostic, and outcome assessments, for gathering evidence on students' language acquisition and literacy development.
- II. Candidates use observational skills and results of student work to determine students' reading, literacy, and language strengths and needs, and select and administer other appropriate formal and informal assessments for assessing students' language and literacy development.
- III. Candidates utilize results of various assessment measures to inform and modify instruction and understand and apply basic principles of test construction and formats, including reliability, validity, criterion, and normed.
- IV. Candidates use assessment data in an ethical manner, interpret data to explain student progress, and inform families and colleagues about the function and purpose of assessments.
- V. Candidates understand and utilize well-validated screening tests designed to identify students at risk for reading difficulties and characteristics of dyslexia and understand and apply the principles of progress monitoring and reporting with Curriculum-Based Measures (CBMs), including graphing techniques.
- VI. Candidates understand and utilize informal diagnostic surveys of phonological and phonemic awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing.
- VII. Candidates read and interpret the most common diagnostic tests used by psychologists, speech-language professionals, and educational evaluators.
- VIII. Candidates integrate, summarize, and communicate (orally and in writing) the meaning of educational assessment data for sharing with students, parents, and other teachers.

(iii) **Literacy Professional Dispositions and Practices.**

- (I) Candidates promote high-quality literacy learning for all students by using responsive practices and engaging in ethical and effective practices that honor all students' linguistic backgrounds.
- (II) Candidates act in the best interests of struggling readers and maintain the public trust by providing accurate and scientifically supported best practices in the field.
- (III) Candidates continuously reflect on their practices, engage in ongoing inquiry, and advocate for students and their families to enhance literacy learning.

5. **Language Arts Concentration.** Programs that prepare middle grades teachers in the concentration area of language arts shall meet the following standards adapted from the standards published by the National Council of Teachers of English (2021).

- (i) Learners and Learning in English Language Arts. Candidates apply and demonstrate knowledge of learners and learning to foster learning environments that support coherent, relevant, 6-12 standards-aligned, and differentiated instruction to engage all 6-12 learners in ELA.
 - (I) Candidates gather and interpret comprehensive data on learners' individual differences, identities, and funds of knowledge to foster learning environments that actively engage all learners in ELA;
 - (II) Candidates apply and demonstrate knowledge of how the constructs of adolescence/adolescents and learners' identities affect learning experiences to foster coherent, relevant instruction that critically engages all learners in ELA; and
 - (III) Candidates apply and demonstrate knowledge of learning processes that involve individually, collaboratively, and critically accessing, consuming, curating, and creating texts (e.g., print, non-print, digital, media).
- (ii) English Language Arts Content Knowledge. Candidates apply and demonstrate knowledge and theoretical perspectives pertaining to texts (e.g., print, non-print, digital, media), composition, language, and languaging practices, and crosscutting concepts to develop deep understandings of the core disciplinary ideas in their instructional planning.
 - (I) Candidates apply and demonstrate knowledge and theoretical perspectives about a variety of literary and informational texts (e.g., young adult, classic, contemporary, and media) representing a range of world literatures, historical traditions, genres, and lived experiences;
 - (II) Candidates apply and demonstrate knowledge and theoretical perspectives of the relationships among form, audience, context, and purpose by composing and critically curating a range of texts (e.g., print, non-print, digital, media); and
 - (III) Candidates apply and demonstrate knowledge and theoretical perspectives of language and languaging, including language acquisition, conventions, dialect, grammar systems, and the impact of languages on society as they relate to various rhetorical situations (e.g., journalism, social media, popular culture) and audiences.
- (iii) Instructional Practice and Planning for Instruction in ELA. Candidates apply and demonstrate knowledge of theories, research, and ELA to plan coherent, relevant, 6-12 standards-aligned, differentiated instruction and assessment.
 - (I) Candidates use a variety of resources and technologies to plan coherent, relevant, standards-aligned, and differentiated instruction that incorporates theories, research, and knowledge of ELA to support and engage all learners in meeting learning goals; and
 - (II) Candidates identify and/or design formative and summative assessments that reflect ELA research, align with intended learning outcomes, and engage all learners in monitoring their progress toward established goals.
- (iv) Instructional Practice and Planning for Assessment in ELA. Candidates implement coherent, relevant, 6-12 standards-aligned, and differentiated ELA instruction and assessment to motivate and engage all learners.
 - (I) Candidates implement coherent, relevant, 6-12 standards-aligned, and differentiated instruction that uses a variety of resources and technologies and incorporates theories,

research, and knowledge of ELA to support and engage all learners in meeting learning goals;

(II) Candidates implement formative and summative assessments that reflect ELA research, align with intended learning outcomes, engage all learners in monitoring their progress toward established goals, and guide the next steps of ELA instruction; and

(III) Candidates communicate with learners about their performance in ELA in multiple ways that actively involve them in their own learning (e.g., learning management systems, digital communication tools, conferencing, and written feedback).

(v) Professional Responsibility for ELA teachers. Candidates reflect on their ELA practice, use knowledge and theoretical perspectives to collaborate with educational community members, and demonstrate readiness for leadership, professional learning, and advocacy.

(I) Candidates reflect on their own identities and experiences and how they frame their practices and impact their teaching of ELA;

(II) Candidates use feedback and evidence from a range of sources to reflect upon and inform their practice;

(III) Candidates apply and demonstrate knowledge in collaboration with learners, families, colleagues, and ELA-related learning communities; and

(IV) Candidates demonstrate readiness for leadership, professional learning, and advocacy for learners, themselves, and ELA.

6. Mathematics Concentration. Programs that prepare middle level teachers in the concentration area of mathematics shall meet the following standards adapted from the standards published by the National Council of Teachers of Mathematics (NCTM) (2020).

(i) Knowing and Understanding Mathematics. Candidates demonstrate and apply understandings of major mathematics concepts, procedures, knowledge, and applications within and among mathematical domains of Number and Operations; Algebra and Functions; Statistics and Probability; Geometry, Trigonometry, and Measurement.

(I) Essential Concepts in Number and Operations. Candidates demonstrate and apply understandings of major mathematics concepts, procedures, knowledge, and applications of number including flexibly applying procedures, using real and rational numbers in contexts, developing solution strategies, and evaluating the correctness of conclusions. Major mathematical concepts in Number include number theory; ratio, rate, and proportion; and structure, relationships, operations, and representations.

(II) Essential Concepts in Algebra and Functions. Candidates demonstrate and apply understandings of major mathematics concepts, procedures, knowledge, and applications of algebra and functions including how mathematics can be used systematically to represent patterns and relationships including proportional reasoning, to analyze change, and to model everyday events and problems of life and society. Essential Concepts in Algebra and Functions include algebra that connects mathematical structure to symbolic, graphical, and tabular descriptions; connecting algebra to functions; and developing families of functions as a fundamental concept of mathematics.

- (III) Essential Concepts in Statistics and Probability. Candidates demonstrate and apply understandings of major mathematics concepts, procedures, knowledge, and applications of statistics and probability, including how statistical problem solving and decision making depend on understanding, explaining, and quantifying the variability in a set of data to make decisions. They understand the role of randomization and chance in determining the probability of events. Essential Concepts in Statistics and Probability include quantitative literacy, visualizing and summarizing data, statistical inference, probability, exploratory data analysis, and applied problems and modeling.
 - (IV) Essential Concepts in Geometry, Trigonometry, and Measurement. Candidates demonstrate and apply understandings of major mathematics concepts, procedures, knowledge, and applications of geometry, including using visual representations for numerical functions and relations, data and statistics, and networks, to provide a lens for solving problems in the physical world. Essential Concepts in Geometry, Trigonometry, and Measurement include measurement, transformations, scale, graph theory, geometric arguments, reasoning and proof, applied problems and modeling, development of axiomatic proof, and the Pythagorean Theorem.
- (ii) Knowing and Using Mathematical Processes. Candidates demonstrate, within or across mathematical domains, their knowledge of and ability to apply the
- mathematical processes of problem solving; reason and communicate mathematically; and engage in mathematical modeling. Candidates apply technology appropriately within these mathematical processes.
- (I) Problem Solving. Candidates demonstrate a range of mathematical problem-solving strategies to make sense of and solve non-routine problems (both contextual and non-contextual) across mathematical domains.
 - (II) Reasoning and Communicating. Candidates organize their mathematical reasoning and use the language of mathematics to express their mathematical reasoning precisely, both orally and in writing, to multiple audiences.
 - (III) Mathematical Modeling and Use of Mathematical Models. Candidates understand the difference between the mathematical modeling process and models in mathematics. Candidates engage in the mathematical modeling process and demonstrate their ability to model mathematics.
- (iii) Knowing Students and Planning for Mathematical Learning. Candidates use knowledge of students and mathematics to plan rigorous and engaging mathematics instruction supporting students' access and learning. The mathematics instruction developed provides fair, developmentally responsive opportunities for all students to learn and apply mathematics concepts, skills, and practices.
- (I) Student Differences. Candidates identify and use students' individual and group differences when planning rigorous and engaging mathematics instruction that supports students' meaningful participation and learning.

- (II) **Students' Mathematical Strengths.** Candidates identify and use students' mathematical strengths to plan rigorous and engaging mathematics instruction that supports students' meaningful participation and learning.
- (III) **Positive Mathematical Identities.** Candidates understand that teachers' interactions impact individual students by influencing and reinforcing students' mathematical identities, positive or negative, and plan experiences and instruction to develop and foster positive mathematical identities.
- (iv) **Teaching Meaningful Mathematics.** Candidates implement effective and equitable teaching practices to support rigorous mathematical learning for a full range of students. Candidates establish rigorous mathematics learning goals, engage students in high cognitive demand learning, use mathematics-specific tools and representations, elicit and use student responses, develop conceptual understanding and procedural fluency, and pose purposeful questions to facilitate student discourse.
 - (I) **Establish Rigorous Mathematics Learning Goals.** Candidates establish rigorous mathematics learning goals for students based on mathematics standards and practices.
 - (II) **Engage Students in High Cognitive Demand Learning.** Candidates select or develop and implement high cognitive demand tasks to engage students in mathematical learning experiences that promote reasoning and sense making.
 - (III) **Incorporate Mathematics-Specific Tools.** Candidates select mathematics-specific tools, including technology, to support students' learning, understanding, and application of mathematics and to integrate tools into instruction.
 - (IV) **Use Mathematical Representations.** Candidates select and use mathematical representations to engage students in examining understandings of mathematics concepts and the connections to other representations.
 - (V) **Elicit and Use Student Responses.** Candidates use multiple student responses, potential challenges, and misconceptions, and they highlight students' thinking as a central aspect of mathematics teaching and learning.
 - (VI) **Develop Conceptual Understanding and Procedural Fluency.** Candidates use conceptual understanding to build procedural fluency for students through instruction that includes explicit connections between concepts and procedures.
 - (VII) **Facilitate Discourse.** Candidates pose purposeful questions to facilitate discourse among students that ensures each student learns rigorous mathematics and builds a shared understanding of mathematical ideas.
- (v) **Assessing Impact on Student Learning.** Candidates assess and use evidence of students' learning of rigorous mathematics to improve instruction and subsequent student learning. Candidates analyze learning gains from formal and informal assessments for individual students, the class as a whole, and subgroups of students disaggregated by demographic categories, and they use this information to inform planning and teaching.
 - (I) **Assessing for Learning.** Candidates select, modify, or create both informal and formal assessments to elicit information on students' progress toward rigorous mathematics learning goals.

- (II) Analyze Assessment Data. Candidates collect information on students' progress and use data from informal and formal assessments to analyze progress of individual students, the class as a whole, and subgroups of students disaggregated by demographic categories toward rigorous mathematics learning goals.
 - (III) Modify Instruction. Candidates use the evidence of student learning of individual students, the class as a whole, and subgroups of students disaggregated by demographic categories to analyze the effectiveness of their instruction with respect to these groups. Candidates propose adjustments to instruction to improve student learning for each and every student based on the analysis.
- (vi) Social and Professional Context of Mathematics Teaching and Learning. Candidates are reflective mathematics educators who collaborate with colleagues and other stakeholders to grow professionally, to support student learning, and to create more equitable mathematics learning environments.
- (I) Promote Equitable Learning Environments. Candidates seek to create more equitable learning environments by identifying beliefs about teaching and learning mathematics, and associated classroom practices that produce equitable or inequitable mathematical learning for students.
 - (II) Promote Positive Mathematical Identities. Candidates reflect on their impact on students' mathematical identities and develop professional learning goals that promote students' positive mathematical identities.
 - (III) Engage Families and Community. Candidates communicate with families to share and discuss strategies for ensuring the mathematical success of their children.
 - (IV) Collaborate with Colleagues. Candidates collaborate with colleagues to grow professionally and support student learning of mathematics.
7. Science Concentration. Programs that prepare middle grades teachers in the concentration area of science shall meet the following standards adapted from the National Science Teaching Association (NSTA) and American Science Teachers Association (ASTA) (2020) and Framework for K-12 Science Education (2012).
- (i) Content Knowledge. Effective teachers of science understand and articulate the knowledge and practices of contemporary science and engineering. They connect important disciplinary core ideas, crosscutting concepts, and science and engineering practices for their fields of certification. Preservice teachers will:
 - (I) Use and apply the major concepts, principles, theories, laws, and interrelationships of their fields of licensure and supporting fields. Explain the nature of science and the norms and values inherent to the current and historical development of scientific knowledge;
 - (II) Demonstrate knowledge of how to implement science standards, learning progressions, and sequencing of science content for teaching their certificate 4-8 students; and
 - (III) Demonstrate knowledge of crosscutting concepts, disciplinary core ideas, practices of science and engineering, the supporting role of science-specific technologies, and contributions of diverse populations to science.

- (ii) Content Pedagogy. Effective teachers of science plan learning units of study and equitable, developmentally responsive opportunities for all students based upon their understandings of how students learn and develop science knowledge, skills, and habits of mind. Effective teachers also include appropriate connections to science and engineering practices and crosscutting concepts in their instructional planning. Preservice teachers will:
- (I) Use science standards and a variety of appropriate, student-centered, and relevant science disciplinary-based instructional approaches that follow safety procedures and incorporate science and engineering practices, disciplinary core ideas, and crosscutting concepts;
 - (II) Incorporate appropriate differentiation strategies, wherein all students develop conceptual knowledge and an understanding of the nature of science. Lessons should engage students in applying science practices, clarifying relationships, and identifying natural patterns from scientific phenomena and empirical experiences;
 - (III) Use engineering practices in support of science learning wherein all students design, construct, test and optimize possible solutions to a problem;
 - (IV) Align instruction and assessment strategies to support instructional decision making that identifies and addresses student misunderstandings, prior knowledge, and naïve conceptions; and
 - (V) Integrate science-specific technologies to support all students' conceptual understanding and application of science and engineering.
- (iii) Learning Environments. Effective teachers of science are able to plan for engaging all students in science learning by identifying appropriate learning goals that are consistent with knowledge of how students learn science and are aligned with standards. Plans reflect the selection of phenomena appropriate to the social context of the classroom and community, and safety considerations, to engage students in the nature of science and science and engineering practices. Effective teachers create a learning environment to achieve these goals. Preservice teachers will:
- (I) Plan a variety of lessons based on science standards that employ strategies that demonstrate their knowledge and understanding of how to select appropriate teaching and motivating learning activities that foster a fair and welcoming learning environment;
 - (II) Plan learning experiences for all students in a variety of environments (e.g., the laboratory, field, virtual, and community) within their fields of certification;
 - (III) Plan lessons in which all students have a variety of opportunities to obtain information, evaluate, communicate, investigate, collaborate, learn from mistakes, and defend their own explanations of scientific phenomena, observations, and data. This includes the proposal and defense of potential solutions to real-world, authentic, scientific and engineering problems; and
 - (V) Plan and implement instruction incorporating universal technologies that support and enhance virtual learning either in person or digitally to include all students in investigation and application of science content, engineering practices, and crosscutting concepts.

- (iv) Safety. Effective teachers of science demonstrate biological, chemical, and physical safety protocols in their classrooms and workspace. They also implement ethical treatment of living organisms and maintain equipment and chemicals as relevant to their fields of certification. Preservice teachers will:
- (I) Implement activities appropriate for the abilities of all students that demonstrate safe techniques for the procurement, preparation, use, storage, dispensing, supervision, and disposal of all chemicals/materials/equipment used within their fields of certification;
 - (II) Demonstrate an ability to: recognize hazardous situations including overcrowding; implement emergency procedures; maintain safety equipment; provide adequate student instruction and supervision; and follow policies and procedures that comply with established state and national guidelines, appropriate legal state and national safety standards (e.g., Occupational Safety and Health Administration, National Fire Protection Association, Environmental Protection Agency), and best professional practices (e.g., National Science Teaching Association, Georgia Science Teachers Association, National Science Education Leadership Association). This would include awareness of personal liability, duty of care as it relates to students (face-to-face and remote), fellow staff, and visitors to the classroom;
 - (III) Demonstrate ethical decision-making with respect to safe and humane treatment of all living organisms in and out of the classroom, and comply with the legal restrictions and best professional practices on the collection, care,

and use of living organisms as relevant to their fields of certification; and
 - (IV) Demonstrate an awareness of safety-implications associated with remote- learning. This would include awareness of personal responsibility for instructing students on safety-precautions for remote-learning.
- (v) Impact on Student Learning. Effective teachers of science provide evidence that students have learned and can apply disciplinary core ideas, crosscutting concepts, and science and engineering practices as a result of instruction. Effective teachers analyze learning gains for individual students, the class as a whole, and subgroups of students disaggregated by demographic categories, and use these to inform planning and teaching. Preservice teachers will:
- (I) Design and implement diverse and balanced assessments that allow all students to demonstrate their knowledge and ability to apply, synthesize, evaluate, and communicate their understanding of disciplinary knowledge, nature of science, science and engineering practices, and crosscutting concepts in practical, authentic, and real-world situations;
 - (II) Collect, organize, analyze, evaluate and reflect on a variety of formative and summative evidence and use those data to inform future planning and teaching; and
 - (III) Analyze science-specific assessment data based upon student demographics, categorizing the levels of learner knowledge, and reflect on results for subsequent lesson plans.

- (vi) Professional Knowledge and Skills. Effective teachers of science strive to continuously improve their knowledge of both science content and pedagogy, including approaches for ensuring fairness for all students in science. Teachers will also possess a deeper understanding of how to apply science and engineering practices for their discipline. They identify with and conduct themselves as part of the science education community. Preservice teachers will:
- (I) Engage in critical reflection on their own science teaching to continually improve their instructional effectiveness;
 - (II) Participate in professional learning opportunities to deepen their science content knowledge, and knowledge of science and engineering practices; and
 - (III) Participate in professional learning opportunities to expand their science- specific pedagogical knowledge.
- (vii) Commitment to Three-dimensional Learning. Effective teachers of K-12 science and engineering should focus on a limited number of disciplinary core ideas and crosscutting concepts that are designed so that students continually build on and revise their knowledge and abilities over multiple years while supporting the integration of such knowledge and abilities with the practices needed to engage in scientific inquiry and engineering design. There are three major dimensions, Scientific and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts. All three dimensions need to be integrated into standards, curriculum, instruction, and assessment. Preservice teachers will:
- (I) Emphasize Science and Engineering Practices in their planning and implementation of lessons and units for all science students.
 - I. Asking questions (for science) and defining problems (for engineering);
 - II. Developing and using models;
 - III. Planning and carrying out investigations;
 - IV. Analyzing and interpreting data;
 - V. Using mathematics and computational thinking;
 - VI. Constructing explanations (for science) and designing solutions (for engineering);
 - VII. Engaging in argument from evidence; and
 - VIII. Obtaining, evaluating, and communicating information.
 - (II) Focus deeply on a limited number of Disciplinary Core Ideas within each major category of science disciplines.
 - I. Life Sciences
 - A. From Molecules to organisms: Structures and processes
 - (A) Structure and function

- (B) Growth and development of organisms.
 - (C) Organization for matter and energy flow in organisms
 - (D) Information processing
- B. Ecosystems: Interactions, energy, and dynamics
 - (A) Interdependent relationships in ecosystems
 - (B) Cycles of matter and energy transfer in ecosystems
 - (C) Ecosystem dynamics, functioning, and resilience
 - (D) Social interactions and group behavior
- C. Heredity: inheritance and variation of traits
 - (A) Inheritance of traits
 - (B) Variation of traits
- D. Biological Evolution: Unity and diversity
 - (A) Evidence of common ancestry and diversity
 - (B) Natural selection
 - (C) Adaptation
 - (D) Biodiversity and humans
- II. Chemistry
 - A. Matter and its interaction
 - (A) Structure and properties of matter
 - (B) Chemical reactions
 - (C) Nuclear processes
 - B. Energy
 - (A) Definitions of energy
 - (B) Conservation of energy and energy transfer
 - (C) Electromagnetic radiation
- III. Earth Space Science
 - A. Earth's place in the Universe
 - (A) The universe and its stars

- (B) Earth and the solar system
 - (C) History of planet Earth
- B. Earth's systems
 - (A) Earth materials and systems
 - (B) Plate tectonics and large system interactions
 - (C) The roles of water in Earth's surface processes
 - (D) Weather and climate
 - (E) Biogeology
- C. Earth and Human Activity
 - (A) Natural resources
 - (B) Natural hazards
 - (C) Human impacts on earth's systems
 - (D) Global climate change
- IV. Physics
 - A. Matter and its interactions
 - (A) Nuclear processes
 - B. Motion and stability
 - (A) Forces and motion
 - (B) Types of interactions
 - (C) Stability and instability in physical systems
 - C. Energy
 - (A) Definitions of energy
 - (B) Conservation of energy and energy transfer
 - (C) Relationship between energy and forces
 - (D) Energy in chemical processes and everyday life
 - D. Waves and their applications in technologies for information transfer

- (A) Wave properties
- (B) Electromagnetic radiation
- (C) Information technologies and instrumentation. Consistently bear in mind crosscutting concepts as a means to provide linkages between science disciplines across multiple grades

- V. Patterns
- VI. Cause and effect: mechanism and explanation
- VII. Systems and system models
- VIII. Energy and matter; flows, cycles and conservation
- IX. Structure and function
- X. Stability and change

8. Social Studies Concentration. Programs that prepare middle grades teachers in the concentration area of social studies shall meet the following standards adapted from the standards published by the National Council for the Social Studies (2018):

- (i) Content Knowledge. Candidates demonstrate knowledge of social studies disciplines. Candidates are knowledgeable of disciplinary concepts, facts, and tools; structure of inquiry; and forms of representation.
 - (I) Candidates are knowledgeable about the concepts, facts, and tools in civics, economics, geography, and history;
 - (II) Candidates are knowledgeable about disciplinary inquiry in civics, economics, geography, and history.
 - (III) Candidates are knowledgeable about disciplinary forms of representation in civics, economics, geography, and history.
- (ii) Application of Content Through Planning. Candidates plan learning sequences that leverage social studies knowledge and literacies, technology, and theory and research to support the civic competence of learners.
 - (I) Candidates plan learning sequences that demonstrate social studies knowledge aligned with the C3 (College, Career and Civic Life) Framework, state-required content standards, and theory and research;
 - (II) Candidates plan learning sequences that engage learners with disciplinary concepts, facts and tools from the social studies disciplines to facilitate social studies literacies for civic life. Learning sequences should involve experiences that engage students in evaluating accuracy of print and electronic resources, discerning fact vs. opinion and drawing evidence-based conclusions;

- (III) Candidates plan learning sequences that engage learners in disciplinary inquiry to develop social studies literacies for civic life;
 - (IV) Candidates plan learning sequences where learners create disciplinary forms of representation that convey social studies knowledge and civic competence;
 - (V) Candidates plan learning sequences that use technology to foster civic competence.
- (iii) Design and Implementation of Instruction and Assessment. Candidates design and implement instruction and authentic assessments, informed by data literacy and learners' self-assessment, that promote civic competence.
- (I) Candidates design and implement a range of authentic assessments that measure learners' master of disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state- required content standards.
 - (II) Candidates design and implement learning experiences that engage learners in disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state required content standards.
 - (III) Candidates use theory and research to implement a variety of instructional practices and authentic assessments featuring disciplinary knowledge, inquiry, and forms of representation for civic competence.
 - (IV) Candidates exhibit data literacy by using assessment data to guide instructional decision-making and reflect on student learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.
- (iv) Social Studies Learners and Learning. Candidates use knowledge of learners to plan and implement developmentally relevant and responsive pedagogy, create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for a fair and welcoming society.
- (I) Candidates use knowledge of learners' socio-cultural assets, learning demands, and individual identities to plan and implement relevant and responsive pedagogy that ensures learning opportunities for all students in social studies.
 - (II) Candidates facilitate collaborative, interdisciplinary learning environments in which learners use disciplinary facts, concepts, and tools, engage in disciplinary inquiry, and create disciplinary forms of representation.
 - (III) Candidates engage learners in ethical reasoning to deliberate social, political, and economic issues, communicate conclusions, and take informed action toward achieving a more fair and welcoming society.
- (v) Professional Responsibility and Informed Action. Candidates reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities.
- (I) Candidates use theory and research to continually improve their social studies knowledge, inquiry skills, and civic dispositions, and adapt practice to meet the needs of each learner.

- (II) Candidates explore, interrogate, and reflect upon their own backgrounds to attend to issues of fairness, access, power, and human rights within their schools and/or communities.
- (III) Candidates take informed action in schools and/or communities and serve as advocates for learners, the teaching profession, and/or social studies.

[Authority O.C.G.A. 20-2-200](#)

Music Education Program Goals and Objectives

The music education program at Truett McConnell University seeks to prepare individuals for a career teaching general music principle, 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.

505-3-.50 Music Education Program Standards

Effective August 15, 2023

(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 GaPSC Rule 505-3-.01 REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS and in GaPSC Rule 505-3-.03 FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.

(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.

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 repertoires 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.

(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 repertoires 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.

(b) Field Experiences/Clinical Practices. (1) Programs shall prepare candidates who complete field experiences or clinical practices in choral, instrumental, and general music.

(c) The program shall prepare candidates who meet the P-12 standards for the teaching of reading as specified in Rule 505-3-.03 FOUNDATIONS OF READING, LITERACY, AND LANGUAGE (paragraph (3) (g)).

Authority O.C.G.A. § 20-2-200