



COLLEGE OF EDUCATION

**EDUCATOR
PREPARATION
HANDBOOK**

POLICIES AND PROCEDURES
ACADEMIC YEAR 2014-2015

Developing Educators for School Improvement

*The University System of Georgia * Affirmative Action/Equal Opportunity Institution*

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Welcome from the Dean

Welcome to the College of Education at the University of West Georgia! As the third largest producer of educators in the state, we are proud that our graduates are making a big impact throughout Georgia as teachers, school leaders, counselors, speech-language pathologists, instructional technology specialists, and sports management professionals. They are exciting their students with cutting-edge technologies and leading efforts to improve educational policy and quality.

Throughout your career, the College of Education will be here for you – whether you are just starting your career journey or you are a seasoned professional. We have classes at all levels, from undergraduate through doctoral study, and many programs are offered in a variety of formats including face-to-face, hybrid, and online. We continually upgrade our technology and curriculum to keep up with educational trends and ensure we are addressing real educational challenges.

I hope you can tell that the College of Education is on the move – it's where *passion* and *professionalism* come together!

Preface

The primary function of Field Experiences and Teacher Certification is one of service to a variety of constituencies that share the common bond of being engaged in teacher preparation. Perceptions may differ greatly among these groups as to the best manner in which to prepare **candidates*** to become effective teachers. These varying perceptions include: (a) teacher education faculty whose focus includes subject matter concentrations, but whose emphasis is typically of the pedagogical and field experiences connections among them; (b) other university faculty whose focus is on content acquisition and the development of a solid knowledge base with little pedagogical preparation or field experiences; (c) public schools whose focus is to support the development of performance proficiency of a potential teacher and to provide valuable collaborative input through partner school activities; (d) the state certification agency whose focus is on individuals meeting certain criteria for certification purposes; (e) candidates whose focus is the best placement site for personal development; (f) accrediting agencies whose focus is on ensuring that programs meet standards of quality for educator preparation. An effective interface of the various groups engaged in teacher education is necessary if successful field experiences are to occur in all programs. Keys to this effective interface are communication and collaboration.

Communication helps to ensure that all constituencies involved and/or affected by the program's operations are apprised of the current program in place and how it functions. To assist with effective communication the Office of the Field-Based Preparation maintains a publication: ***Educator Preparation Handbook***, containing policies and procedures, with particular attention to the capstone Internship experience.

***Candidates(s) means teacher candidates(s).** The term *candidate* is used throughout this handbook to refer to teacher education students; the term *student* refers to public school students. The use of these terms more clearly allows distinction between university students and public school students. Use of the term(s) is also aligned with terminology of National Council for Accreditation of Teacher Education (NCATE) and Professional Standards Commission (PSC).

As this handbook contains information and procedures in narrative forms, as well as formally adhered to, *all policies are indicated by italicized type.*

SECTION 1: FIELD EXPERIENCES

1.1. TYPES OF EXPERIENCES

Description

Field experiences are an integral component of educator preparation programs. Field experiences provide productive and structured learning opportunities. Experiences are grounded in research that incorporates classroom practice throughout the preparation program. The goals of the field experiences at the University of West Georgia (UWG), College of Education (COE) include providing opportunities for the teacher education candidate to:

- a. Identify, observe and study relevant growth, developmental patterns, and behavior characteristics of children at varying stages of maturation;
- b. Observe differing personalities and methods of teaching both in and outside the candidate's area of specialization;
- c. Participate in planning, conducting, and evaluating learning experiences;
- d. Study the relationship of the teacher to other teachers, students, parents, administrators, other school professionals, and community members involved in the school program;
- e. Increase participation in non-instructional activities.

UWG has three basic levels of field experiences that allow the candidate to develop professionally in the knowledge, skill, and dispositions outlined in our Conceptual Framework.

Introductory experiences are entry level experiences that primarily consist of systematic structured observation and limited interaction with children in a classroom. They are a required component in each introductory course. Activities include guided observations in classroom settings, viewing videotapes of classroom settings, and reflecting on classroom observations. These experiences introduce the candidate to the contemporary classroom setting and help the candidate decide whether to pursue a teaching career.

Mid-level experiences are associated with methods classes and focus on the particular knowledge and skills addressed in course objectives and in the Conceptual Framework. Activities are designed to allow the candidate to begin developing teaching competencies. Time required in schools, qualifications of Cooperating Teachers, and assessment techniques vary from program to program

Internship is the 15-week student teaching, or capstone, experience. There are two major purposes of internship. The first purpose is to provide time in a realistic setting for candidates to implement skills and knowledge gained in their course work and to demonstrate the professional dispositions outlined in our Conceptual Framework. The second major purpose is to assess the candidate's readiness for entering the teaching profession. Many candidates view internship as the most significant learning experience in their professional preparation, and many school administrators consider the internship assessment as the most important document in the portfolio of a teacher candidate.

1.2. PROCEDURES FOR PLACEMENT REQUESTS

Placement Procedures

Every effort is made to place candidates in situations that will encourage optimal professional and personal growth as prospective educators. The assignment is made by the Office of Field-Based Preparation in collaboration with the cooperating school system and the department coordinator, university supervisor, or course instructor. All placements, once made, stand unless the cooperating school and/or the university supervisor request a change. All requests for change will be given to the Office of Field-Based Preparation by the Department Coordinator. Initial contact and termination of the placement assignments with the cooperating school is the responsibility of the Office of Field-Based Preparation.

Assignments, except those in Educational Leadership, are initiated by requests from the Office of Field-Based Preparation to superintendents or coordinators designated by the school system. All assignments are arranged to be consistent with policies, procedures, and negotiated agreements in place among cooperating schools and the University.

Many school systems in the University of West Georgia's area cooperate with as many as 15 additional colleges and universities. Because of the number of applicants involved each semester, and because there are long-standing established procedures, **UNDER NO CIRCUMSTANCES SHOULD A CANDIDATE INITIATE PERSONAL CONTACT WITH ANY SCHOOL TO ARRANGE A PLACEMENT ASSIGNMENT.** It is essential that no one from UWG create a hardship or place undue pressure on local school system faculty and administrators in arranging a placement.

An important consideration in making field placements is the need for candidates to experience diversity in the school setting. The Office of Field-Based Preparation takes these candidate needs, as well as the need to experience variety in grade levels, into account when making placement decisions.

Assignments are generally made with only Georgia public schools and area partner schools. The number of candidates needing field experiences at any given time and the number of appropriate placements available control the distribution of candidates. University faculty collaborate in the selection of specific schools to be requested each semester. A match of the candidate's professional needs with the appropriate site and availability are overriding considerations in the final decision regarding a placement site.

- a. The following serve as general guidelines in selection of Georgia public schools:
 1. The school personnel support the teacher education program and are willing to enter into a collaborative partnership with UWG in the professional development of teacher candidates;
 2. The school administration is interested in maximizing the professional growth of its staff and the development of the school program;
 3. The cooperating school exemplifies high standards of teaching and learning;
 4. The cooperating school has students, parents, faculty, and administrators who are enthusiastic about schooling;

5. The school is SACS accredited;
 6. The school does not prohibit candidates from attending based on race, gender, religion, nationality, or academic ability, and it supports candidates with special needs;
 7. The school environment and assigned classroom fall within the “norm” so as to provide the candidate with a realistic internship experience for his/her particular area of preparation as it relates to certification;
 8. The school’s major curriculum focuses on academic subject matter and is aligned with or similar to the Common Core Georgia Performance Standards or other standards as prescribed by the Georgia Department of Education.
- b. The school system superintendent
1. provides leadership in developing good relationships among cooperating schools, the teacher preparation institutions, and the community;
 2. gives approval and is willing to cooperate with the internship program;
 3. provides opportunities for in-service education of local educators.
- c. The cooperating school principal
1. shows vision and leadership in the total school program;
 2. creates a constructive attitude among staff and community toward interns;
 3. helps to interpret the internship program to teachers, pupils, and community;
 4. assures that supervising teachers and interns have sufficient time for conferences and joint planning;
 5. is willing to assist with the evaluation of the program.

Cooperating teachers are selected in a process that involves the university, school system administrators, and cooperating school administrators. The following serve as guidelines for the selection. The cooperating teacher:

- a. Must express an interest and desire to collaborate with the teacher candidate and faculty;
- b. Must have a valid clear renewable professional certificate in the field in which the candidate is preparing to teach; for supervision of speech/language pathology candidates, the cooperating teacher must hold a Certificate of Clinical Competence (CCC);
- c. Should have at least three years of successful teaching experience on a professional certificate. For interns, cooperating teachers must have at least three years successful teaching experience on a professional clear renewable certificate;
- d. Should be recognized for excellence in teaching and the ability to work with others;
- e. Must be recommended by the school principal;
- f. Should possess effective mentoring and supervisory skills;
- g. Should have an instructional load that is realistic and reflects an appropriate cross section of the student population. The placement must reflect the certificate field of the intern.

The traditional classroom setting is preferred. Teachers involved in nontraditional environments (Special Instruction Assistance, Early Intervention Program) may serve as excellent role models; however, it is important during the field experiences that candidates develop a familiarity with the traditional classroom, although the environment may vary from school to school.

The principal, cooperating teacher, and university supervisor decide what is best for the teacher and the candidate for whom that teacher is responsible. Most cooperating teachers work with one candidate during the academic year.

General guidelines used in placement assignments include the following:

- a. Candidates will not be assigned to the schools from which they graduated or where they attended during the last ten years;
- b. Candidates will not be assigned to schools where relatives are staff members or students;
- c. Candidates are assigned to one supervising teacher. This regulation does not preclude the assigning of the candidate to other teachers for special experiences or as a member of a team.

System Agreements/Contracts

The University of West Georgia has a written agreement with each school system where candidates are placed. Specific procedures in obtaining approval for individual placements vary from system to system and are dependent upon variables such as system policy, size, and security needs.

1.3. FIELD EXPERIENCES AND INTERNSHIP

Each program involves several field experiences (usually referred to as Blocks or Practica) and a capstone experience (Internship). Candidates are responsible for obtaining transportation or making their own travel arrangements to the assigned field experiences throughout the program.

Undergraduate Program

Approval of application for placement for field experiences and internship is based upon the following:

- a. A grade point average of 2.5 overall in academic work completed for Physical Education majors; a grade point average of 2.7 overall in academic work completed for Early Childhood, Secondary, Art, Music, Foreign Language, Special Education: High Incidence Disabilities – General Curriculum majors;
- b. Successful completion of all field experiences undertaken prior to internship, including exhibiting responsible professional behavior at the field placement sites and in interactions with peers, faculty, students, parents, and other school professionals;
- c. A grade of *C* or better must be earned in teaching field (content), professional education, and support (Area F) courses for the teaching field. If a grade lower than a *C* is earned, the course must be repeated and a grade of *C* or better must be earned before further consideration is given to a teacher candidate's eligibility for internship.

An application for internship placement must be submitted to the Office of Field-Based Preparation by the established due dates. If these dates are missed, it may mean a delay in placement. The due date policy is found below and in the University of West Georgia *Undergraduate Catalog*,

<http://www.westga.edu/undergrad>. Specific dates for application submission may be obtained from each area office in the College of Education and from the Office of Field-Based Preparation.

Post-Baccalaureate Programs

Approval of application for placement for internship is based upon the following:

- a. Completion of all certification course work except internship;
- b. Achievement of grades of B or better in each course **or** an overall average of 3.0 on all graduate level course work attempted applicable to the field of certification; and earn a **C** or better in each undergraduate course;
- c. Successful completion of all field experiences undertaken prior to internship, including exhibiting responsible professional behavior at the field placement sites and in interactions with peers, faculty, and children.

Policy Statement for Internship(s) for Post-Baccalaureate Candidates Holding Non-Renewable Certification.

Candidates entering our initial certification programs after July 31, 2005, will be limited to internship only in those grades appropriate to the program in which they are enrolled. These grades are: ECED – grades P-5; MGED – grades 6-8; and SEED – grades 9-12. This means that to qualify for internship, candidates must be in the appropriate preparation program, hired on an appropriate non-renewable certificate, and teaching in the appropriate grade level and teaching field. In addition, initial non-renewable certification candidates applying for internship will be required to submit the following:

- 1. A copy of the contract of employment from the school district;*
- 2. A letter from the principal verifying that the candidate will be teaching on a non-renewable certificate in a grade level and teaching field appropriate to the particular certification program in which the candidate is enrolled at UWG;*
- 3. A copy of the non-renewable certificate, when it becomes available; and*
- 4. An application for Internship, submitted through the appropriate academic adviser.*

Application Procedures for Field Experiences and Internship

Applications are made to the Office of Field-Based Preparation by the required due dates.

- a. The department recommends a placement site;
- b. The request for placement is processed by the Office of Field-Based Preparation. Every attempt is made to secure the site recommended by the department.

Application Deadlines

Fall Semester: 2nd Monday in April

Spring Semester: 2nd Monday in September

Internship and Practicum Fee Policy

Each student enrolled in undergraduate courses will be charged a fee for courses that have field experiences. These funds will be used to pay honoraria to teachers who will supervise teacher candidates during the Internship phase of their programs. The funds will also be used for costs associated with field experiences such as evaluation materials and supervision travel. Should a student drop the course, the university's refund policy will apply. This fee is associated with these courses:

ART	4011
ABED	4586, 4588
ECED	3282, 4283, 4284, 4286
FORL	4501, 4502, 4586
MGED	4271, 4265, 4261 or 4264, 4286, 4287, 4288
MUSC	3900, 4000, 4011, 4186
PHED	3677, 4676, 4686, 4688
PTED	4586, 4588
SEED	4271, 4238 or 4240 or 4242 or 4243, 4286, 4287, 4288
SPED	3751, 3752, 4751 or 4752, 4786
SPMG	4686

Each candidate enrolled in a graduate internship or practicum course will be charged a \$50.00 per credit hour fee. These funds will be used to pay honoraria to school personnel who supervise these internships or practica. This fee is assessed each time a candidate is enrolled in one of these courses. Should a candidate drop the internship or practicum, the university's refund policy will apply. This fee is associated with these courses:

CEPD	6185, 6186, 6187, 6189
ECED	6288
EDLE	6388, 6389, 8301, 8302, 8303, 8386,
MGED	4261, 4264, 4265, 4271, 4287, 4288, 7287
SEED	7287, 7288
SLPA	6790, 6791, 6792, 6793, 6794, 6796
SPED	6792, 6793, 6794, 6796

1.4. COLLEGE OF EDUCATION CRIMINAL BACKGROUND CHECK

All K-12 school systems are requiring criminal background checks before teacher education candidates work in their schools, therefore, the College of Education has taken steps to assist our

candidates in meeting these requirements. Candidates must complete a College of Education Criminal Background Check (CBC) form at admission to the teacher education program.

The form to be completed can be downloaded from the following website, <http://coe.westga.edu/forms/> under *COE Criminal Background Check*. The completed form must be notarized and submitted to the Office of Field-Based Preparation. To assist candidates, a notary public is available in the COE Dean's Office at no charge. It is mandatory that candidates complete the form *truthfully*. Additionally, candidates are required to self-report to the Office of Field-Based Preparation any incidents that occur between these checkpoints. Candidates who fail to self-report may be dropped from the program.

If at any time evidence arises to substantiate that a candidate has a criminal record, his or her placement paperwork will be suspended temporarily. The candidate will be notified. **Under no circumstances will any candidate be considered for field placements or be permitted to begin field experiences in the schools until he or she has completed and submitted the College of Education Criminal Background Check form.**

**A conviction of a crime does not necessarily preclude
participation in field experiences,
certification, or employment**

1.5. ASSESSMENT OF CANDIDATE LEARNING

The College of Education (COE) is committed to assessing the knowledge, skill, and dispositions of candidates seeking degrees and other credentials. We do so through a comprehensive assessment system designed to collect, analyze, and maintain information about the achievements of our candidates. Data collected through the COE assessment system are used to improve educational programs, thereby improving the knowledge and skill of our graduates. The assessment system documents what is being accomplished to candidates, faculty, staff, and other professional partners and stakeholders. Importantly, the data are collected, analyzed, and reported in such a way that external accreditors such as NCATE and the Georgia PSC are able to verify that graduates from the COE at the University of West Georgia possess the knowledge, skills, and dispositions to be effective in their chosen fields.

The cycle of assessment starts with goals. What do we want candidates to know and be able to do, and in some instances believe, as a result of participating in COE programs? Each program in the COE has specified expected learning outcomes they believe to be needed by effective educators and other professionals in their respective disciplines. Program faculty have also developed or identified key assessments to help them identify patterns and trends of achievement, strengths and weaknesses, related to these outcomes. The assessment data are reported to program faculty each year and serve as the basis for new or revised goals directed to program improvement. If you would like to see how candidates in your program perform on key

assessments, view the program report at http://www.westga.edu/coe/index_814.php.

All of this may sound familiar to you because the system parallels the models widely used in schools. Standardized and non-standardized assessments are administered to students and the results of these assessments are then examined at classroom and school levels to identify areas of instruction that need to be strengthened.

To manage the large amounts of assessment data for each program, the COE uses a system called Tk20. You will notice in many of your course syllabi that Tk20 is a required instructional resource for particular courses. Although the resource is used many times throughout your matriculation, you need only subscribe to it one time and your subscription will be available to you for 10 years. For more information, see http://www.westga.edu/coe/index_550.php.

SECTION 2: CANDIDATE'S PROFESSIONAL RESPONSIBILITIES

2.1. STANDARDS OF CONDUCT

Candidates must follow all policies and procedures of the cooperating school. As representatives of both the university and the teaching profession, candidates are expected to maintain high standards of personal and professional ethics and are expected to adhere to Georgia's *Code of Ethics for Educators*. This code governs the professional conduct of educators in Georgia and is introduced in each introductory course. It is discussed several times during the teacher preparation program. Copies of the *Code of Ethics* may be obtained from the Georgia Professional Standards Commission (PSC) website, <http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>.

2.2. DRESS CODE

Candidates should be dressed and groomed according to professional standards. They must identify and comply with the adopted dress code of the assigned school. To ensure that candidates understand the dress code, expectations are clarified during class instruction prior to candidates reporting to schools. If there is doubt about appropriate dress codes, candidates should check with the supervising teacher.

2.3. ATTENDANCE, PUNCTUALITY, AND TRANSPORTATION

Regular attendance and punctuality are mandatory. It is important that candidates demonstrate an understanding of the importance of regular and punctual attendance. The candidate is expected to sign in and out at the school as required by the school and his/her program. If a candidate does not report when expected, this occurrence is deemed an absence. In cases of illness or emergencies, the candidate must notify the cooperating teacher, the university supervisor, and the school's Office of Attendance. Irregular attendance and poor punctuality will be addressed immediately by the cooperating teacher and university supervisor.

The candidate is responsible for obtaining his/her transportation or making his/her own travel arrangements to the assigned field experiences throughout the program.

2.4. RELATIONSHIPS

Professional acquaintances and contacts, formal and informal, are important to the transition from student to teacher. Although many school settings are conducive to interesting and professional discussions, candidates should exercise respectful discretion when voicing their personal views. Confidentiality is expected in all professional discussions. These discussions may give candidates access to confidential student and/or school information. It is important that this information be used only in professional circumstances. (See Section 2.7.)

2.5. SUBSTITUTE TEACHING

During the field experience/internship, there may be an occasion when the cooperating teacher is absent from school. Sometimes, when this absence occurs, the candidate is called on to teach. However, **State mandates require the presence of a certified teacher or system authorized substitute**. With one of

those individuals in the room, and depending on the level of self-confidence, the candidate may accept responsibility for instruction. However, the authorized substitute or certified teacher holds ultimate responsibility for supervision of the students when the cooperating teacher is not present.

Should this situation occur during the first few weeks of field experiences/internship, contact the university supervisor for approval to accept the responsibility for instruction.

Candidates may not be used as long-term substitute teachers. Even if the candidate has been listed on the system's certified substitute list, the candidate may not serve as a substitute during assigned field experience days.

2.6. REIMBURSEMENT

Candidates may not be paid for any duties that are a part of the field experience/internship. This criterion covers any work performed with students or any other aspect of school responsibility. (See Section 2.5.)

2.7. CONFIDENTIALITY

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

2.8. STATUS IN THE CLASSROOM

The candidate has no legal, professional, or certificated status in public school classrooms in Georgia. No legal action is on record that has established precedents regarding the clarification of this status. At all times, the cooperating teacher maintains legal responsibility for pupils in his or her classroom.

Candidates are reminded, however, that they can be held liable for negligent or intentional acts or omissions that result in harm to children in their care.

In the beginning stages of the candidate's instruction, the cooperating teacher should observe for the entire time. From these observations, the cooperating teacher will be in a better position to nurture the candidate's development. After the first couple of weeks, the cooperating teacher may begin absenting him/herself as an observer for short periods of time. Absenting oneself as the observer may be interpreted by the candidate as a vote of confidence. It is also a signal that the candidate really is the authority figure while teaching. Absenting as an observer **does not** necessarily mean leaving the room. Leaving the classroom while the candidate teaches should be for short periods of time. A primary consideration for staying in or close by the classroom is the continuation of the teacher's legal responsibility for the students.

2.9. POLICY ON DISPENSING MEDICATIONS

While the Individuals with Disabilities Education Act (IDEA) requires schools to provide non-medical related services to students with disabilities and Georgia law permits educators to dispense and

administer such medications, the immunities from liability that exist for certificated personnel and education agency employees do not extend to University of West Georgia teacher candidates participating in the field experiences.

While it is important for teacher candidates to understand the process of administering these services, the liability issues surrounding possibly invasive and potentially injurious procedures require that the teacher candidate be a passive observer while the cooperating teacher actually dispenses the medication or performs the related service.

If the teacher candidate is asked or encouraged to dispense medications or perform related services, he/she must refuse to do so, citing possible exposure to liability should any adverse reactions occur. Remember, the immunity of the cooperating teacher does not extend to the teacher candidate. The University supervisor must be notified if the teacher candidate feels pressured to participate in these activities.

2.10. LIABILITY AND MEDICAL INSURANCE

At the beginning of the placement assignment, candidates should give personal emergency information to their cooperating teacher. Teacher candidates are not employees of the school system where they are placed and are not provided any medical, accidental, or workman's compensation insurance. Teacher candidates are reminded that all students at the University of West Georgia are eligible to obtain healthcare coverage by visiting www.studentinsurance.com. Candidates are encouraged to obtain additional coverage.

Candidates, not the University of West Georgia, are responsible for acts committed while participating in professional clinical experiences. Keep in mind that financial penalties can be extreme particularly when public school students are injured as a result of the candidates' negligent acts or omissions. Therefore, it is mandatory that candidates obtain liability insurance. Liability insurance may be obtained through Student Professional Association of Georgia Educators (SPAGE) and/or Georgia Association of Educators (GAE). Information concerning these professional organizations is available from each Area in the College of Education, the Academic Advisement Center, and/or the Office of Field-Based Preparation.

2.11. CLASSROOM MANAGEMENT

Many teacher candidates are greatly concerned about classroom management. This is normal, for it is an area in which the candidate has generally had very little experience. Candidates will rely heavily on the cooperating teacher's guidance in setting standards and limits in the classroom.

Early in the placement, the cooperating teacher should discuss with the candidate the school's and/or the classroom's discipline plan. The cooperating teacher should specify to the candidate which discipline measures have been identified by the school as appropriate and which ones can be administered by the candidate. Candidates are NOT to use corporal punishment. Candidates are NOT to be called on to witness corporal punishment. When substitute teachers replace the cooperating teacher, they, **not the candidates**, have legal responsibility for discipline.

Some of the following measures may help build the type of teacher-pupil relationship, which should help to prevent management problems:

- Respect the worth and dignity of the individual;
- Seek to attain a high degree of participation;
- Plan thoroughly;
- Learn and make use of names quickly;
- Be alert, keep your eyes open, and focus attention on the total situation;
- Plan for use of freedom and responsibility of movement in classroom, corridors, and lunchroom;
- Exhibit poise, dignity, and calmness at all times;
- Stop little things before they gain momentum without undue emphasis on their seriousness;
- Be warm and friendly, but be firm.

The cooperating teacher is also encouraged to share any specialized discipline plans with the candidate regarding students in the classroom who require alternate means of discipline. Conversations regarding special cases (students with difficult behavior issues) and the protocol for management should be held early in the semester between the cooperating teacher and candidate.

SECTION 3: GENERAL INTERNSHIP INFORMATION

3.1. INTRODUCTION

Internship is a vital component in preparation to becoming a teacher. It is the time when teacher candidates are directly involved in a sustained and concentrated period of training in a local school setting with the collaboration of the school district and under the authority of the College of Education of the University of West Georgia. This is the period when the teacher candidate is enabled to make practical use of the principles, methods, knowledge, and materials that have been developed or acquired in other university courses.

3.2. DESCRIPTION OF INTERNSHIP

Internship is the culminating component of the teacher preparation program. Typically it is taken during the senior year as a full semester, 9 credit hours for the internship and 3 credit hours for seminar. Internship is completed in a carefully selected school under the immediate supervision of an experienced cooperating teacher and the general supervision of a university supervisor, who is a specialist in the candidate's teaching field.

During the semester, increasing responsibility for planning, organizing and delivering instruction is assumed by the intern, when the supervisors deem it appropriate, leading to full-time teaching by the intern for a minimum of two consecutive weeks. Some programs require more than this minimum.

After the required full-time teaching period, the intern should continue to teach as a member of the teaching team. Full participation as a professional in the classroom continues until the end of the semester.

Small group meetings, conducted by the university supervisor and/or school staff, are held at various times during the internship term. A final evaluative meeting is held on campus at the end of the semester. Attendance at all meetings is mandatory.

3.3. INTERNSHIP TEAM

Three team members interact during internship: intern, cooperating teacher, and university supervisor. The team's focus is on the candidate and his/her development. The university supervisor and cooperating teacher will significantly influence a candidate's professional development. Their responsibilities are described in later sections of this document.

The Internship Team begins by means of initial contact with the university supervisor during the orientation session that precedes the formal beginning of internship. It is at this meeting that expectations of all parties of the Internship Team are discussed. Following that session, there will be several opportunities for interaction with the university supervisor.

The first class meeting day of the semester is the first full-time reporting day of internship. After this day, candidates and cooperating teachers will be together on a daily basis. The relationship that develops is one of the most important that exists in the internship experience.

The capstone experience of teacher preparation is the internship, an experience seen by many as one of the most exciting experiences in preparation for becoming a certified teacher. Capstone refers to the culminating point in the initial teacher preparation program. Interns should be prepared to commit themselves to hard work that will result in maximum growth.

The internship may be viewed as a critical stage of transition from the status of college student to that of classroom teacher. It involves development in interpersonal, cognitive, and instructional processes. Interns must reflect on their attitudes, values, and feelings as well as grow in the thinking processes, the selection of content, and the development of teaching strategies.

Course work has offered a variety of ideas and opportunities about teaching. These concepts can now be applied, tested, and refined. Through these experiences self-confidence, professional attitude, and the joy of teaching can be nurtured.

All interns are required to complete the program assessment entitled “Impact on Student Learning/Teacher Work Sample” during the internship phase of the program. This assignment includes all facets of lesson delivery, assessment, analyzing data and lesson redelivery as necessary with a selected group of students.

A number of factors and people influence the internship experience—students, cooperating teacher, administration, faculty, general school atmosphere, university supervisor, and intern. To some degree, these all contribute to the intern’s development and success. However, the intern is the most important. The support of the internship team is available and will be a significant contributor to the success. **However, in the final analysis, it is the intern who is in charge of his/her development and growth.**

3.4. REQUIRED MEETINGS

An Internship Orientation Meeting is held on or before the first day of classes. This meeting begins with the Director of the Office of Field-Based Preparation with a review of general policies and regulations for internship.

A planning meeting is held with the university supervisor on the same day as the Internship Orientation Meeting. This is a time to anticipate needs and responsibilities for the entire semester. Interns are responsible for downloading a copy of the course syllabus and for being knowledgeable of its contents. The second copy is for the cooperating teacher. Basic requirements for interns appear in Section 1 of this handbook; additional requirements may be added to meet specific program expectations. Written responsibilities and due dates should be clearly identified. All procedures or processes that will occur during the semester, including visits to the schools, should be identified in the course syllabus or list of expectations.

Some items that are of general concern and that are suggested for discussion include:

- University supervisor’s plans for school visits;
- Role of the cooperating teacher;
- Manner and time for completion of assignments;

- Evaluation and grading for interns;
- Professional ethics and conduct;
- Meeting schedule, and
- Obtaining professional references based upon the internship experience from the cooperating teacher and university supervisor.

The university supervisor will schedule a meeting at the school site to orientate the cooperating teachers regarding expectations throughout the semester. This meeting should be conducted within the first two weeks of the internship semester.

Additional meetings are coordinated by individual university supervisors during the semester. The nature of these in-service meetings vary from program to program and supervisor to supervisor. Meeting expectations for the semester should be discussed with interns at the Internship Orientation Meeting.

Midpoint and final evaluation conferences are held with the intern, the cooperating teacher, and the university supervisor.

Intern attendance at all meetings is required.

3.5. SCHOOL ORIENTATION

When several interns are placed in the same cooperating school, the administration of the school often provides the orientation for the entire group. If this does not occur, the cooperating teacher should assume responsibility for introducing the intern to the school.

During orientation the intern should give the cooperating teacher a copy of expectations or requirements received from the university supervisor.

**See Section 6 – The Cooperating Teacher.*

The following suggestions may help with orientation:

- Introduce the intern to school administrators, faculty, and staff;
- Involve the intern in appropriate responsibilities from the very beginning;
- Explain policies and procedures for routine duties;
- Review the detailed list of expectations and requirements received from the university supervisor;
- Arrange for a tour of the building;
- Arrange for the intern to have curriculum guides and texts in order to review and begin to gather materials.

3.6. TEACHING RESPONSIBILITIES

Program Specific Assignments

Each teacher education program and/or university supervisor has detailed requirements for assignments that best meet the competencies expected in the given program. These assignments and due dates are

contained in the course syllabus or in the list of expectations given to the intern in the Internship Orientation Meeting with the University Supervisor. General responsibilities are presented in the following sections.

Beginning Activities

The first days of the semester may be spent observing the cooperating teacher, helping individual students, checking student work, learning the classroom procedures, and becoming acquainted with the students. Active participation will greatly enhance learning during this period of time.

Some time should be devoted to studying the textbooks, teachers' guides, and other materials, which will be used in instruction. The intern often begins teaching by working with small groups or individuals and may cooperate in teaching particular lessons for which the cooperating teacher has the major responsibility.

Full-Time Teaching Responsibilities and Expectations

The internship is a 15 week field experience. Interns are expected to be involved in teaching and non-teaching responsibilities the entire 15 week period. Generally, the cooperating teacher assists the intern in developing a time line for gradual increase of teaching and non-teaching responsibilities. This increase of responsibilities must lead to a minimum of two consecutive weeks of independent teaching of all subjects as well as responsibility of all non-teaching duties. Some programs may require more than this minimum and interns are strongly encouraged to gain as much teaching experience as possible during the internship to build the necessary knowledge, skills, and dispositions needed to be successful as future educators.

3.7. PROFESSIONAL RESPONSIBILITIES

Schedule

Interns are expected to devote the full school day to teaching. The minimum school day should be determined by the arrival and departure times established for the teachers in the assigned school. Interns are expected to follow the same duty schedule as the cooperating teacher. The intern should accompany the cooperating teacher, **not substitute for the cooperating teacher**, on duty assignments.

Participation in faculty meetings, PTA/PTO meetings, and other professional meetings is expected. Interns should participate as fully as is appropriate in extra-class and school-wide activities, such as field trips, club meetings, home visits, etc. The intern is to follow the calendar established by the school system to which he/she is assigned, including holidays and breaks. The only dates set by the university that are applicable are the beginning and ending dates for the internship semester.

Interns should not schedule, nor leave their school for personal appointments, such as doctor appointments, dental appointments, hair appointments, etc. Interns should also not return to the University of West Georgia campus to attend to any personal matters during school hours unless instructed to do so by the university supervisor or other university administrators. In special cases, in which the intern has completed all expected requirements and is performing well, interns may schedule a

limited number of job interviews or attend a job fair with prior approval from their cooperating teacher, principal, and university supervisor.

Planning

Interns should always collaborate with the cooperating teacher to plan lessons and activities for the school day. Collaborative planning assures that content and lesson objectives are aligned with the grade level curriculum. ALL plans should be approved by the cooperating teacher in advance. Check with the supervising teacher on an acceptable time frame for submitting lesson plans.

The detail of the plans will vary according to the type of lessons and the requirements of individual university supervisors. Typically, interns begin with a longer format than the cooperating teacher regularly uses. As the intern becomes more proficient, the supervisors will advise moving to a shorter format. The required lesson plan components are provided through syllabi at the program level.

Interns are required to plan, teach, and evaluate a minimum of a two week sequence of lessons for completing the full-time teaching requirement. Interns should refer to the course syllabus or list of expectations for specific program requirements. Interns follow the cooperating school's policies regarding submitting the plans to administrators for checking and for leaving plans with the cooperating teacher's plans for the school archives.

Teaching Schedules

Two schedules should be submitted to the university supervisor. Please follow the timeline and guidelines specified by the university supervisor.

- a. Classroom Schedule: This is the classroom schedule of the cooperating teacher.
- b. Projected Incremental Teaching Schedule: This is the projected internship schedule, which shows the increasing responsibilities to be assumed by the intern.

Self-Evaluation

A fundamental process required of every intern is constant self-evaluation. This is necessary for determining strengths and needs for future development. Self-evaluation should lead to a realistic awareness of one's capabilities and development as a teacher. A journal is particularly helpful in self-evaluation. The journal or log is to be used primarily for the intern's personal reflection on the entire teaching/learning environment. The purpose is to become more aware of actions and to reflect on options of change which will increase professional development. Guidelines for journaling are provided at the program level and specified in the syllabus.

Course Work While Completing Internship

During the internship semester, teacher candidates register for the appropriate internship credit hours and the Internship Seminar. University of West Georgia permits students to enroll in one additional course during the internship. However, interns are strongly discouraged in making this choice.

Anecdotal feedback from our graduates has consistently indicated that this choice created undue hardship and frustration that was difficult to predict prior to internship.

The one additional course provision applies to candidates in education as well as in sport management.

Non-degree candidates who hold non-renewable teacher certification – may enter internship with up to 5 courses remaining in their program. Candidates will be allowed to take no more than two additional courses with each internship. Any additional courses may be taken after completion of both internships. Internship seminar will be treated as a part of internship and will not count as an additional course taken.

Non-degree candidates who **do not** hold non-renewable teacher certification – may enter internship with up to two courses remaining in their program. These courses must be content courses and not professional education courses. Candidates may take only one additional course with internship. The remaining course may be taken after completion of internship. Internship seminar will be treated as a part of internship and will not count as an additional course taken.

Employment During Internship

Internship is a full-time responsibility. Therefore, interns are strongly encouraged to devote all of their energies to the internship experiences. Employment during the internship semester could seriously jeopardize an intern's performance. Past experience has indicated that employment during internship hinders the intern's effectiveness.

Other Phases of the School Program

It is important that the intern has an opportunity to engage in a wide variety of experiences that are a part of the teacher's responsibilities. However, cooperating teachers are encouraged to obtain permission before allowing interns access to confidential records or before including interns in parent conferences. Check with school administrators regarding appropriate procedures.

Grades

The final grade for internship is officially determined by the university supervisor but is a result of considerable collaboration between the university supervisor and cooperating teacher. The final grade is based on the intern's performance during the entire semester. Continuous evaluation procedures, demonstrated competencies on the *Intern Keys*, and periodic observations all provide a basis for determination of the grade.

Factors that should be considered in assigning grades include the following:

- Classroom performance of the intern as observed by the cooperating teacher;
- University supervisor's observations;
- Completion of lesson plans and other assignments;
- Professional ethics and conduct;

- Interpersonal skills, and
- Demonstrated proficiency in the areas listed on the *Intern Keys* and other candidate evaluation forms as observed by the cooperating teacher and university supervisor.

Specific factors are discussed by the university supervisor during the Internship Orientation Meeting.

Interns earn a grade of Satisfactory, *S*, or Unsatisfactory, *U*. The grade of Incomplete, *I*, may only be assigned as a result of non-academic factors (example: prolonged illness).

Evaluation

Continuous evaluation provides the basis from which a final grade is derived. It is important that the cooperating teacher and university supervisor provide frequent feedback to the intern. Ideas shared in the evaluations will help the intern to understand his/her progress more clearly and improve his/her teaching.

Weekly feedback on the intern's performance must be given to the intern in writing and orally in both informal and formal conferences. The university supervisor should provide feedback/observation forms and outline suggested procedures to the cooperating teacher.

A midpoint conference of the internship team must be held to assess the progress of the intern. The progress should be measured against the criteria on the *Intern Keys*, which is completed at the midpoint and conclusion of the internship.

The *Intern Keys* is the instrument used to assess teaching competencies in the areas of professional behaviors and dispositions, pedagogy and knowledge, and management. When completing the *Intern Keys*, assessment should be based on competencies demonstrated over time. Assessment should **not** be based on the observation of one lesson.

The *Intern Keys* will be completed at the midpoint and final conferences by the university supervisor and the cooperating teacher. The final copy of the *Intern Keys* requires evaluation of the intern's performance for the entire semester, including evaluation of sustained teaching performance. The *Intern Keys* may be found at:

<http://www.westga.edu/assetsDept/coe/InternKeys.pdf>.

SECTION 4: DIFFICULTIES DURING FIELD EXPERIENCES AND INTERNSHIP

4.1. INTRODUCTION

Candidates/Interns are not expected to be perfect teachers. Challenges or difficulties are a natural part of the growth experiences in the teacher education program and/or field experiences and internship. Candidates are expected to address challenges immediately with their cooperating teacher and their university supervisor.

Typically, the candidate/intern will encounter and solve the challenge by following the guidance of the course instructor(s) and/or cooperating teacher(s). On some occasions, the candidate's/intern's solution will not produce the desired result. The candidate/intern, with the assistance of faculty and administration, will look carefully at the circumstances and collaboratively devise a written plan of action (Professional Growth Plan). Often, this will suffice.

Unfortunately, there are instances when no solution is reached. If it appears as though no solution can be found, the course instructor(s) and university supervisor(s) refer the situation to the appropriate Department Coordinator and/or Area Chair. A collaborative decision will be made and recommended options will be presented to the candidate/intern.

4.2. PROCEDURES FOR DIFFICULTIES

When the progress of a teacher candidate's/intern's professional development, as determined by the university supervisor(s) and cooperating teacher(s), community or site supervisor, course instructor(s), or Department Coordinator or Area Chair, is less than should be demonstrated at a given point in the teacher candidate's/intern's experience, corrective actions should be implemented and the teacher candidate's/intern's progress evaluated. Each department will use course instructor assessments, supervisors' observations and feedback, and documentation from the Department Coordinator and/or Area Chair to assess the teacher candidate's/intern's status in the teacher education program. The following steps will be followed:

- The university supervisor(s), course instructor(s), community or site supervisor, candidate/intern, and Department Coordinator and/or Area Chair assess the concerns and develop a Professional Growth Plan (**See Guidelines for Professional Growth Plan, Section 4.3**). The plan establishes expectations for the candidate/intern and a timeline for demonstration of expected behaviors. If the plan involves a field placement, the coordinating classroom teacher(s) and the site administrator may be informed of the provisions in the plan.
- The university supervisor(s), course instructor(s), community or site supervisor, and Department Coordinator and/or Area Chair confer immediately with the teacher candidate/intern to share the Professional Growth Plan and the accompanying timeline for completion of competencies and re-assessment. The coordinating classroom teacher(s), the course instructor(s), Department Coordinator and/or Area Chair, and/or site administrator may provide input and be present at this conference.

The Professional Growth Plan should be placed in the candidate's/intern's permanent file.

- At the designated point on the timeline for assessment of improvement, the university supervisor(s), course instructor(s), and Department Coordinator and/or Area Chair review the candidate's/intern's progress. If the plan involves a field experience, the coordinating classroom teacher and/or site administrator may be present at this meeting or they may be informed by the Department Coordinator and/or Area Chair of the decision made regarding the candidate's/intern's status in the program. A written progress report of the plan will be submitted to the Office of Field-Based Preparation. The following options are considered: **(See Guidelines for Professional Growth Plan, Section 4.3., Item IV).**

Options Following Development of the Professional Growth Plan:

The following items are possible outcomes following the implementation of a Professional Growth Plan:

1. The candidate's/intern's progress has been satisfactory and continuous. Field placement continues; or
2. Candidate/Intern shows some improvement. An addendum to the Professional Growth Plan may be implemented. Continuance in courses and field experience will be determined based on provisions in the Professional Growth Plan; or
3. The candidate/intern is not improving. An addendum to the Professional Growth Plan may be implemented or an alternative placement may be found. An alternative placement, if available, may be recommended with the following stipulations:
 - a. The alternative placement request must be confirmed with a school district, and a professional growth plan will accompany the candidate/intern to that placement setting. If another classroom placement is recommended, the Department Coordinator and/or Area Chair will present to the candidate/intern the options concerning the timing and requirements for the placement or;
 - b. If an alternative placement cannot be confirmed, or if the candidate/intern is already in an alternative placement, a failing grade of U, D, or F, is earned for each course associated with the field experience; or
4. If the candidate's/intern's progress has not been satisfactory and continuation in the program is no longer an option, a discontinuation policy is implemented, and the candidate/intern receives a failing grade for each course associated with the plan **(See Discontinuation Policy, Section 4.4.)**
5. The teacher candidate/intern is informed of the decision, both in writing and in a conference.

6. The candidate/intern is informed of the right to appeal the decision.

4.3 GUIDELINES FOR DEVELOPING PROFESSIONAL GROWTH PLAN

Below are guidelines for elements included in Professional Growth Plans:

- I. Concerns: Items of concern should be summarized under appropriate areas such as Required Professional Behaviors, Professional Behaviors and Dispositions, Pedagogy and Knowledge, or Classroom Management.
- II. Remediation: This section contains suggestions and/or required activities that will provide opportunities for the teacher candidate to grow in the area(s) outlined above.
- III. Expectations: This section contains specific behaviors that must be demonstrated by the teacher candidate and the time frame in that they must be demonstrated. These should be summarized in the same format as Section I.
- IV. Options See Options, **Section 4.2., Procedures for Difficulties**
- V. Signatures: Include signatures of all who are present at the conference.
- VI. Copies: Copies of the plan will be provided to the Department Coordinator and/ or Area Chair and/or the Administrator who coordinates field experiences.

4.3. DISCONTINUATION POLICY

There are circumstances that warrant discontinuing the candidate's admission to teacher education program and/or field experience placement. The termination of the admission to teacher education program status and/or the field experience placement may be immediate when the actions of the teacher candidate present a negative impact on the learning environment or on the safety of the students, or when the actions of the teacher candidate do not conform to responsible professional conduct as outlined:

- *in the Code of Ethics adopted by the Professional Standards Commission; or*
- *in the knowledge, skills, and dispositions as outlined in the Conceptual Framework of the College of Education; or as*
- *determined by university faculty, site administration, Department Coordinator and/or Area Chair, or the administrator who coordinates field experiences.*

In such circumstances, the following actions may be taken:

1. *The university supervisor and/or course instructor(s) and the Department Coordinator and/or Area Chair confer immediately with the teacher candidate to be*

sure that he/she is aware of the seriousness of the situation and to provide the teacher candidate with an opportunity to present additional information.

2. *The university supervisor and/or course instructor(s) and the Department Coordinator and/or Area Chair review the data and make a decision to either allow the candidate to continue in the teacher education program or be removed from the teacher education program.*
3. *The teacher candidate is informed of the decision, in writing and in conference by the Department Coordinator and/or Area Chair and/or the administrator who coordinates field experiences.*
4. *The Department Coordinator and/or Area Chair, advisor, and/or appropriate faculty member discuss with the candidate other career alternatives, available campus support resources, and/or options for a second opportunity in the teacher education program. The teacher candidate is informed of the appropriate procedures for appeal.*

Note: Unprofessional acts and/or acts which pose a safety risk may result in immediate termination of the admission to teacher education status, application for admission to teacher education, and/or field experience placements

SECTION 5: THE UNIVERSITY SUPERVISOR

5.1. INTERNSHIP

The role of university supervisor is a critical, active responsibility in the field experience and internship process. Often this function is viewed as facilitative. Facilitation is certainly one feature of responsibility—serving as mentor for the candidate/intern and building collegiality with cooperating teachers and school administrators. However, specific responsibilities may be divided into three areas: instructing, counseling, and evaluation. The following suggestions will help identify roles for each of the three areas.

5.2. INTERACTING WITH THE UNIVERSITY SUPERVISOR

Communication is critical to a beneficial experience for all members of the field experiences/internship team. The university supervisor should arrange frequent opportunities for communication. However, if needs for communication arise at other times, the cooperating teacher or any administrator of the cooperating school should not hesitate to contact the Director of the Office of Field-Based Preparation at 678-839-6083.

5.3. INTERACTING WITH THE COOPERATING TEACHER

Communication is critical to a beneficial experience for all members of the field experiences/internship team. The university supervisor must take the initiative to arrange frequent opportunities for communication with the cooperating teacher. The university supervisor may call upon the Office of Field-Based Preparation, Department Coordinator or Area Chair when there appears to be a need for a third party to help facilitate the communication.

The university supervisor is responsible for ensuring that the cooperating teacher receives materials provided by the department at the beginning of each semester. Materials may be in electronic form.

Observation/Conferencing Expectations/Conferencing Prompts

The university supervisor required number of observations varies among programs for field experiences of candidates prior to the internship phase. However, during internship, the university supervisor is expected to complete a minimum of six (total may include a videotape, Skype and/or principal's evaluation) observations in which interns are provided written positive feedback and constructive criticism. When possible, the university supervisor should strive to conference with the intern after observations to explain the written feedback. In addition, the *Intern Keys* should be completed near midterm and at the conclusion of the internship in consultation with the cooperating teacher.

Written feedback and constructive criticism should foster self-evaluation and reflection. Beginning with ... "Why do you think there was progress (or difficulty) here?" allows the candidate to begin seeking the answer to the most important question "Why?" Asking for

rationales for decisions made by the candidate will also foster self-evaluation. Additional suggestions are to paraphrase; to accept non-judgmentally; to clarify (Let me see if I understood you correctly); or to extend (Tell me more about). Conducting a conference in this manner takes longer but may be more effective in developing the candidate's self-evaluation skills. Additional prompts may include:

- Explain how your instruction engaged students.
- Describe how your instruction linked students' prior academic learning and personal, cultural, and community assets with new learning.
- Explain how you elicited student responses to promote thinking.
- Explain how you supported students throughout the learning segment.
- What changes would you make to your instruction to better support student learning of the central focus?
- Why do you think these changes would improve student learning?
- How will you assess learning for this segment?

Reactions to written work, preferably in writing, in regard to grammatical structure, organization, substance, relevance, and comprehensiveness are as important as responses to teaching.

Instructing

The university supervisor should:

- Serve as a resource person for the candidate, cooperating teacher, and principal;
- Model and interpret Georgia's *Code of Ethics*;
- Provide suggestions for classroom management, lesson planning, and instructional strategies;
- Provide the context for candidate/internship meetings;
- Establish and maintain professional and ethical working relationships with the cooperating schools. Contact the cooperating teachers prior to the arrival of the intern;
- Remain in communication with the principals of schools where candidates/interns are assigned to ensure satisfactory coordination of the program.

Counseling

The university supervisor should:

- Confer with the cooperating teacher at least as often as a visitation is made;
- Provide adequate individual conference time to assist the candidate/intern through weekly contacts;
- Emphasize the importance of ethical and professional conduct;
- Confer as soon as possible with the candidate/intern concerning the observations made;
- Emphasize the importance of handling certain problems and school situations with reticence and strictest confidence;
- Schedule and conduct three-way conferences at the beginning of the semester, at midpoint, and at the end of the internship.

Evaluation

The university supervisor should:

- Observe the candidate teaching in the classroom; do not rely solely on video;
- Provide written and oral feedback on the candidate's/intern's performance following each observation;
- Keep adequate records on each candidate/intern;
- Use appropriate evaluation to arrive at midpoint and final grades for the field experience.

School Visits

It is expected that the university supervisor will meet with the cooperating teacher prior to the arrival of the candidate/intern and will observe each candidate/intern. The length of visits may vary but should include ample time to discuss progress with the cooperating teacher and candidate/intern.

The university supervisor should schedule a midpoint conference of the field experience team to discuss midpoint evaluation. This three-way conference should identify teaching and professional strengths and areas needing further development in the remaining weeks of field experience. During this conference, the *Intern Keys* must be completed and submitted electronically to the appropriate area in Tk20.

On at least one of the visits to the school, it is advised that the university supervisor meet with the principal regarding the University of West Georgia candidates/interns that are placed at the school site. It is critical that the principal is aware of our appreciation of collaboration and that program feedback is valued.

The university supervisor is a representative of the University of West Georgia. Teachers and other staff members often have questions about programs and services offered. A cordial, informed response will leave a positive impression. While no one knows all the answers, offering the name of a contact person who may be in a position to offer assistance will be appreciated.

On each visit to the school, please observe the protocol and/or regulations regarding public school visitors. All schools require that visitors sign in and out; all university supervisors must wear UWG name tags.

SECTION 6: THE COOPERATING TEACHER

6.1. INTRODUCTION

The cooperating teacher interacts continuously with candidates and interns and is vitally important in field experiences. In fact, literature clearly indicates that the role of the cooperating teacher is the most influential one for candidates and interns. It is the cooperating teacher's daily guidance that will most facilitate the professional growth of candidates and interns. The guidance will not only be in teaching procedures and techniques, but also in selecting activities, gathering resource materials, and providing professional insight in relationship with students.

The role of the cooperating teacher fluctuates among roles of mentor, confidant, counselor, role model, instructor, and supervisor. In fact, often a strong and lasting friendship develops between these two members of the team. Because of the varied nature and intensity of these roles, particular care must be given to maintaining the objectivity of supervision.

The pages that follow are provided with the intent of offering structure to the supervision and to generate some degree of commonality for the University of West Georgia's diverse field experience and internship situations.

6.2. GUIDELINES FOR SELECTION OF COOPERATING TEACHERS

Cooperating teachers are selected in a process that involves the university, school system administrators, and cooperating school administrators. The following serve as guidelines for the selection. The supervising teacher:

- a. must have a valid clear renewable professional certificate in the field in which the intern is preparing to teach,
- b. must have at least three years of successful teaching experience on a professional certificate,
- c. should be recognized for excellence in teaching and the ability to work with others,
- d. must be recommended by the cooperating school principal,
- e. should possess effective mentoring and supervisory skills,
- f. must express an interest and desire to collaborate with the intern and university supervisor, and
- g. should have an instructional load that is realistic and reflects an appropriate cross section of the student population. It must reflect the certificate field of the intern.

These are frequent questions concerning selection of cooperating teachers.

1. May resource teachers serve in the role of cooperating teacher?

The traditional classroom setting is preferred. There are SIA and Chapter teachers who would serve as excellent role models. However, it is important during field experience/internship that field experience candidates and interns develop effective familiarity with the traditional classroom setting, although the environment may vary from school to school.

2. Can Early Childhood interns be placed in Pre-kindergarten (Pre-K) sites?

Not at the present time. The Early Childhood program is presently designed to include a Pre-K site experience before internship. The internship site must be in grades K-5.

Honorarium

Cooperating teachers may be paid an honorarium for their supervision.

6.3. RESPONSIBILITIES OF THE COOPERATING TEACHER

Because the cooperating teacher is always present, this team member is the critical link in the observation-mentoring cycle leading to professional growth. To assist in this supervision task each teacher education program may provide expectations, procedures, and/or forms for use. The following suggestions may be used in addition to specific expectations from individual programs.

Preparing for the Candidate:

The responsibility for a positive experience must be shared by all members of the field experiences/internship team. This section deals with suggestions for the cooperating teacher.

- Inform parents that an intern will be in the room.
- Discuss with students who is coming and why, their part in preparation, and advantages in having a "second teacher."
- Provide a desk or area where the intern may keep books, papers, supplies, etc.
- Prepare a folder of materials that contains school schedules, emergency procedures, faculty handbook, discipline policies, etc.

Observation and Record Keeping

The cooperating teacher should maintain daily and/or weekly notes on the candidate's/intern's instructional and professional behavior in chronological order. These notes offer a good reference source in determining midpoint and final evaluations. They will also provide clear systematized information for conferences with the university supervisor. The candidate/intern should receive ongoing feedback with regard to the knowledge, skills, and dispositions expected

of education professionals. The feedback from the observation notes should include positive comments as well as the constructive criticism leading to improvement of weaknesses. In instances where another technique may have been more effective, suggest alternative ways of teaching the same content.

Beginning Experiences

These experiences should prepare the candidate to participate in the classroom without misgivings relative to methodology and content. Professional standards and ethics should be maintained throughout beginning experiences to set the tone for the entire experience. These suggestions may help:

For all candidates/interns:

- Guide the candidate/intern in analyzing and evaluating observations;
- Assist the candidate/intern in recognizing and overcoming any undesirable traits that impact their professional responsibilities;
- Acknowledge the candidate's/intern's ideas and encourage initiative;
- Assist the candidate/intern in efficiently performing routine duties and in keeping records;
- Review the candidate's/intern's daily lesson plans and make constructive suggestions. It is very important that lesson plans be approved prior to teaching;
- Discuss the school and/or classroom discipline plan. The cooperating teacher should specify to the intern which discipline measures have been identified by the school as appropriate and which ones can be administered by the candidate/intern.

For interns only:

- Increase teaching responsibilities gradually as soon as the intern shows evidence of being ready to assume them;
- Plan a semester schedule which specifies an increase in teaching responsibilities: subject by subject or period by period.

SECTION 7: GEORGIA CERTIFICATION

7.1. PROFESSIONAL STANDARDS COMMISSION

Functions relating to the preparation and certification of school personnel are housed in the Professional Standards Commission (PSC) and its Executive Secretary. The PSC establishes and enforces standards for teacher education programs which lead to Georgia certification, rules for Georgia educator certification, and standards of competent professional performance and ethical conduct for Georgia educators.

The following numbers and addresses will assist in communication with the PSC:

Mr. Kelly Henson, Executive Secretary
Georgia Professional Standards Commission
200 Piedmont Avenue, Suite 1702
Atlanta, GA 30334-9032

404-232-2500 (Certification Division)
PSC Website: www.gapsc.com

Privacy of Information

Privacy of Information is protected under Rule 505-2-.33 of the PSC Certification Rules which states:

- “(1) The Family Educational Rights and Privacy Act of 1974 (FERPA), is a federal law regarding an individual’s right to privacy; the Buckley/Pell amendment (Privacy Act) sets extensive guidelines for the release and subsequent use of information from post-secondary education records.
- (2) Education records, once released by an institution, are the property of the student and may be released only for a specific purpose (i.e., employment or certification). The organization receiving the transcripts is responsible for protecting the document owner’s privacy. The Certification Division will not, without the applicant’s authorization, release any information not considered public record under Federal and State Law.
- (3) Information will not be released to the spouse, parent, sibling or children of an individual without specific authorization. Confidential information, such as test scores and grades on transcripts, will not be released.
- (4) The Certification Division, while maintaining microfilm and electronic copies of original transcripts, cannot copy or provide copies of transcripts to individuals or to other offices, agencies or institutions except in cases of criminal or a PSC Ethics Division investigation.”

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

Criminal Background Check

An applicant for certification in Georgia must comply with the ethical standards of the profession. When applying for a Georgia educator certificate, applicants must respond to the following questions:

1. Have you ever had an adverse action (*i.e. warning, reprimand, suspension, revocation, denial, voluntary surrender, disbarment*) taken against a professional certificate, license or permit issued by an agency **OTHER THAN the Georgia Professional Standards Commission**?
2. Are you currently the subject of an investigation involving a violation of a profession's laws, rules, standards or Code of Ethics by an agency **OTHER THAN the Georgia Professional Standards Commission**?
3. Have you ever received a less than honorable discharge from any branch of the armed services? (*If "yes", provide a copy of form DD214.*)
4. Have you ever left an employment position (*retired, resigned, been dismissed, terminated, non-renewed or otherwise*) while under investigation?
5. Are you currently the subject of an investigation involving sexual misconduct or physical harm to a child?
6. Are you the subject of a pending investigation involving a criminal act?
7. For any **felony** or any **crime involving moral turpitude**, have you ever:
 - Pled guilty;
 - Entered a plea of *nolo contendere*;
 - Been found guilty;
 - Pled guilty to a lesser offense;
 - Been granted first offender treatment without adjudication of guilt;
 - Participated in a pre-trial diversion program;
 - Been found not guilty by reason of insanity; or
 - Been placed under a court order whereby an adjudication or sentence was withheld?
8. Have you ever been convicted, or pled to a lesser offense for any sexual offense?
9. Have you been convicted of a drug offense (felony or misdemeanor) **after July 1, 2008**, while holding any professional certificate, license or permit?

I affirm that all information is true and correct. I hereby give permission to the Professional Standards Commission to obtain copies of any criminal and personnel records relating to me which are held by any local, state or federal government agency or private entity. I authorize any such agency or entity to release those records to the Commission.

College Recommendation for Certification

All teacher education programs at the University of West Georgia are accredited by National Council for Accreditation of Teacher Education (NCATE) and approved to lead to certification by the State of Georgia. The certification of UWG's graduates based on the university's recommendation is authorized by Rule 505-2-.16 which states:

- “(2) The Professional Standards Commission may certify applicants who have completed state approved educator preparation programs in any state under the following conditions:
- (a) The educator preparation program was approved by the state approval authority in a state that approves teacher preparation programs, the educator preparation program was approved for the field in the recommended area of certification, and the program held approval status during the year in which the applicant completed the program.
 - 1. In the specific field of Speech and Language Pathology, the PSC shall accept ASHA-approved programs that are not state-approved but are completed at PSC-accepted accredited institutions.
 - (b) The applicant has completed all state-approved program requirements and has been recommended for certification by the official authorized to make such recommendations.
 - (c) The recommendation for certification is in a field recognized by the Professional Standards Commission. If the recommendation is in an area recognized in Georgia as an endorsement only, the applicant will be issued a professional certificate in that field.
- (3) Georgia state-approved programs shall include all course work specified in Special Georgia Requirements, outlined in PSC Rule 505-2-.20. However, the content assessment is not considered part of the approved program, but is a separate state requirement for certification. Georgia state-approved programs may recommend an individual who has completed all program requirements, to include the Special Georgia Requirements, with the exception of the content assessment. Without the completed assessment, the individual will not be eligible for any certificate unless requested by a Georgia employing school system. Upon such a request, a one-year Waiver certificate may be issued.”

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

Validity Date

The certification validity date is the date when a certificate is first valid. Validity periods and dating of certificates are governed by PSC Rule 505-2-.23 as follows:

- (1) Validity periods for certificate fields are used in conjunction with types and titles to determine certification classification category. Certificate fields are issued with specific validity periods depending upon this classification. (Rule 505-2-.02).
 - (a) Initial Clear Renewable certificates are valid for five years and determine the subsequent renewal cycle. Fields added to the Clear Renewable category will retain the same expiration date as the original; the beginning validity may vary depending upon the date requirements for the field are completed. (For example, when an individual with a 5-year certificate adds a new field at the end of the third year, to maintain the same base expiration date the new field will initially be valid for only 2 years. The credits used to add the new field may then be used to renew both certificates for the next 5-year cycle.)

- (b) The validity period for all other certificates will vary depending on the outstanding conditions required to obtain the Clear Renewable. These requirements will be outlined in correspondence from the certification office at the time of issue.
 - (c) At the request of an employing school system, the PSC may extend the validity period of selected certificates for up to one additional year as a Waiver certificate.
- (2) The effective date of a certification level or field validity period is governed by the date the complete application package is received by the PSC Certification Division.
- (a) Certificates shall not normally be backdated prior to July 1 regardless of the date requirements are met if the complete application package for the transaction is received on or after July 1. In order for the validity period to be prior to July 1, the complete package must be received in the certification office prior to that date.
 - 1. If the superintendent of an employing school system submits a written statement verifying that all salary adjustments will be paid using only local funds, the PSC may backdate a certificate validity date or level prior to the July 1 date.
 - (b) The beginning date of Clear Renewable certificates will be determined by the route to certification.
 - 1. Certificates based on completion of an approved degree program shall be effective from the date the institution certifies on the official transcript that all degree requirements were completed or July 1, whichever is more recent.
 - 2. Certificates based on completion of an approved program by an applicant who already holds a degree shall be effective from the date all program requirements were completed or July 1, whichever is more recent.
 - (c) The beginning validity date of all other certificates will follow the rules outlined for Clear Renewable certificates with the following exception:
 - 1. Any certificate issued to an individual who becomes employed on or after January 1, will be valid from the first day of the month in which employed.
 - (d) Certificates are dated to expire on June 30 of the last year of validity (which will vary depending on the certification classification/category)

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

At the University of West Georgia, the validity date is the official graduation date for each term or the date the last certification requirement was met, whichever is later.

7.2. PROCEDURES FOR APPLYING FOR A CERTIFICATE

An explanation of certification requirements and the application process is included in each Orientation to Internship Meeting. At the end of each semester all candidates complete the application process through a handbook provided via each candidate's UWG email account. Applications for certificates are processed by the Office of Teacher Certification. The Office of

Teacher Certification may be contacted at (678) 839-6109. Following the procedures outlined below will expedite the certification process.

Application for the FIRST Georgia Certificate

Students who complete an approved Teacher Education Program and have a passing score on both the Praxis I exam/GACE Basic Skills Assessment (or exemption), and the Praxis II exam/GACE Content Assessment (or Teacher Certification Test-TCT) exam in the appropriate teaching field, are recommended by the University for a professional teaching or service certificate. At the end of the candidate's final semester a handbook will be provided via their UWG email account that will assist them in applying for initial professional certification.

APPENDIX A

SUMMARY GEORGIA CODE OF ETHICS

The complete code of ethics can be found at
<http://www.gapsc.com>

APPENDIX B

SAMPLE JOURNAL ENTRY TOPICS

SAMPLE JOURNAL TOPICS FORM
Student Journal Topics/Reactions

* **Complete the sentence; then, offer support and detail for your response: “This week in the classroom for me was...”**

1. What was your biggest project of the week? Comment on its success.
2. Discuss the high point(s) of the week.
3. Who was your most rewarding student during the week? Discuss your answer. Include a description of your relationship with the student.
4. Which student presented the biggest challenge for you this week? Discuss your answer. Include a description of your relationship with the student.

* **Consider the expectancies of teaching that you had prior to field experiences or internship.**

1. What has been revealed to you about teaching that you had not envisioned before the beginning of this semester?
2. What confirmations about teaching have been made for you during this semester?
3. Talk about specific steps that you have taken during the semester to improve your skills as a developing teacher.
4. Describe an experience in the internship that has positively contributed to your development as a teacher.

* **Consider the topic of behavior management.**

1. Discuss effective methods of managing student behavior that you have observed or used.
2. From your experience within the classroom, in what ways do teachers sometimes contribute to the development of behavior problems?

* **Your supervising teacher and university supervisor have worked closely with you during this semester. Discuss their contributions to your growth. Note suggestions that you may have for them in their work with future interns.**

Supervising Teacher:

University Supervisor:

***Anticipate your future teaching.**

1. Discuss features of teaching about which you feel most confident.
2. Discuss features of teaching in which you feel a need to improve.

APPENDIX C

SAMPLE WEEKLY FEEDBACK TOPICS

SUPERVISING TEACHER'S FEEDBACK TO INTERNS

WEEKLY:

1. Discuss the intern's involvement with your students and the level of proficiency with which the intern is performing.
2. Discuss the intern's instruction:
 - a) knowledge of content
 - b) involvement of students in the instructional process
 - c) instructional skills
3. Offer evidence of your intern's motivation in teaching.
4. Discuss the intern's effectiveness with behavior management.
 - a) What approaches have proven to be productive?
 - b) What circumstances seem to be most challenging?
5. Discuss the intern's ability to evaluate student participation and productivity. Consider formal and informal techniques.

MIDPOINT OR FINAL

1. At this point in the intern's experience, reflect on your intern's activity during the time in your classroom.
 - a) What features seem to be strong?
 - b) What recommendations for improvement or growth do you offer?

2. Discuss your intern's participation in the total school program, out-of-class as well as in-class responsibilities.

3. As you have observed the intern:
 - a) What evidence do you see of improvement and growth?

 - b) What areas do you see in which the intern still needs to improve?

 - c) What recommendations do you have?

APPENDIX D

TERMINOLOGY

Terminology

The following list represents some frequently occurring words for which definition may prove helpful.

Candidate: A teacher education student.

Internship: The full-time, semester long teaching experience under the direct supervision of a university supervisor and a public school classroom supervising teacher.

Intern: The university student, who having met all university criteria, is assigned to a classroom teacher in a public school for the purpose of completing an internship in teaching.

University Supervisor: The University of West Georgia representative who is responsible for supervising candidates.

Cooperating Teacher: A public school faculty member who teaches children or youth and who voluntarily accepts the responsibility of providing on-site supervision of a candidate.

Cooperating School: A public school that provides the placement for the candidate.

Cooperating School System: A public school district that cooperates with the university in providing field experience sites according to formal agreement.

System Coordinator: The person designated by the superintendent to coordinate field experience matters within a school system.

Site Administrator: The principal or person designated by the principal to coordinate field experience matters at the school site.

Professional Standards Commission (PSC): The state agency that administers policies pertaining to the preparation and certification of education personnel. The office also establishes and enforces standards of competent professional performance and ethical conduct for educators in Georgia. The website for the PSC is <http://www.ga.psc>.