

GORDON STATE HIGHLANDERS



Teacher Education Handbook

🍏 BSED in Elementary Education/Special Education
Traditional Track

🍏 BSED in Elementary Education/Special Education
Parapro-to-Teacher Track

🍏 BSED in Secondary Education with English Track

🍏 BSED in Secondary Education with History Track

🍏 BS in Biology with Teaching Certification

Contents

Welcome	3
Program Philosophy	3
Purpose	3
Vision.....	3
Mission	3
Conceptual Framework.....	4
Learning Outcomes	4
About the Program.....	4
Two Options	5
BSSED in Elementary/ Special Education	5
Admission to the Elementary/Special Education Teacher Education Program	5
Upper-Level Course of Study for Elementary Education/ Special Education.....	7
BSSED in Secondary Education	8
Admission to the Secondary Certification Teacher Education Program	8
Upper-Level Course of Study for Secondary Education	10
Field Experiences	11
Explanation.....	11
Practicum and Internship Hours	11
Practicum and Internship Placements	14
Social Media	15
Academic Progress and Professionalism.....	16
Academic Requirements to Progress in the Education Program:	16
Professionalism Requirements to Progress in the Education Program:	16
Disposition Letter of Concern	16
Dismissal.....	17
Re-entry.....	17
Partners.....	17
College Supervisors	17
Cooperating Teachers.....	18
Field Placement Coordinator	20
Appendix A	21
Appendix B	24

Appendix C.....	26
Appendix D	27
Appendix E.....	28
Appendix F.....	29
Appendix G	30
Appendix H	31
Appendix I.....	32
Appendix J	33

Welcome

Program Philosophy

Gordon State College School of Education, Math, and Applied Sciences graduates will make a difference in the lives of the students and communities they serve. Their careers will build on the foundations of competence and disposition of character which were initially guided and shaped in their professional preparation at Gordon State College.

Purpose

The purpose of the Bachelor of Science in Education degrees (BSED) is to further the mission of Gordon State College by offering programs and upper-division courses that meet the educational and employment needs of the community and region. The program will be aligned with national and state standards, incorporating the most current research and recommendations for teacher preparation.

Vision

The vision of the Gordon State College Education Program is to provide a supportive and empowering environment where students can prepare for their future careers and a lifetime of learning.

Mission

The mission of Gordon State College's Teacher Preparation Program is to produce exceptional professionals who, as teachers, will distinguish themselves as leaders in their classrooms, their schools, and within the profession as a whole.

Conceptual Framework

The conceptual framework that guides Gordon State College's Education Program is designed to prepare future Georgia teachers in the best traditions of the profession and to provide them with the most current knowledge available about student learning. Through relevant coursework and clinical experiences, the program serves to develop teachers who have knowledge, maturity, confidence, and an appreciation for the uniqueness of every child in their care. Our conceptual framework incorporates two goals: demonstrating knowledge and skills that support student learning, and valuing character dispositions expected of ethical and effective teachers. The driving force of this program is the connection between teacher candidates and faculty. Teacher candidates learn from veteran and retired educators who will share their personal stories, insights, and pedagogical knowledge. Ultimately, the quality of our graduates will establish the college's reputation.

Learning Outcomes

The entire toolkit of the Education Program is described by ten performance standards from the Georgia Teacher Assessment on Performance Standards (TAPS). The Georgia Department of Education organizes these standards within five dimensions: planning, instructional delivery, assessment of and for learning, learning environment, and professionalism and communication. Each standard contains several quality indicators.

Georgia TAPS:

https://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Documents/FY15%20TKES%20and%20LKES%20Documents/TAPS_Reference_Sheet%206-5-14.pdf

About the Program

The Bachelor of Science in Education (BSED) was Gordon State College's first four-year degree program. The program of study focuses on preparation for a Georgia teaching certificate in Special Education General Curriculum/ Elementary Education (P-5). This combination of training enables our graduates to be highly qualified to meet the increased expectations of teaching children with mild disabilities who are included in general education classrooms. Upon passing the GACE, graduates will be certified to teach every core academic subject, as the teacher of record, in the regular P-5 classroom and/or teach special education students who are in the general curriculum through fifth grade in the state of Georgia.

The BSED in Secondary Education prepares students to teach in grades 6-12 in Georgia. With this degree, the student chooses to focus on either English or History content areas. They may also choose to earn a BS in Biology with Georgia teaching certification.

These programs are approved by the Georgia Professional Standards Commission to lead to a first Georgia Educator Certification. Our programs are not designed to meet the requirements for certification for any other state.

Two Options

Gordon State College offers two tracks for both the Elementary Education program and the Secondary Education program: traditional track and parapro-to-teacher track. Students can choose the track in which to enroll. The courses and outcome of each track are the same.

- The traditional program is targeted for students who currently do not work in education and *all classes are offered in-person, on campus only* on Tuesdays and Thursdays leaving Mondays, Wednesdays, and Fridays for practicum hours. In the third term (summer between junior and senior year), students will take classes *in-person, on campus* Monday through Thursday.
- The parapro-to-teacher track option is for those who are currently working as paraprofessionals in a public school system in Georgia. The courses in this track are all *online*. The application for this track includes a Memorandum of Understanding signed by the school principal who agrees to allow the parapro to complete practicum and student teaching hours within the school where they work.
- Content area course (history, English, and biology) schedules for Candidates in the Secondary program are offered at the discretion of the faculty in those departments.

BSED in Elementary/ Special Education

Admission to the Elementary/Special Education Teacher Education Program

Admission to the B.S. in Elementary Education program is competitive and granted on a space available basis. In order to be considered for admission:

1. Applicants must be admitted to Gordon State College and in good standing with the College.
2. Applicants are projected to complete all of the lower-level courses in an Associate of Arts program for Elementary Education, by the end of the summer semester prior to beginning fall semester, to include an overall last attempt GPA of 2.75 or better.
3. Applicants must have a grade of "C" or higher in all Area A and Area F courses. Students who matriculate in Fall 2023 or later will follow the IMPACTS core schedule (Figure 1).
4. Applicants must complete all portions of the "Application for Admission to the Bachelor of Science in Education Program."
5. Students must register with the PSC and create a MyPSC account.
6. Students must complete the Lawful Verification of Presence Form.
7. Students must take the GACE Ethics Assessment.
8. Students must complete all paperwork for the Pre-Service Certification with the PSC.

Students transferring to Gordon State College must meet all criteria for admission to the BSED as outlined above.

Students accepted for admission will be part of a cohort of students enrolled in the program of study throughout the Elementary Education courses, field experiences, and internship. Upon

acceptance, students are required to submit proof of professional liability insurance coverage. Currently, candidates are admitted only for full-time study.

(Academic Catalog 2023-2024 <https://www.gordonstate.edu/documents/departments/academic-affairs/academic-catalog/2023-24-catalog-final-1-05-24.pdf>)

Figure 1

Pre-requisite Courses (IMPACTS core) for Elementary Education/ Special Education

Institutional Priority (4 Semester Hours)	Course	Term	Cr Hrs
FIRE 1000: Freshman Introduction to Reasoning Essentials			2
Choose one of the following: COLQ 2991, 2992, 2993, 2994H, or 2995			2
Math & Quantitative Skills (3-4 Semester Hours)			
Choose one of the following: MATH 1001, 1111, 1113, 1401, 1501			3-4
Political Science & US History (6 Semester Hours)			
POLS 1101: American Government			3
Choose one of the following: HIST 2111 or 2112			3
Arts, Humanities, & Ethics (6 Semester Hours)			
Choose one of the following: ARTS 1100, 1101, 1102; COMM 1100, 1110, 1500; FREN 1001, 1002; HUMN 1501, 1502; MUSC 1100; SPAN 1001, 1002, 1060; THEA 1000, 1100			3
Choose one of the following: ENGL 2111, 2112, 2121, 2122, 2131, 2132, 2141, 2142, or PHIL 2010, 2020			3
Communication in Writing (6 Semester Hours)			
ENGL 1101			3
ENGL 1102			3
Technology, Mathematics, and Science (11-12)			
Choose one of the following: ASTR 1010K; ASTR 1020K; BIOL 1107K; BIOL 1111K; CHEM 1151K; CHEM 1211K; GEOL 1121L; PHYS 1111K			4
Choose one of the following: ASTR 1010K; ASTR 1020K; BIOL 1107K; BIOL 1111K; BIOL 1108K; BIOL 1112K; CHEM 1151K; CHEM 1152K; CHEM 1211K; CHEM 1212K; GEOL 1121K; GEOL 1122K; PHYS 1111K; PHYS 1112K			4
Choose one of the following: BIOL 1011; BIOL 1050; BIOL 1107K; BIOL 1108K; BIOL 1111K; BIOL 1112K; CHEM 1151K; CHEM 1152K; CHEM 1211K; CHEM 1212K; CHEM 2200; CSCI 1101, CSCI 2102; DATA 1501; GEOL 1121K; GEOL 1122K; ISCI 1121K; MATH 1113; MATH 1401, MATH 1501, MATH 1502, PHSC 1011; PHYS 1111K; PHYS 1112K			3-4
<i>Note: Credit is not awarded for both BIOL 1107 and 1111 or both BIOL 1108 and 1112</i>			
Social Sciences (6 Semester Hours)			
Choose two of the following: ANTH 1102; any ECON; any HIST not taken above; PSYC 1101; SOCI 1101; or POLS 2201, 2301, 2401			3
			3
Literacy Foundations (3 Semester Hours)			
EDUC 2140 (Foundations of Reading)			3

Education students must earn at least a C in the English and math courses taken for the IMPACTS core, EDUC 2140, and all courses listed below.

Core Courses for the BSED in Elementary Education (Grades Pre-K to 5)
EDUC 2110 (Investigating Critical and Contemporary Issues in Education)
EDUC 2120 (Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts)
EDUC 2130 (Exploring Learning and Teaching)
MATH 2008 (Foundations of Numbers and Operations)
ISCI 2001 (Life/Earth Science for Elementary and Middle Grades Education)
ISCI 2002 (Physical Science for Elementary and Middle Grades Education)

Upper-Level Course of Study for Elementary Education/ Special Education

Once a student is accepted into the Elementary Education/ Special Education Program (traditional or parapro-to-teacher track), course work includes 12 semester hours in reading, 9 additional hours in mathematics, 9 hours in special education, and 27 hours in pedagogy and additional curriculum studies in art, science, and social studies. As a cohort, these students take all their upper-level courses together over 5 semesters, *including the summer between their junior and senior years*.

Coupled with their course work, candidates participate in field experiences in area schools throughout the two years, culminating in their internship in the last semester prior to graduation. In each of the first three semesters, Elementary Education Candidates will complete 100 field experience hours in specific grade bands (K-1, 2-3, 4-5). In the fourth semester, students complete a 600-hour internship in any grade K-5.

Figure 2

Upper-Level Courses for Elementary Education/ Special Education

Term 1 (Fall) Courses for the BSED in Elementary Education (Grades Pre-K to 5)	Cr Hrs
MATH 3001 (Topics in Algebra for Elementary Education)	3
LART 3005 (Introduction to the Teaching of Reading)	3
SPED 3100 (Characteristics of Students with Mild Disabilities)	3
EDUC 3003 (Classroom Management)	3
EDUC 3500 (Professionalism: Field Experience I)	1
Total	13

Term 2 (Spring) Courses for the BSED in Elementary Education (Grades Pre-K to 5)	Cr Hrs
MATH 3002 (Geometry for Teachers)	3
LART 3090 (Literature for Children)	3
SPED 4200 (Educational Interventions for Students with Mild Disabilities)	3
EDUC 3200 (Instructional Technology and Media)	3
EDUC 3501 (Professionalism: Field Experience II)	2
Total	14

Term 3 (Summer) Courses for the BSED in Elementary Education (Grades Pre-K to 5)	Cr Hrs
---	---------------

EDUC 3002 (Assessment in Elementary Education)	3
EDUC 3000 (Integrated Applied Arts: Art, Music, Creative Performance, and Movement)	3
EDUC 3300 (Integrated Social Studies for Elementary Education)	3
EDUC 4200 (Science in Elementary Education)	3
Total	12
Term 4 (Fall) Courses for the BSED in Elementary Education (Grades Pre-K to 5)	Cr Hrs
MATH 3003 (Data Analysis, Probability, and Connections)	3
SPED 4000 (Educational Assessment of Exceptional Children)	3
EDUC 4001 (Elementary Methods and Materials)	3
LART 3006 (Teaching Reading in the Content Areas)	3
LART 3007 (Analysis and Correction of Reading Problems)	3
EDUC 3502 (Professionalism: Field Experience III)	2
Total	17
Term 5 (Spring) Courses for the BSED in Elementary Education (Grades PK-5)	Cr Hrs
EDUC 4204 (Internship in Elementary Education)	6
EDUC 4404 (Internship Special Education)	6
EDUC 3090 (Classroom Data Analysis)	1
Total	13

The combination of in-class and field studies allows candidates the opportunity to develop a maturity level for the work of teaching and the pedagogical knowledge to meet the needs of diverse learners.

If a Teacher Candidate feels the need to deviate from the chosen course of study, exceptions will only be made in accordance with federal and state guidelines (such as Title IX and ADA). In such instances, the Teacher Candidate should inquire about specific procedures from the Dean's office.

BSED in Secondary Education

Admission to the Secondary Certification Teacher Education Program

1. Admission to a Secondary Certification Program is only open to students who are actively pursuing a baccalaureate degree.
2. Applicants are projected to complete all of the lower-level courses required as preparation for the Bachelor of Science by the end of the summer semester prior to beginning upper-level courses in the fall semester. The overall institutional GPA for the lower-level courses completed must be 2.5 or better.
3. Applicants must have a grade of "C" or higher in all Area A and Area F courses. Students who matriculate in Fall 2023 or later will follow the IMPACTS core schedule (Figure 3). Applicants from non-USG institutions must have a grade of "C" or better in courses comparable to courses found in USG Areas A and F. Non-Gordon students must provide an official transcript.
4. Applicants must fully complete the "Application for Admission to Teacher Education."
5. Students must register with the PSC and create a MyPSC account.

6. Students must complete the Lawful Verification of Presence Form.
7. Students must take the GACE Ethics Assessment.
8. Students must complete all paperwork for the Pre-Service Certification with the PSC.

Students transferring to Gordon State College from other schools must meet all criteria for admission to the Secondary Certification Program as outlined. Transfer students not meeting the criteria for admission may be advised to take additional courses to complete the core curriculum in education in order to qualify for admission. Since the curriculum in education is linked to state and national accreditation requirements and mandates, the curriculum is subject to change.

Figure 3

Pre-requisite Courses (IMPACTS core) for Secondary Education

Institutional Priority (4 Semester Hours)	Course	Term	Cr Hrs
FIRE 1000: Freshman Introduction to Reasoning Essentials			2
Choose one of the following: COLQ 2991, 2992, 2993, 2994H, or 2995			2
Math & Quantitative Skills (3-4 Semester Hours)			
Choose one of the following: MATH 1001, 1111, 1113, 1401, 1501			3-4
Political Science & US History (6 Semester Hours)			
POLS 1101: American Government			3
Choose one of the following: HIST 2111 or 2112			3
Arts, Humanities, & Ethics (6 Semester Hours)			
Choose one of the following: ARTS 1100, 1101, 1102; COMM 1100, 1110, 1500; FREN 1001, 1002; HUMN 1501, 1502; MUSC 1100; SPAN 1001, 1002, 1060; THEA 1000, 1100			3
Choose one of the following: ENGL 2111, 2112, 2121, 2122, 2131, 2132, 2141, 2142, or PHIL 2010, 2020			3
Communication in Writing (6 Semester Hours)			
ENGL 1101			3
ENGL 1102			3
Technology, Mathematics, and Science (11-12)			
Choose one of the following: ASTR 1010K; ASTR 1020K; BIOL 1107K; BIOL 1111K; CHEM 1151K; CHEM 1211K; GEOL 1121L; PHYS 1111K			4
Choose one of the following: ASTR 1010K; ASTR 1020K; BIOL 1107K; BIOL 1111K; BIOL 1108K; BIOL 1112K; CHEM 1151K; CHEM 1152K; CHEM 1211K; CHEM 1212K; GEOL 1121L; GEOL 1122K; PHYS 1111K; PHYS 1112K			4
Choose one of the following: BIOL 1011; BIOL 1050; BIOL 1107K; BIOL 1108K; BIOL 1111K; BIOL 1112K; CHEM 1151K; CHEM 1152K; CHEM 1211K; CHEM 1212K; CHEM 2200; CSCI 1101, CSCI 2102; DATA 1501; GEOL 1121K; GEOL 1122K; ISCI 1121K; MATH 1113; MATH 1401, MATH 1501, MATH 1502, PHSC 1011; PHYS 1111K; PHYS 1112K			3-4
<i>Note: Credit is not awarded for both BIOL 1107 and 1111 or both BIOL 1108 and 1112</i>			
Social Sciences (6 Semester Hours)			
Choose two of the following: ANTH 1102; any ECON; any HIST not taken above; PSYC 1101; SOCI 1101; or POLS 2201, 2301, 2401			3
			3
Literacy Foundations (3 Semester Hours)			

EDUC 2140 (Foundations of Reading)			3
------------------------------------	--	--	----------

Education students must earn at least a C in the English and math courses taken for the IMPACTS core, EDUC 2140, and all courses listed below.

Core Courses for the BSED in Secondary Education (Grades 6 to 12)	Term	Cr Hrs
EDUC 2110 (Investigating Critical and Contemporary Issues in Education)		3
EDUC 2120 (Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts)		3
EDUC 2130 (Exploring Learning and Teaching)		3
Content Course in Focus Area		3
Content Course in Focus Area		3
Content Course in Focus Area		3

Upper-Level Course of Study for Secondary Education

Candidates accepted into the Secondary Education Program complete 6 hours in literature/reading, 3 hours in special education, 9 hours in middle and secondary pedagogy, and an additional 24 hours in upper-level content focus area (history or English).

Along with their coursework, candidates participate in a 150-hour field experience in their 3rd term in grades 6-8. Their final semester consists of a 600-hour clinical practice in any grade 9-12.

Figure 4

Upper-Level Courses for Secondary Education

Term 1 Courses for the BSED in Secondary Education (Grades 6 to 12)	Cr Hrs
EDUC 3005 (Middle and Secondary Curriculum, Instruction, and Assessment)	3
EDUC 4600 (Classroom Management for Middle and Secondary Education)	3
LART 3006 (Teaching Reading in the Content Areas)	3
LART 3030 (Adolescent Literature)	3
Upper-Level Course in Content Focus Area	3
Upper-Level Course in Content Focus Area	3
Total	18

Term 2 Courses for the BSED in Secondary Education (Grades 6 to 12)	Cr Hrs
EDUC 4800 (Curriculum and Instruction in Education)	3
SPED 3105 (The Exceptional Learner in the Middle School and Secondary Curriculum)	3
EDUC 3610 (Nature and Needs for the Adolescent Learner)	3
EDUC 3200 (Instructional Technology and Media)	3
Upper-Level Course in Content Focus Area	3
Upper-Level Course in Content Focus Area	3
Total	18

Term 3 Courses for the BSED in Secondary Education (Grades 6 to 12)	Cr Hrs
EDUC 3505 (Secondary Practicum)	3

EDUC 3503 (Seminar in Secondary School Practicum)	1
Upper-Level Course in Content Focus Area	3
Upper-Level Course in Content Focus Area	3
Upper-Level Course in Content Focus Area	3
Total	13

Term 4 Courses for the BSED in Secondary Education (Grades 6 to 12)	Cr Hrs
EDUC 4504 Secondary Internship	11
EDUC 4505 Seminar in Secondary Student Teaching	1
EDUC 3090 Classroom Data Analysis	1
Upper-Level Course in Content Focus Area	3
Total	16

The combination of in-class and field studies allows candidates the opportunity to develop a maturity level for the work of teaching and the pedagogical knowledge to meet the needs of diverse learners.

If a Teacher Candidate feels the need to deviate from the chosen course of study, exceptions will only be made in accordance with federal and state guidelines (such as Title IX and ADA). In such instances, the Teacher Candidate should inquire about specific procedures from the Dean's office.

Field Experiences

Explanation

Field experience is a crucial component of GSC's Education Program. It is an experiential learning opportunity where Teacher Candidates work alongside an experienced Cooperating Teacher in a real classroom setting for a total of 900 hours (Elementary) or 750 hours (Secondary). This is a dynamic and evolving process. The primary goal is to provide Teacher Candidates with hands-on, practical experience in applying the knowledge, skills, and pedagogy acquired during their academic coursework.

The Field Placement Coordinator will not place Teacher Candidates in a school where a relative is employed. The evaluation of the field experience is crucial to determining candidate proficiencies with respect to program outcomes. Therefore, the validity of this assessment must be protected from any possible bias.

Practicum and Internship Hours

Elementary Education Teacher Candidates in Field Experiences I, II, and III will complete a minimum of 100 hours of clinical experience each semester in assigned schools. Teacher Candidates in the Secondary program will complete a 150-hour field experience in their 3rd term. In the last semester of the program, all candidates complete a 600-hour internship.

Initially, the Teacher Candidate may observe the Cooperating Teacher in action, gaining insights into classroom management, instructional strategies, and the dynamics of student-teacher relationships. As the experience progresses, the Teacher Candidate gradually takes on more responsibilities, including planning and delivering lessons and assessing student work and the effectiveness of the lesson.

Reflection is a crucial component of the field experience. Teacher Candidates are required to always reflect on their experiences, analyze their teaching methods, and consider ways to improve. This reflective practice helps them to refine their teaching skills and develop a deeper understanding of the profession.

During the 100- and 150-hour field experiences, the Teacher Candidates will have three observations by their College Supervisor. The Traditional Teacher Candidates will be observed in-person twice and submit one video lesson with a written reflection. Candidates in the Parapro-to-Teacher track will submit teaching videos with written reflections for all three of their observations. For the 600-hour internship, Teacher Candidates will have four observations. Candidates in the traditional track will have three in-person observations and submit one teaching video with a written reflection. Candidates in the parapro-to-teacher track will submit four teaching videos with written reflections. The following is a description of the observations:

Figure 5
Observation Schedule

Traditional Track Elementary: 100- hour Field Experience EDUC 3500, 3501, & 3502 Secondary: 150-hour Field Experience EDUC 3505	Parapro- to-Teacher Track Elementary: 100- hour Field Experience EDUC 3500, 3501, & 3502 Secondary: 150-hour Field Experience EDUC 3505
• Observation 1- College Supervisor in-person • Observation 2- Candidate records a lesson, submits lesson plan, video, and written self-reflection to College Supervisor • Observation 3- College Supervisor in-person *College Supervisors may require additional observations or videos if they deem it necessary.	Observations 1, 2, and 3: Candidate records a lesson, submits lesson plan, video, and written self-reflection to College Supervisor *College Supervisors may require additional observations or videos if they deem it necessary.
Traditional Track 600-hour Internship Elementary: EDUC 4202 and EDUC 4404 Secondary: EDUC 4504	Parapro- to-Teacher Track 600-hour Internship Elementary: EDUC 4202 and EDUC 4404 Secondary: EDUC 4504
• Observation 1- College Supervisor in-person • Observation 2- Candidate records a lesson, submits lesson plan, video,	Observations 1, 2, 3 and 4: Candidate records a lesson, submits lesson plan, video, and written self-reflection to College Supervisor

and written self-reflection to College Supervisor • Observation 3- College Supervisor in-person • Observation 4- College Supervisor in-person *College Supervisors may require additional observations or videos if they deem it necessary.	*College Supervisors may require additional observations or videos if they deem it necessary.
--	---

The following is a *suggested* timeline for the 600-hour internship in both Elementary Education/Special Education and Secondary Education. Though this is a suggestion, the actual timeline should be developed with the Cooperating Teacher. *For Georgia certification, a Teacher Candidate must teach a minimum of four weeks.*

Figure 6
Suggested Timeline for 600-hour Internship

Timeline	Activity
Week 1	Observing is the primary activity.
Week 2	Observing is reduced, assisting is increased. Teach 60-90 minutes per day.
Week 3	Observing is limited, assisting is increased. Teach up to 90 minutes per day.
Week 4	Observing is limited even more. Assisting is increased. Teach 90 minutes per day.
Week 5	Observing occurs infrequently. Assisting is decreased. Teach 90-180 minutes per day.
Week 6	Observing occurs infrequently. Assisting is decreased. Teach up to 180 minutes per day.
Week 7	Observing occurs infrequently. Teach at least 180 minutes per day.
Week 8	Observing occurs infrequently. Teach 180-270 minutes per day.
Week 9	All day teaching may occur.
Week 10	All day teaching may occur.
Week 11	All day teaching may occur.
Week 12	All day teaching may occur.
Week 13	Observing and assisting are reinstated. Teaching is decreased to approximately 180 minutes per day.
Week 14	Observing is maintained. Assisting is maintained. Teach 90-180 minutes per day.
Week 15	Observing is maintained. Assisting is maintained. Teach 90-180 minutes per day.

Practicum and Internship Placements

When Gordon State College students are in partner schools completing their practicum or internship hours, it's vital to adhere to a high standard of professionalism. This helps create a positive learning environment, fosters effective communication, and ensures a successful teaching experience. The following are general guidelines the GSC Teacher Candidates are expected to follow:

1. Appearance:
 - Wear professional attire that aligns with the school's dress code.
 - Present a clean and polished appearance.
 - Always wear your Gordon State ID.
2. Punctuality:
 - Arrive on time for all classes, meetings, and school-related events required of teachers.
 - Sign in and out of the office daily.
 - Notify your Cooperating Teacher *and* College Supervisor if you anticipate being late or absent.
3. Communication:
 - Use professional language in all communications with students, colleagues, school personnel, parents, and all GSC personnel.
 - Respond promptly to emails and messages.
4. Respect for confidentiality:
 - Maintain the privacy and confidentiality of students and colleagues.
 - Refrain from discussing sensitive information outside of the school setting.
5. Positive relationships:
 - Establish respectful and positive relationships with students, colleagues, administrators, and parents.
 - Be approachable and open to feedback.
6. School policies:
 - Familiarize yourself with and adhere to all school policies and procedures.
 - Seek guidance from your Cooperating Teacher or administrators when uncertain about policies.
7. Collaboration and teamwork:
 - Work collaboratively with other teachers and staff members.
 - Contribute positively to the school community.
8. Preparation and organization:
 - Plan and prepare thoroughly for lessons and activities.
 - Keep materials and resources organized.
9. Adaptability:
 - Be flexible and open to adapting your teaching style to meet the needs of diverse learners.
 - Embrace feedback and continuously seek opportunities for professional growth.
10. Ethical behavior:

- Uphold a high standard of ethical behavior.
- Report any concerns or issues to appropriate authorities.
- Personal business (phone calls, emails, texting) should be conducted outside of practicum/student teaching hours. Cell phones should be turned off while in the classroom.

11. Professional appearance in digital spaces:

- Maintain professionalism on social media platforms.
- Avoid posting content that may reflect negatively on yourself or the school.
- Do not post any identifying information about students, parents, or the school.

12. Safety awareness:

- Prioritize the safety and well-being of students.
- Follow safety protocols and procedures.

By adhering to these rules of professionalism, Teacher Candidates can contribute positively to the school environment, build strong relationships, and maximize their learning experience.

Social Media

Social media can be a valuable tool for Teacher Candidates to connect, share ideas, and engage with the education community. However, it's important to use social media responsibly and professionally. Teacher candidates in GSC's Education Program must be mindful of best practices and student privacy when using any social media. Inappropriate use of social media will fall under Confidential Information and Professional Conduct in the State of Georgia Code of Ethics for Educators: [GaPSC - Code of Ethics](#).

The following guidelines are recommended for GSC Teacher Candidates:

- Remember that social media is a public space. Present yourself in a manner that reflects positively on your future career as an educator.
- Avoid sharing personal information that could compromise your safety or professionalism.
- Do not accept students as "friends" or initiate social networking with students or parents/guardians of students.
- Do not post or update your social networking page during practicum/internship or in-class hours.
- Do not use school or personal technology for unrelated purposes during practicum/internship or in-class hours.
- Do not post student pictures or use student names or other identifying information on any site.
- Do not discuss specific issues or situations from your practicum/internship school.
- If you learn information on a social networking site that falls under the mandatory reporting guidelines ([GaPSC - Code of Ethics](#)) you must report it as required by law.
- Remember that your online presence can have a lasting impact on your career. Consider how your social media activity may be perceived by future employers.

This policy applies to the use and content of all media including, but not limited to, Facebook, Twitter (X), Instagram, Snapchat, TikTok, LinkedIn, YouTube, blogs, wikis, web pages, etc.

Academic Progress and Professionalism

Academic Requirements to Progress in the Education Program:

- Maintain an overall GPA at the level required for admission to the student's specific program (2.75 for the Elementary program and 2.5 for the Secondary program).
- Complete all upper division professional education courses with at least a grade of "C" in each course. Upper division professional education courses below the grade of "C" may be retaken *only once*, and *no more than 2* upper division professional education courses in total may be retaken. Upper division professional education courses also include all fieldwork and student teaching courses.
- Complete one year of upper division coursework and student teaching internships in full-time residence at Gordon State College.

Professionalism Requirements to Progress in the Education Program:

- Follow the Gordon State College Student Code of Conduct available here: [Student Code of Conduct](#).
- Adhere to Georgia Professional Standards Commission Policies on Ethics for Educators available here: [GaPSC - Code of Ethics](#)
- Adhere to the School of Education Honor Code (Appendix I) and all other policies of Gordon State College, the School of Education and associated Local Boards of Education.

Disposition Letter of Concern

Any Gordon State College faculty may submit a Disposition Letter of Concern (Appendix D) to be placed in a Teacher Candidate's file. This letter details unacceptable academic progress or unprofessionalism on the part of a Teacher Candidate. A Tier 1 offense from the GSC Student Code of Conduct will result in a Disposition Letter of Concern. Other examples of behavior in the college *and/or* K-12 setting that may result in a Disposition Letter of Concern include, but are not limited to, the following:

- Failure to adhere to Practicum/ Internship Placement guidelines listed above
- Failure to adhere to social media guidelines listed above
- Excessive, unexcused absences and/or tardies
- Academic dishonesty
- Poor academic performance
- Unprofessional behavior (in-person, online, or in writing)
- Disruption of the GSC classroom and interfering with a faculty member's ability to teach
- Inability to cooperate with faculty, colleagues, or field placement personnel

After two Disposition Letters of Concern, the Teacher Candidate will meet with the School of Education Discipline Committee and may be removed from the program.

Dismissal

Failure to meet either academic or professional progression requirement(s) may result in dismissal from Teacher Education. Unprofessional conduct, breaches in the Honor Code (Appendix I), unsafe educational practices, or unethical professional practices may result in the student being referred to the School of Education Discipline Committee. This committee will hear the evidence against the student and may decide to retain the student with an Action Plan, suspend the student with an Action Plan, or dismiss the student from the program. The Gordon State College catalog and the School of Education Honor Code contain detailed descriptions of student actions liable to require intervention by the Discipline Committee.

Any student who commits a Tier 2 offense in the Student Code of Conduct ([Student Code of Conduct \(gordonstate.edu\)](https://www.gordonstate.edu/documents/departments/academic-affairs/student-code-of-conduct)) or violates the Georgia Code of Ethics for Educators ([GaPSC - Code of Ethics](https://www.gapsc.org/code-of-ethics)) will be removed from the program. Students are mandated to report any arrest to the dean's office immediately. Candidates who are dismissed from the program for any reason must wait at least one year before making re-application. Admissions requirements in place at the time of this reapplication must be met. Additional disciplinary actions may also be taken at the College level by the College Judicial Committee. The Gordon State College Catalog contains a full description of these rights and responsibilities and the disciplinary procedures that will guide the action of faculty and administration should a candidate commit prohibited behaviors.

(Academic Catalog 2023-2024 <https://www.gordonstate.edu/documents/departments/academic-affairs/academic-catalog/2023-24-catalog-final-1-05-24.pdf>)

Re-entry

A teacher candidate who is dismissed from the program for any reason or who voluntarily withdraws from the B.S. in Education program must submit a request in writing for readmission to the education program along with a completed education application form at least one semester prior to the semester in which the teacher candidate wishes to attend. A candidate must meet all of the readmission/acceptance requirements, including an overall GPA of 2.75 or higher in order to be considered. Re-entry occurs on a space available basis.

Partners

College Supervisors

The College Supervisor is an integral part of the field experience. They act as a mentor, guide, and evaluator for the Teacher Candidates. The College Supervisor observes Teacher Candidates and gives feedback based on the ten performance standards from the Georgia Teacher Assessment on Performance Standards (TAPS). To ensure triangulation of feedback, the Teacher Candidate will have a different College Supervisor for each placement (as staffing allows). The responsibilities of the College Supervisors include the following:

1. Mentorship and support:

The College Supervisor provides ongoing mentorship and support to Teacher Candidate throughout their placement. This includes offering guidance on lesson planning, classroom management, instructional strategies, and professional development.

2. Observation and feedback:

The College Supervisor observes the Teacher Candidate (based on the Observation Schedule), providing constructive feedback on their teaching practices, interactions with students, and overall performance. Feedback will be given in written evaluations and may include in-person and/or online meetings.

3. Professional development:

College Supervisors help Teacher Candidates identify areas for growth and development and support them in setting goals to improve their teaching practices. They may suggest resources, workshops, or additional training opportunities to help Teacher Candidates enhance their knowledge and pedagogy.

4. Assessment and evaluation:

The College Supervisor assesses the Teacher Candidate's progress on the rubric based on the ten performance standards from the Georgia Teacher Assessment on Performance Standards. This includes areas such as instructional delivery, content knowledge, classroom management, assessment practices, and professionalism.

5. Collaboration with Cooperating Teacher:

The College Supervisor collaborates with the Cooperating Teacher to ensure alignment between GSC's expectations and the realities of the classroom setting. They may also facilitate communication between the Teacher Candidate and Cooperating Teacher to foster a supportive learning environment.

6. Advocacy and support:

The College Supervisor serves as an advocate for the Teacher Candidate, advocating for their needs and interests within the college and school community. They may also provide support in navigating challenges or conflicts that arise during the field experience.

7. Documentation (see Figure 5):

- *Elementary Practicum I, II, and III and Secondary Practicum:*
3 Observation forms (Appendix A)
- *Elementary and Secondary Internship:*
4 Observation Forms (Appendix A)
1 Intern KEYS

Overall, the College Supervisor plays a pivotal role in supporting and guiding Teacher Candidates as they transition from theory to practice, helping them develop the knowledge, pedagogy, and dispositions necessary for success in the teaching profession.

Cooperating Teachers

Cooperating Teachers must have a minimum of three years teaching experience and hold a renewable Professional Level Certification in the content area of the certification sought by the Candidate.

The Cooperating Teacher plays a crucial role in guiding and supporting Teacher Candidates in their field experience and clinical practice. They act as mentors, provide feedback, and share insights into effective teaching practices. The following are responsibilities of Cooperating Teachers:

1. Mentorship and guidance:
 - Provide mentorship and guidance to the Teacher Candidate, offering support and advice throughout their placement.
 - Help the Teacher Candidate acclimate to the school environment, including introducing them to school policies, procedures, and culture.
2. Modeling effective teaching practices:
 - Demonstrate effective teaching practices by allowing the Teacher Candidate to observe classroom instruction regularly (100 hours for elementary field experiences, 150 hours for secondary field experiences, 600 hours for all internships).
 - Model strategies for lesson planning, classroom management, differentiation, and assessment.
3. Feedback and evaluation:
 - Provide constructive feedback on the Teacher Candidate's teaching performance, including strengths and areas for improvement.
 - Complete a formative and summative evaluation that provides specific and actionable recommendations.
4. Collaborative planning:
 - Collaborate with the Teacher Candidate to plan lessons, units, and assessments, ensuring alignment with curriculum standards and learning objectives.
 - Share teaching resources, materials, and instructional strategies to support the student teacher's professional growth.
5. Co-Teaching:
 - Provide opportunities for the Teacher Candidate to co-teach lessons, gradually increasing their level of responsibility as they gain experience (see suggested timeline for student teachers).
 - Offer guidance and support during co-teaching experiences, allowing the Teacher Candidate to take on progressively more independent roles.
6. *Documentation:*
 - Elementary Practicum I, II, and III, Secondary Practicum, Elementary and Secondary Internships:
 Formative Evaluation (Appendix B)
 Summative Evaluation (Appendix B)
 Log Sheet (signature only) (Appendix F)
 Cooperating Teacher Information (Appendix G)
 Survey of Classroom Characteristics (Appendix H)

The Cooperating Teacher has a fundamental role in shaping the future of education by providing aspiring educators with the guidance, support, and practical experience they need to succeed in the classroom. Their dedication and expertise contribute significantly to the development of competent and effective teachers.

Field Placement Coordinator

The role of the Field Placement Coordinator is crucial for the effective management and success of Gordon State College's Education Program. The following are the key responsibilities and functions of the Field Placement Coordinator:

Key Responsibilities

1. Establishing Partnerships:

- School and District Liaison: Build and maintain relationships with schools and districts to secure practicum and internship placements.
- Community Engagement: Engage with the local community and education stakeholders to identify opportunities for student placements.

2. Placement Coordination:

- Matching Candidates: Match Teacher Candidates with appropriate schools, Cooperating Teachers, and classrooms based on program requirements.

3. Support and Guidance for Teacher Candidates:

- Orientation: Provide orientation sessions for Teacher Candidates to prepare them for their practicum and/or internship assignments.
- Ongoing Support: Offer continuous support and resources to Teacher Candidates, Cooperating Teachers, and College Supervisors throughout the placement period.

4. Support and Guidance for College Supervisors and Cooperating Teachers:

- Orientation: Provide orientation sessions for College Supervisors and Cooperating Teachers to prepare them to provide quality observations and feedback for Teacher Candidates.
- Ongoing Support: Offer continuous support and resources to College Supervisors and Cooperating Teachers throughout the placement period.

5. Monitoring and Evaluation:

- Assessment: Coordinate the assessment and evaluation process, ensuring that Teacher Candidates meet the required standards and learning outcomes.

6. Administrative Duties:

- Documentation: Manage and maintain accurate records of placements, evaluations, and feedback.
- Compliance: Ensure that all placements comply with GaPSC requirements for approved Teacher Education Programs.

7. Specific Functions:

- Conflict Resolution: Work with department head to address and resolve any issues or conflicts that arise during the placement, whether between Teacher Candidates, Cooperating Teachers, or school administrators.
- Feedback Mechanism: Implement a system for collecting and analyzing feedback from all parties involved in the placement process to continually improve the program.

The Field Placement Coordinator plays a pivotal role in bridging the gap between the GSC Teacher Education Program and practical classroom experience, ensuring that Teacher Candidates are well-prepared and supported throughout their teaching journey.

Appendix A

Teaching Observation Form

Gordon State College
Practicum and Student Teacher Observation Form
Based on GADOE TAPS Standards

Planning						
1. Professional Knowledge				2. Instructional Planning		
<i>The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.</i> - Addresses appropriate curriculum standards and integrates key content elements. - Facilitates students' use of higher-level thinking skills in instruction. - Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications. - Demonstrates accurate, deep, and current knowledge of subject matter. - Exhibits pedagogical skills relevant to the subject area(s) taught and best practice based on current research. - Bases instruction on goals that reflect high expectations for all students and a clear understanding of the curriculum. - Displays an understanding of the intellectual, social, emotional, and physical development of the age group.				<i>The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.</i> - Analyzes and uses student learning data to inform planning. - Develops plans that are clear, logical, sequential, and integrated across the curriculum (e.g., long-term goals, lesson plans, and syllabi). - Plans instruction effectively for content mastery, pacing, and transitions. - Plans for instruction to meet the needs of all students. - Aligns and connects lesson objectives to state and local school district curricula and standards, and student learning needs. - Develops appropriate course, unit, and daily plans, and is able to adapt plans when needed.		
N/A ☐	Level: I ☐	Level: II ☐	Level: III ☐	Level: IV ☐	(identity one) ☐	
Instructional Delivery						
3. Instructional Strategies				4. Differentiated Instruction		
<i>The teacher promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.</i> - Engages students in active learning and maintains interest. - Builds upon students' existing knowledge and skills. - Reinforces learning goals consistently throughout the lesson. - Uses a variety of research-based instructional strategies and resources. - Effectively uses appropriate instructional technology to enhance student learning. - Communicates and presents material clearly and checks for understanding. - Develops higher-order thinking through questioning and problem-solving activities. - Engages students in authentic learning by providing real-life examples and interdisciplinary connections.				<i>The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.</i> - Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs. - Provides remediation, enrichment, and acceleration to further student understanding of material. - Uses flexible grouping strategies to encourage appropriate peer interaction and to accommodate learning needs/goals. - Uses diagnostic, formative, and summative assessment data to inform instructional modifications for individual students. - Develops critical and creative thinking by providing activities at the appropriate level of challenge for students. - Demonstrates high learning expectations for all students commensurate with their developmental levels.		
N/A ☐	Level: I ☐	Level: II ☐	Level: III ☐	Level: IV ☐	(identity one) ☐	
Assessment Of and For Learning						
5. Assessment Strategies				6. Assessment Uses		
<i>The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.</i> - Aligns student assessment with the established curriculum and benchmarks. - Involves students in setting learning goals and monitoring their own progress. - Varies and modifies assessments to determine individual student needs and progress. - Uses formal and informal assessments for diagnostic, formative, and summative purposes. - Uses grading practices that report final mastery in relationship to content goals and objectives.				<i>The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.</i> - Uses diagnostic assessment data to develop learning goals for students, to differentiate instruction, and to document learning. - Plans a variety of formal and informal assessments aligned with instructional results to measure student mastery of learning objectives. - Uses assessment tools for both formative and summative purposes to inform, guide, and adjust instruction. - Systematically analyzes and uses data to measure student progress, to design appropriate interventions, and to inform long- and short-term instructional decisions.		
N/A ☐	Level: I ☐	Level: II ☐	Level: III ☐	Level: IV ☐	(identity one) ☐	

• Uses assessment techniques that are appropriate for the developmental level of students. • Collaborates with others to develop common assessments, when appropriate.	• Shares accurate results of student progress with students, parents, and key school personnel. • Provides constructive and frequent feedback to students on their progress toward their learning goals. • Teaches students how to self-assess and to use metacognitive strategies in support of lifelong learning.																								
<table border="1"> <tr> <td>N/A</td> <td>Level: I</td> <td>Level: II</td> <td>Level: III</td> <td>Level: IV</td> <td>(identify one)</td> </tr> <tr> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> </tr> </table>	N/A	Level: I	Level: II	Level: III	Level: IV	(identify one)	☐	☐	☐	☐	☐	☐	<table border="1"> <tr> <td>N/A</td> <td>Level: I</td> <td>Level: II</td> <td>Level: III</td> <td>Level: IV</td> <td>(identify one)</td> </tr> <tr> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> </tr> </table>	N/A	Level: I	Level: II	Level: III	Level: IV	(identify one)	☐	☐	☐	☐	☐	☐
N/A	Level: I	Level: II	Level: III	Level: IV	(identify one)																				
☐	☐	☐	☐	☐	☐																				
N/A	Level: I	Level: II	Level: III	Level: IV	(identify one)																				
☐	☐	☐	☐	☐	☐																				
Learning Environment																									
7. Positive Learning Environment	8. Academically Challenging Environment																								
<i>The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.</i>	<i>The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.</i>																								
• Responds to disruptions in a timely, appropriate manner. • Establishes clear expectations for classroom rules, routines, and procedures and enforces them consistently and appropriately. • Models caring, fairness, respect, and enthusiasm for learning. • Promotes a climate of trust and teamwork within the classroom. • Promotes respect for and understanding of students' diversity, including – but not limited to – race, color, religion, sex, national origin, or disability. • Actively listens and pays attention to students' needs and responses. • Creates a warm, attractive, inviting, and supportive classroom environment. • Arranges the classroom materials and resources to facilitate group and individual activities.	• Maximizes instructional time. • Conveys the message that mistakes should be embraced as a valuable part of learning. • Encourages productivity by providing students with appropriately challenging and relevant material and assignments. • Provides transitions that minimize loss of instructional time. • Communicates high, but reasonable, expectations for student learning. • Provides academic rigor, encourages critical and creative thinking, and pushes students to achieve goals. • Encourages students to explore new ideas and take academic risks.																								
<table border="1"> <tr> <td>N/A</td> <td>Level: I</td> <td>Level: II</td> <td>Level: III</td> <td>Level: IV</td> <td>(identify one)</td> </tr> <tr> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> </tr> </table>	N/A	Level: I	Level: II	Level: III	Level: IV	(identify one)	☐	☐	☐	☐	☐	☐	<table border="1"> <tr> <td>N/A</td> <td>Level: I</td> <td>Level: II</td> <td>Level: III</td> <td>Level: IV</td> <td>(identify one)</td> </tr> <tr> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> </tr> </table>	N/A	Level: I	Level: II	Level: III	Level: IV	(identify one)	☐	☐	☐	☐	☐	☐
N/A	Level: I	Level: II	Level: III	Level: IV	(identify one)																				
☐	☐	☐	☐	☐	☐																				
N/A	Level: I	Level: II	Level: III	Level: IV	(identify one)																				
☐	☐	☐	☐	☐	☐																				
Professional and Communication																									
9. Professionalism	10. Communication																								
<i>The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.</i>	<i>The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.</i>																								
• Carries out duties in accordance with federal and state laws, Code of Ethics, and established state and local school board policies, regulations, and practices. • Maintains professional demeanor and behavior (e.g., appearance, punctuality, and attendance). • Respects and maintains confidentiality. • Evaluates and identifies areas of personal strengths and weaknesses related to professional skills and their impact on student learning and sets goals for improvement. • 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. • Demonstrates flexibility in adapting to school change. • Engages in activities outside the classroom intended for school and student enhancement.	• Uses verbal and non-verbal communication techniques to foster positive interactions and promote learning in the classroom and school environment. • Engages in ongoing communication and shares instructional goals, expectations, and student progress with families in a timely and constructive manner. • Collaborates and networks with colleagues and community to reach educational decisions that enhance and promote student learning. • Uses precise language, correct vocabulary and grammar, and appropriate forms of oral and written communication. • Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner. • Adheres to school and district policies regarding communication of student information. • Creates a climate of accessibility for parents and students by demonstrating a collaborative and approachable style. • Listens and responds with cultural awareness, empathy, and understanding to the voice and opinions of stakeholders (parents, community, students, and colleagues). • Uses modes of communication that are appropriate for a given situation.																								
<table border="1"> <tr> <td>N/A</td> <td>Level: I</td> <td>Level: II</td> <td>Level: III</td> <td>Level: IV</td> <td>(identify one)</td> </tr> <tr> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> </tr> </table>	N/A	Level: I	Level: II	Level: III	Level: IV	(identify one)	☐	☐	☐	☐	☐	☐	<table border="1"> <tr> <td>N/A</td> <td>Level: I</td> <td>Level: II</td> <td>Level: III</td> <td>Level: IV</td> <td>(identify one)</td> </tr> <tr> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> </tr> </table>	N/A	Level: I	Level: II	Level: III	Level: IV	(identify one)	☐	☐	☐	☐	☐	☐
N/A	Level: I	Level: II	Level: III	Level: IV	(identify one)																				
☐	☐	☐	☐	☐	☐																				
N/A	Level: I	Level: II	Level: III	Level: IV	(identify one)																				
☐	☐	☐	☐	☐	☐																				

Gordon State College
Practicum and Student Teacher Observation Form Narrative

Date:	Teacher Candidate:
College Supervisor:	Clinical Supervisor:
School:	Grade Level:
Duration of Observation:	
☐ Initial Visit ☐ 1 st Teaching observation ☐ 2 nd Teaching observation ☐ Midterm Evaluation Conference	☐ 3 rd Teaching observation ☐ 4 th Teaching observation (Student teachers only) ☐ 5 th Teaching observation (if necessary) ☐ Summative Evaluation Conference
Positive observations:	Recommendations for Improvement:

Appendix B
Formative/ Summative Evaluation Form



Formative/Summative Evaluation



Teacher Candidate: _____ Check one: ☐ Formative ☐ Summative
Cooperating Teacher: _____ Date of Evaluation: _____
School /System: _____

Required Professional Behaviors	Yes	No
1. Punctual Attendance		
2. Completion of assigned duties		
3. Adherence to school policies		
4. Professional Dress		
5. Communicate with and about students and colleagues respectfully		
6. Follow confidentiality procedures		

See attached *Directions for Scoring* for Rating Descriptions and Explanations.

Content and Curriculum		Rating					
CF 1	The candidate demonstrates an accurate understanding of curriculum within the contexts of central concepts, tools of inquiry, structures, and engagement of learners.	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4	☐ N

Knowledge of Students		Rating					
CF 2	The candidate demonstrates knowledge of educational foundations within the contexts of law, philosophy, psychology, sociology, and technology.	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4	☐ N
CF 3	The candidate demonstrates knowledge of learning theory within the contexts of child development, family and parent dynamics, human exceptionalities, and diversity.	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4	☐ N



Formative/Summative Evaluation (con't)



Learning Environments, Planning, and Instruction		Rating					
CF 4	The candidate is an advocate for the success of all children in their care and provides nurturing guidance appropriate to their development.	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4	☐ N
CF 5	The candidate demonstrates simplicity in articulation of the curriculum based upon understanding the complexity of learner needs and the systemic nature of assessment, planning, and accommodations in teaching strategies.	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4	☐ N
CF 6	The candidate demonstrates an effective utilization of technology and curricular resources in the implementation of learning plans.	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4	☐ N
Professionalism		Rating					
CF 7	The candidate models expectations held for students in communication, demeanor, commitment to personal growth, and sense of empathy.	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4	☐ N
CF 8	The candidate collaborates with parents, other educators, and members of the community to improve the learning process for all students.	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4	☐ N
Assessment		Rating					
CF 9	The candidate utilizes analysis of the student's assessment to make adjustments in teaching to improve performance.	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4	☐ N

Candidate's Overall Rating:

☐ Unsatisfactory
 ☐ Emerging
 ☐ Satisfactory
 ☐ Proficient
 ☐ Distinguished

Evaluator's comments: Comments *must* be made for any rating of less than satisfactory.

Evaluator's signature:

Appendix C

Formative/ Summative Evaluation Instructions



Gordon State College
Teacher Education Program
Directions for Scoring Formative and Summative
Evaluations (Cooperating Teachers)

**Required Professional Behaviors**

Punctual attendance; Completion of assigned duties; Adherence to school policies; Dressing professionally; Talking to and about students and colleagues respectfully; Following confidentiality procedures.

Rate as Demonstrated (Yes) or Not Demonstrated (No)

Scoring

0= Unsatisfactory; 1 = Emerging; 2= Satisfactory; 3 = Proficient; 4 = Distinguished; N = Not Able To Rate

Unsatisfactory means there is no consistent evidence that the candidate understands what is required by the indicator and/or lacks the ability to demonstrate this indicator in the classroom.

Emerging means the candidate can demonstrate some understanding of what is required, and classroom implementation represents a good faith attempt to demonstrate the qualities indicated. However, enough lack of confidence or misconceptions are still present to prevent successful teaching.

Satisfactory means the candidate demonstrates basic understanding of what is required and can implement this knowledge in the classroom with the competence expected of a beginning teacher.

Proficient means there is a preponderance of evidence that the candidate understands the meaning and interpretation of the qualities described. This insight is clearly represented in both verbal articulation and classroom teaching.

Distinguished means the candidate exhibits a maturity and confidence in articulation of the qualities described that exceed professional expectations for a novice teacher. Understanding and articulation of the concepts are seamlessly integrated, and work samples consistently represent a noteworthy representation of the qualities expected. This candidate is worthy of emulation by others.

Rating an indicator *N* means that sufficient opportunity has not as yet been provided to observe specified behaviors or review evidence of work samples.

Appendix D
Disposition Letter of Concern



Gordon State College
Teacher Education Program
Disposition Letter of Concern



The faculty in Gordon State College's Teacher Education Program concur that all Teacher Candidates should adhere to a high level of professionalism and academic proficiency. If a faculty member recognizes that a Teacher Candidate (or prospective candidate) does not demonstrate the expectations outlined in the Teacher Education Handbook, the faculty member will complete a Disposition Letter of Concern and forward it to the department head.

Date: _____

Disposition#: _____

Teacher Candidate/ Prospective Candidate: _____

Person submitting form: _____

Please describe in detail the area(s) of concern:

Please attach all applicable documents and send to the department head.

Appendix E

Field Experience Schedule



Field Experience Schedule



When scheduling field experience hours, you must attend *at least* two days per week (M, W, F) for practicum and 5 days per week for internships.

Teacher Candidate Information	
Teacher Candidate	
Phone Numbers	Cell: Other:
Mailing Address	
Gordon Email	
Placement Information	
School Name/ System	
School Phone Number	
School Address	
Cooperating Teacher	
Grade Level	
Room Number	
What is your weekly attendance schedule (days/times)?	

Please send a copy of this completed form to your College Supervisor.

Appendix F Log Sheet



Practicum/ Internship Hours Log Sheet



Teacher Candidate: _____
Cooperating Teacher: _____
Semester: _____

Course #: _____
School: _____
Year: _____

The Teacher Candidate will note date and time spent in the classroom each week. After totalling the weekly hours, the Cooperating Teacher will sign weekly.

Date	Time In	Time Out	Daily Total
Weekly Total:			
Cooperating Teacher's signature:			

Date	Time In	Time Out	Daily Total
Weekly Total:			
Cooperating Teacher's signature:			

Date	Time In	Time Out	Daily Total
Weekly Total:			
Cooperating Teacher's signature:			

Date	Time In	Time Out	Daily Total
Weekly Total:			
Cooperating Teacher's signature:			

Total hours on this page: _____

Appendix G
Cooperating Teacher Information



Cooperating Teacher Information



Teacher Candidate: _____

Cooperating Teacher: _____ GA Educator Certificate Number: _____

School /System: _____

City, State, Zip: _____

Current Teaching Assignment: _____

Email: _____

Current Clear and Renewable Certificates Held

Type	Field	First Issued	Current Issued	Begin Validity	End Validity

Educational Background (list each degree)

Degree	Institution	Major

Teaching Experience)

Dates	School and System	Assignment

Appendix H
Classroom Characteristics



Survey of Classroom Characteristics



Teacher Candidate: _____ Course #: _____ Date: _____
 Cooperating Teacher: _____ Grade Level: _____
 School /System: _____

Complete the table below with assistance from your Cooperating Teacher. This information will be collected for each of the three practicum semesters and for the internship semester. The purpose is to document how all candidates participate in field experiences or clinical practices that include students with exceptionalities and students from diverse ethnic, racial, gender, and socioeconomic groups.

Criteria	Number of Students
Total students in the class	
Male	
Female	
Special Education (IEP)	
Students in the Early Intervention Program (EIP)	
Students with 504 Plans	
Students with Limited English Proficiency (ESOL/ ELL)	
Gifted students	
RTI Tier II	
RTI Tier III	
Asian	
Black/ African American	
Hispanic	
Native American/ Native Alaskan	
White	
Multiracial	
Other	

Appendix I

Honor Code



Gordon State College Teacher Education Program Honor Code



_____ **Classroom Behavior.** I understand that discipline in the classroom is vested in the authority of the instructor, and I agree to exhibit respectful, attentive behavior in the classroom at all times, maintaining the professional demeanor of a pre-service teacher.

_____ **Academic Honesty.** I understand that all work I turn in for class assignments must be my own work. Plagiarism is prohibited, and this includes copying work from another student, copying work from print or digital sources, copying examination materials, or in any way trying to claim the work of others (including Artificial Intelligence) as my own. Further, I will not tolerate academic dishonesty in others.

_____ **Social Behavior.** I understand that in joining the Gordon State College Education Program, I have become a member of a larger organization to which I owe mature, professional behavior. I will not engage in cliques, gossip, and other anti-social behaviors. I will especially avoid any bullying behaviors in person and on social media.

_____ **Confidentiality.** I understand that as a pre-service teacher, I will have access to information about young students, and I agree to treat this information with the *strictest confidentiality*. This includes confidentiality in my verbal and written behaviors as well as any social media activity.

Stipulations in this Honor Code are in addition to the Gordon State College Academic Dishonesty Policy, the Student Code of Conduct, and the Gordon State College Teacher Education Handbook.

Teacher Candidate printed name: _____

Teacher Candidate signature: _____

Date: _____

Appendix J

Student Contract



Gordon State College Teacher Education Program Practicum/Internship Student Contract



I, _____ (Teacher Candidate) have read and understand the Gordon State College Teacher Education Handbook and agree to abide by the rules and regulations therein.

Furthermore, I understand and agree that the term of my practicum/ internship is a

- FULL semester
 - Practicum students work out a start date with your Cooperating Teacher.
 - Internship students should start the first day teachers return to school.
- I will attend ALL of the agreed upon hours as scheduled with my Cooperating Teacher:
 - Practicum students: a minimum of 100 hours (Elementary) or 150 hours (Secondary)
 - Internships: a minimum of 600 hours (Elementary and Secondary)
- I will adhere to the dress code of the school to which I am assigned.
- I will sign in and out daily.
- I will keep an accurate log of my hours daily and have my Cooperating Teacher sign it weekly.
- I will inform my Cooperating Teacher and College Supervisor if I must be absent for any reason.
- I will follow all other Practicum/ Internship guidelines listed in the Teacher Education Handbook.

Teacher Candidate printed name: _____

Teacher Candidate signature: _____

Date: _____

