



Early Childhood Education

Program Handbook

**Augusta State University
College of Education
Department of Teacher Education**

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Table of Contents

General Information

A. Mission Statements	3
B. Augusta State University Teacher Education Program Conceptual Framework Principles and Indicators	4
C. Components of Early Childhood Program	8
D. Field Experiences	12
Suggested Activities	13
E. Beginning of the Year Experience	14
F. Components of the Apprenticeship	14
G. Roles and Definitions	16
H. Guidelines for Receiving Constructive Criticism	16
I. Policy on Working	17
J. Suggested Activities for the Apprentice Teacher	17
K. Required Activities for the Apprentice Teacher	18

Appendix

A. Electronic Portfolio Checklist	20
B. Impacting Student Learning Assessment Rubric	21
C. Impacting Student Learning Scoring Rubric Criteria	22
D. Lab Evaluation Performance Assessment	23
E. Lab Evaluation Professional Behaviors	24
F. Disposition for Effective Teaching Rubric	25
G. Conceptual Framework Intervention Plan	28
H. Professional Qualities Intervention Plan	30
I. Apprentice Evaluation Form	31
J. Program Checklist	35
K. Part-Time Certification Track	37
L. Time Documentation Form	38
M. Apprenticeship Instructions	39
N. Application for Apprenticeship	40
O. Background Check Form	41
P. Apprentice Teacher Lesson Feedback Form	43
Q. Peer Lesson Feedback Form	44
R. Self Reflection Lesson Feedback Form	45
S. Suggested Activities for Apprentice Teacher	46

Additional Forms and Information

College of Education Scholarships	47
Code of Ethics	51

Mission Statements

Augusta State University

As a unit of the University System of Georgia, Augusta State University is committed to excellence in teaching, advancement of knowledge, and enrichment of the community in a climate that fosters humane values and a lifelong love of learning.

This mission is based upon the value of a liberal arts education for students who are diverse in ethnicity, background, age, and preparation.

The mission obligates the university to be open to the voices of all its members, to be responsive to the needs of its community, and to measure its success by the success of its students.

To accomplish its mission, the university offers undergraduate programs in arts, sciences, and professional fields of study, as well as graduate programs below the doctoral level. It fosters the intellectual growth of students through learning assistance in a university college, honors courses, and student research and cultivates faculty members who are excellent in teaching, active in scholarship, and generous in service.

College of Education

The College of Education is committed to excellence in the preparation of teachers, counselors, and administrators for service with diverse populations in a wide variety of educational settings. The professional educators involved in the various preparation programs prepare students for today's classrooms through a collaboratively developed series of courses and appropriate field experiences while demonstrating outstanding teaching techniques and procedures from relevant research and best practice.

Department of Teacher Education

The mission of the Department of Teacher Education is to prepare educators with the knowledge and skills required to bring students of diverse backgrounds to high levels of academic achievement, to serve the community of educators in the CSRA through collaborative initiatives, to contribute to the knowledge base of the education profession with scholarship that focuses on best practices in the classroom and teacher leadership.

General Information

This handbook is provided as a guide to the Early Childhood Education Program at Augusta State University. It is not intended to replace the students' responsibilities to keep up with the timetables, forms and procedures during the program. All information contained in this handbook is subject to change at any time.

A. Georgia Teacher Education Program

The primary purpose of Georgia's Teacher Education Program is to develop the essential professional knowledge and skills of students who wish to enter the profession of teaching. To achieve this purpose, a carefully planned sequence of laboratory experiences is provided. This sequence includes participation in various classrooms and culminates in full-time teaching under the direction of a master teacher and a university coordinator.

In Georgia, each teacher-training institution plans its own Teacher Education Program within the guidelines established by the Professional Standards Commission. The Augusta State Teacher Education Program is approved by the Professional Standards Commission.

Students completing a bachelor's degree program will be issued initial certification by the Professional Standards Commission if they meet all the certification requirements, are recommended by the School of Education, and attain a satisfactory score on the state teachers' exam in the teaching field.

B. Augusta State University Teacher Education Program

The overarching theme of Augusta State's College of Education teacher preparation program is *Understands for Teaching and Teaching for Understanding*. The theme reflects the following propositions: 1) that understanding - meaningful knowing - is pivotal to effective teaching, 2) that understanding for teaching is a distinctive type of such meaningful knowing that must be cultivated if teachers are to succeed at helping students learn, and 3) that teaching for understanding is represented in distinctive, deliberately planned approaches to instruction and assessment. For each program the ten INTASC principles are used as the basis for determining course and curriculum objectives and performance assessment indicators. In undergraduate courses dealing with specific subject matter, the National Standards and Georgia Quality Core Curriculum Standards in that content area are used as the framework for considering the skills and understandings to be addressed with youngsters. Performance assessments in all courses and field experiences are grounded in these principles and standards; and reflect the four cognitive/performance dimensions of understanding noted above.

Conceptual Framework Principles

All teacher preparation programs are shaped and guided by a set of principles which describe what students should know and be able to demonstrate at the end of their coursework and field experiences. Adopted from the work of the Interstate New Teacher Assessment and Support Consortium (INTASC) the following principles are performance-based standards for beginning teachers.

Conceptual Framework Principles

Students will:

- 1. Understand the central concepts, tools of inquiry, and structures of the discipline(s) and be able to create learning experiences that make these aspects of subject matter meaningful for learners.*
- 2. Understand how students learn and develop and be able to provide developmentally appropriate learning opportunities that support their intellectual, social and personal development.*
- 3. Understand how students differ in their approaches to learning and be able to create instructional opportunities that are adapted to diverse learners.*
- 4. Understand and use a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving, and performance skills.*
- 5. Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.*
- 6. Use knowledge of effective verbal, nonverbal, and information technology techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.*
- 7. Plan instruction based upon knowledge of subject matter, the learners, the community and curriculum goals*
- 8. Understand and use authentic assessment to evaluate and ensure the continuous intellectual, social and physical development of the learner.*
- 9. Be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, other professionals in the learning community) and actively seek the opportunity to grow professionally.*
- 10. Foster relationships with school colleagues, parents, and agencies in the larger community to support the learning and well-being of all students.*

The Conceptual Framework Principles are exhibited in classroom practice as described below.

Conceptual framework principle/ descriptors of exemplary practice	Sample indicators of needed intervention
<p>1. Inquiry and the disciplines: Teacher displays solid content knowledge and makes connections across the disciplines. Teacher's plans and practices show an understanding of relationships among topics and concepts. Investigation and inquiry related to concepts and topics are present as the teacher links students' knowledge and experience to content learning. Teacher engages students in lessons that require higher level thinking and application of concepts and topics while students are cognitively engaged in activities and projects to enhance understanding of content learning. Appropriate resources are used to support content learning.</p>	<p>1. Inquiry and the disciplines Teacher makes frequent content errors or does not correct errors students make. Teacher displays no knowledge of connections across the disciplines. Teacher displays a lack of understanding of relationships between concepts and topics and a lack of prerequisite knowledge important to student learning of the content. Teaching is didactic and requires little to no inquiry on the part of students, who act in a passive role. Resources are limited to the continuous use of the text as the primary source of instruction.</p>
<p>2. Developmental appropriateness: Teacher displays understanding of typical developmental characteristics of the age group as well as exceptions. Teacher displays a variety of approaches to learning based on students' developmental needs intellectually, socially and personally. Teacher recognizes the knowledge and skill students bring, and builds upon this.</p>	<p>2. Developmental appropriateness: Teacher displays a consistent lack of understanding of developmental characteristics of the age group. Approaches to learning are not based on students' needs. No attempt is made to build upon knowledge and skills students bring to learning.</p>
<p>3. Varied approaches to learning: Teacher uses the variety of approaches students bring to learning within planning and instruction. Teacher displays flexibility and responsiveness to the diverse needs of learners. Teacher displays the ability to plan, implement or adapt instruction to meet a variety of students learning styles, abilities or other needs. Teacher displays knowledge of the interests or cultural heritage of groups of students and recognizes the value of this knowledge.</p>	<p>3. Varied approaches to learning: Teacher adheres rigidly to an instructional plan, even when change will clearly improve a lesson. Teacher ignores student interests or questions, or blames students for lack of success. Teacher is unfamiliar with different approaches students bring to learning such as learning styles or modalities. Teacher displays little attention to students' interests or cultural heritage and does not see this as valuable.</p>
<p>4. Thinking skills: Teacher asks questions which require students to formulate multiple answers. Students are engaged in true discussion and have the opportunity to make unsolicited contributions. Teacher plans and implements lessons which require students to use critical and creative thinking. Teacher engages students in problem solving activities. Teacher links student prior skills, knowledge and understanding to</p>	<p>4. Thinking skills: Teacher directions, procedures and questions are confusing to students. Interaction between students and teacher is predominantly recitation style, with the teacher mediating all questions and answers. Questions are focused on "one correct answer." Few students participate in the discussion. Students are not actively and cognitively engaged in learning. Feedback related to learning is limited or non-existent.</p>

<p>thinking skills development to foster understanding. Assessment requires student performance of knowledge and understanding and feedback is consistently given to students. The lesson is coherent and allows time for student reflection.</p>	<p>The lesson has no clearly defined structure and makes no linkages to students' prior knowledge or skills.</p>
<p>5. Learning environment: Teacher demonstrates caring and respect for students. Student interactions are positive and built into instruction. There is a sense of community, collaboration and belonging for students. Students demonstrate, through active participation, enthusiasm for learning. Students demonstrate self-motivation and pride in work. The classroom conveys high expectations for student learning. Teacher is alert to student behavior and encourages student ownership of behavior and problem solving when issues arise. Teacher response to student behavior is appropriate and based on student's needs while respecting student dignity. Responses to behavior problems are appropriate and successful.</p>	<p>5. Learning environment: Students are confused as to what standards of behavior are. Student behavior is not monitored and teacher is unaware of what students are doing. Student interactions are very limited and not encouraged. Students depend on the teacher and extrinsic factors such as grades, reward or punishment for motivation for learning and positive behavior. Teacher response to misbehavior is inconsistent, overly repressive, or does not respect student dignity.</p>
<p>6. Communication and information technology: Teacher creates an environment of respect and rapport. Teacher communicates clearly and accurately. Teacher uses questioning and discussion techniques. Students collaborate with each other while engaged in a variety of learning experiences. Students conduct research using a variety of resources, including technology. Teacher and students use technology as a tool for learning.</p>	<p>6. Communication and information technology: Teacher's instruction and directions are unclear or confusing. Teacher uses lecture/direct instruction as predominant means of instruction. Students rarely communicate with each other about learning. Available technology is seldom used. Teacher is rude or sarcastic to students and students are rude or sarcastic with each other.</p>
<p>7. Instructional base: Teacher develops long- and short-range curriculum goals which show a well-developed understanding of the content and interconnections within the discipline. Teacher understands the learning strengths and weaknesses of the students and uses this understanding to fashion a variety of learning activities. Teacher is familiar with the community's demographics and resources. Teacher uses the QCCs and national standards when planning.</p>	<p>7. Instructional base: Teacher fails to make coherent lesson plans or makes plans that have activities with no links to curriculum goals. Teacher consistently makes mistakes in content. Teacher fails to make connections within the discipline (e.g., biology with chemistry, grammar with writing). Teacher has no understanding of QCCs or national standards and how they relate to the classroom curriculum.</p>
<p>8. Assessment: Teacher uses a variety of assessments, choosing the type most appropriate for each instructional activity. Teacher develops evaluation plans/rubrics which both teacher and students can use for assessment. Assessment is authentic and guides further learning. Teacher uses authentic assessment strategies which simulate real world experience and focus on learning outcomes for students, intellectually, socially and physically. Teachers and students assess how well students work together to achieve learning goals. Teacher understands state testing requirements and integrates the objectives into the larger goals of classroom instructional activities.</p>	<p>8. Assessment: Teacher uses primarily objective tests that do not measure higher-level thinking skills. Teacher has a mismatch between learning and testing (e.g., uses true/false questions to test higher-level thinking skills, uses essay tests to test instruction that was mainly drill and practice). Teacher uses primarily drill and practice to teach state testing objectives without relating the skills to real-world examples.</p>

<p>9. Reflective practice: Teacher reflects on instructional activities and evaluates their effect on student learning. Teacher thinks of alternative strategies when something has not worked well. Teacher considers student needs, parent concerns, and best practices when planning and evaluating instructional goals and activities. Teacher reads professional journals and attends conferences whenever possible.</p>	<p>9. Reflective practice: Teacher consistently uses activities that aren't effective. Teacher cannot explain what went wrong with an activity and how to correct the problem. Teacher seldom seeks input from other teachers or from journals or other resources. Teacher fails to consider how parents or the community might react to an activity. Teacher is unable to explain more than one way of teaching a concept.</p>
<p>10. Relationships with others: Teacher develops and maintains a collegial relationship with other teachers. Teacher seeks ideas from colleagues. Teacher uses community resources to enhance student learning. Teacher communicates with parents in various ways. Teacher takes responsibility for all students on the campus.</p>	<p>10. Relationships with others: Teacher is consistently critical of peers and parents. Teacher does not collaborate with peers. Teacher does not communicate with parents. Teacher fails to use community resources. Teacher is concerned only with students in his/her classes.</p>

It takes a collaborative effort between the university and the CSRA public school community to help teacher preparation students achieve these goals. This Program Handbook will aid all stakeholders in understanding their responsibilities in this process and the College of Education's and Professional Development School Partners' vision of early childhood teachers.

The Professional Development School Initiative is an emergent collaboration of the Central Savannah River Area P-16 Council which involves five county school districts and Augusta State University. The five school districts; Burke, Columbia, McDuffie, Jefferson, and Richmond Counties, represent considerable diversity in size, socio-economic characteristics, social and cultural variety, and student achievement. They are each a part of the cohort of elementary Professional Development Schools (PDS).

The purposes of the PDS initiative are to 1) create a sustainable network of schools through which the schools, as full collaborating partners with the university, prepare new teachers; 2) support teaching practices that promote and assist all students achieving to high standards; and 3) sustaining teaching excellence through experienced teachers' and university faculty members' continued professional development. The Professional Development Schools initiative seeks to cultivate a network of energetic learning communities, coherence across the academic and lab components of the educator preparation curriculum, and a shared commitment to educational excellence across institutional boundaries.

C. Components of the Early Childhood Program

The Early Childhood program focuses on four components of each conceptual framework principle.

UNDERSTANDING FOR TEACHING THE COGNITIVE/PERFORMANCE DOMAINS

The domains of understanding elaborated below should be thought of as interrelated dimensions of a whole; not linear or discrete and separate entities and not a sequence. Together they constitute what is meant by the term understanding in "Understanding for Teaching".

Understanding: To understand something (an idea, a concept, a theory or explanation an event or series of events whether observed, participated in, or received by accounts of others) is essentially to be able to make sense of it. Sense or meaning-making is represented or manifested in the following demonstrable actions or performances:

- to be able to identify the essential attributes or critical characteristics of categorical concepts and to be able to distinguish these from non-critical characteristics;
- to be able to distinguish conceptual attributes from exemplars and to be able to explain how the former manifest the latter;
- to be able to differentiate exemplars and non-exemplars of categorical concepts and to be able to explain the differentiation in the formal language of the discipline or field of study in which the concepts reside;
- to be able to explain relationships between or among categorical concepts thus demonstrating the capacity to formulate theories and generalizations that are grounded in analytical observation and conceptual understanding;
- to be able to make descriptive, correlational, and causative inferences about events, propositions, theories and prescriptions;
- to employ the formal modes of inquiry, and language of pertinent fields of study and disciplines in making sense of the dynamics of the classroom and school contexts;
- to be able to articulate the limitations of theoretical frameworks, to differentiate opposing theoretical frameworks, to recognize the theoretical framework within which approaches, strategies, and protocols for practice reside.

Application: This domain represents the individual's ability to utilize that which has been comprehended in the preparation and execution of instructional and learning episodes. It requires the deliberate, intentional application of understandings to the practical and highly complex work of:

- organizing a classroom to assure the safety and trust needed for students to take appropriate risks toward learning;
- constructing curriculum and assessments that are appropriate to the students, the field of study, and the targeted learning achievement;

interacting with students in ways that cultivate their learning to high standards, perseverance, curiosity, and confidence;

- creating and executing instructional episodes that deliberately reflect and can be explained in terms of accurately comprehended conceptual and theoretical frameworks.

Analysis & Evaluation: This domain represents the ability to monitor and evaluate students' performances in order to determine how well each student is progressing toward achievement. This domain also encompasses evaluation of instruction, curriculum, strategies, activities and types of performances in which students engage to demonstrate achievement. In this domain the following capabilities should be evident:

- to be able to create assessment tasks that align well with the intended learning outcomes;
- to critically evaluate the extent to which commercially produced assessments align with curriculum, focus of instruction, student learning targets;
- to be able to establish performance standards and clearly articulate them to students;
- to be able to critically review student work in terms of established performance standards and in terms of what the performance reveals about supporting skills, understandings, and dispositions;
- to know how to review assessments, and performances to inform subsequent instructional and learning experiences;
- to use the assessment of student performance as an opportunity to assess one's own teaching performance and inform subsequent adjustments.

Reflection/Refinement: This domain relates to one's ability to introspectively consider the complexity of teaching: individual students and a group of learners, purposes, curriculum, learning, strategies, climate, practice, inquiry, performances, assessment, evaluation, meaning and knowing. It is a practice that informs, if not illuminates, deeper meaning and better informed judgments in the other domains. It makes time for insight and thus the cultivation of wise practitioners, leading them to questions related to:

- how can I improve my own knowledge, skill, strategies, listening and seeing to better support the efforts of my students to learn;
- how can I sustain a productive level of quality in my teaching and students' learning;
- how can I share with colleagues to our mutual professional benefit;
- what risks must I take to continue to learn and improve professionally?

Assessment in the Early Childhood Education Program:

There are many parts to the assessment of early childhood preservice teachers:

Electronic Portfolio:

Each student will create an electronic portfolio during the course of the Early Childhood

Education Program. The portfolio should contain evidence of the student's proficiency in the ten conceptual framework principles and his/her progress toward achieving these proficiencies. The portfolio will be assessed at the end of the student's program. (appendix A)

Impacting Student Learning (ISL):

Each program's ISL structure includes basic components for the ISL process. Pre-service teachers examine who the students are as learners, developing student profiles which examine the K-12 students' developmental characteristics, backgrounds and experiences, school and community contexts, learning styles, and needs. The educator prep students then design and implement lessons based on content standards and standards for best teaching practices. They also plan and implement means to assess student learning. Evaluation of, reflection on and refinement of their own planning and teaching occurs based on the K-12 students' demonstrated achievement and profiles as learners. This takes place with a variety of configurations of students, across multiple content areas, during the duration of each program.

The structure for embedding the ISL component within the coursework and field experience of the Early Childhood Education Program allows for students to build the ISL component's complexity over the semesters. Pre-service teachers begin their ISL work with a tutorial approach working with one student in the first semester for the duration of 5 weeks. The pre-service teachers develop a profile of the student as a learner and evaluate student learning after the tutoring period based on the learner profile. During the second semester the pre-service teacher develops a profile for 5 –7 students and evaluates how his/her whole class instruction over a period of 5 days impacts these students as learners. The third semester involves the development of a whole class profile. The pre-service teacher engages in whole class and individual tutorial instruction over a period of 7- 10 days and then reflects on the impact of his/her instruction on the class as a whole. Subject matter areas are aligned with each of these experiences, with the instructional focus being on Math during the first semester, Science the second, and Social Studies and Reading the third. The fourth semester Apprenticeship experience involves developing student profiles, planning and implementing lessons and analyzing the impact on student learning over a three week unit with a flexible content focus. Each semester's content area emphasis reflects the content area focus of the coursework accompanying and supporting the lab experience. The overall focus of each experience is for the pre-service teacher to reflect upon his/her teaching, how it impacted the students involved, and why, in order to make decisions and refinements for future teaching and learning experiences.

Lab Evaluation:

At the end of the lab experience, the lab teacher will complete two evaluation forms on their lab student. An evaluation on the student's performance and professional behaviors should be completed and reviewed with the lab student (see appendices D, E, F).

Intervention Plans:

Students are expected to behave in a professional manner in the classroom and lab settings. Students are also expected to make continual progress towards becoming a teacher. When problems arise, an intervention meeting is conducted. Interventions can be initiated by the university faculty, lab teachers, building coordinators, or building administrators. This ensures

progress towards addressing areas of concern. The failure to make needed changes as identified on the intervention summary may necessitate the student's withdrawal from the program. Counseling related to other options for those who are not successful may occur. Throughout the process, all parties work together to cultivate the preservice teacher's success and meet the needs of the elementary school students they are teaching (see appendices G, H).
Apprentice Evaluation:

Apprentice teachers are evaluated at mid-term and at the end of the year. The mid term evaluation and year end evaluation are completed by the apprentice teacher and master teacher together. There should be no more than two scores below the proficient level. (see appendix I).

Coursework:

The coursework in the Early Childhood Program is designed to provide students with the knowledge and skills to be an effective beginning teacher. The courses and lab expectations build as the student progresses through the program culminating in the Apprenticeship semester (see appendices J, K)

During each of the first three semesters students participate in a five-week field experience. Usually the first five weeks of the semester students are in classes. The next week students visit their lab schools for initial planning. Students then return to campus for three weeks of instruction. The next four weeks are primarily used for lab time. The remaining two weeks of the semester students return to classes on campus.

NOTE: Cell phones are not allowed in class nor should they be taken to your field experience schools. No children may be brought to classes at the University or to your field experience placements.

D. Field Experiences

One goal of the Early Childhood Education Program is to provide students with a supportive environment to learn and apply skills and knowledge. Lab work takes place in a PDS school setting, under the guidance of a "Lab Teacher" who acts as the student's mentor and an ASU course instructor. Lab experiences will enable Augusta State University students to develop skills in needed areas, and further refine areas of strength. It is a vital component of the student's professional preparation before entering the field as a professional educator. Early Childhood Education Program students are required to successfully complete 450 clock hours of lab experience preceding Apprenticeship. Preservice teachers in the state of Georgia are required to have the following types of lab placements: at least one placement in:

- Pre-Kindergarten or Kindergarten
- First, second, or third Grade
- Fourth or fifth Grade
- An urban school
- A rural school
- A suburban school

The Student:

The role of the student is to work in class and lab in developing the skills, knowledge, abilities, and attitudes indicative of an effective Early Childhood teacher. The student should act responsibly and professionally throughout the experience, gradually taking on all of the roles of the classroom teacher, with support and intervention from university faculty and lab teachers. Communication is key to the success in the program. The student must be responsible for facilitating this communication verbally, and in writing. The student should also alert the university faculty to any issue or concerns related to the experience. The university student is ultimately responsible to the students in the classroom in which they teach. An Early Childhood student does best when self-directed, active, and committed to making the experience a beneficial and positive one for all concerned.

The Lab Teacher:

The lab teacher acts as a mentor to the student, guiding, coaching and instructing the student while providing critical feedback and evaluation. The lab teacher sets goals with the student and provides activities and feedback related to achieving the goals within the instructional setting.

Professional Responsibilities:

Students report to school at or before the time required of teachers in the building. They are to follow the sign in procedure at their school. Time documentation forms must be completed and turned in to the university coordinator. Hours need to be rotated showing that you have completed the requirement for lab. The time documentation form must be signed by the field teacher. Students are expected to wear a nametag at all times. They follow all building policies. Students should not be absent from school for personal reasons. Absences must be reported to the lab teacher, school secretary, and university coordinator, prior to the beginning of the school day. Students will be required to make up any time missed. During Block I and II courses, students will be required to visit their lab school 5 hours a day for 4 days a week (during the 5 weeks of lab). During Block III courses, students will visit their lab school for 5 hours a day for 5 days a week. Students need to spend their time in class actively involved in the lessons being taught. **Planning should occur during planning time or at home. Plans must be submitted well in advance of teaching to allow for input and feedback from the lab teacher (see appendix L).**

Lab placements are not guaranteed. If schools refuse to accept you as a lab student or as an Apprentice, we do not have the authority to intervene.

Suggested Activities for Students During Lab

- Review the district student learning objectives and curriculum.
- Review textbooks and other teaching materials.
- Observe the lab teacher's teaching style, classroom procedures, and management system.
- Observe behavior patterns, student records, and learn names of students.
- Compose a letter to parents introducing oneself with lab teacher's assistance.
- Check attendance, collect materials, make announcements.
- Become familiar with the needs of all children, especially exceptional children in the classroom and the programs that have been developed for them.
- Check student work.
- Begin short and long range planning.
- Plans are to be submitted to the lab teacher for approval 24 hours or more before teaching.
- Co-plan and co-teach lessons with lab teacher.
- Teach short periods of instruction building up to full time teaching.
- Teach self-developed lessons and ask for feedback. Arrange for principal to observe.
- Videotape and reflect on your teaching.
- Observe other classrooms.
- Complete peer observations.

_____ Additional activities:

NOTE: Students are not allowed to supervise students at recess without a certified teacher.

E. Apprenticeship and the Beginning of the Year Experience:

At the start of the school year, Apprentices will participate in a preplanning lab experience designed to familiarize them with the opening of the elementary school year. During the beginning of the year experience students are required to spend ten days in the same class and teacher with whom they will work during Apprenticeship. The ten day requirement starts with the first day of preplanning and continues for ten consecutive days. Students are also expected to attend and participate in ALL events along with their Master Teacher.

Applications for the Beginning of the Year Experience and Apprenticeship are available in the Teacher Education Department in January. All applications for fall and spring Apprenticeships are due in the preceding March (e.g. Applications for Apprenticeship are due March 1) (see appendices M, N, O).

There is a mandatory \$200 Apprenticeship fee which is due the semester your Apprenticeship begins. This money is used to provide a small stipend for your master teacher and to assist with supervision costs.

F. Components of the Early Childhood Apprenticeship Program

The Early Childhood Apprenticeship is founded on the concepts of mentoring, reflection and dialogue, diagnosis and intervention and demonstration of learning. These components are built into the structure of the experience and are the responsibility of all parties involved in the process.

Mentoring:

The Apprenticeship program is designed to fully utilize the expertise of the master teacher. A mentoring/coaching model is used throughout the quarter to work toward that goal. Master teachers model teaching for the Apprentice, co-plan and co-teach lessons with them, and provide on-going feedback as an active participant in this final stage of professional preparation. The master teacher is continually involved in working with the Apprentice as coach, guide and facilitator of learning, throughout the entire semester.

Reflection and Dialogue:

Reflection on teaching and learning enables the Apprentice to begin to understand the “why” behind teacher decision-making in the classroom and to focus on the learner and learning, rather than content coverage and teacher-centered instruction. Dialogue is one of the primary tools used in this reflective process. Observation tools, evaluation/feedback forms, and communication strategies built into the program are used as a means to foster dialogue and subsequent understanding. The master teacher and Apprentice engage in dialogue related to teaching and learning on a daily basis. Master teachers engage in dialogue about teaching and learning with each other and the university coordinator at regular sessions. Apprentices also meet with the coordinator for that purpose, and seminars are designed to bring all parties involved together to reflect upon critical issues related to learning and schooling. Dialogue journals kept by Apprentices are yet another source of this ongoing reflective communication (see appendices P, Q, R).

Diagnosis and Intervention:

Both mentoring and reflection on teaching and learning enable the development of the diagnostic/developmental approach of this model. Master teachers work with all Apprentices on setting goals and developing areas in need of improvement. Plans are made and implemented to work toward these goals. The university coordinator works with the master teacher on implementing goal-setting strategies. The coordinator is called in for an intervention if an Apprentice experiences significant and ongoing difficulties in one or more areas. Interventions can be initiated by the university coordinator, master teacher, building coordinator, or building administrator. Multiple evaluations are made of the Apprentice's teaching by other master teachers, the coordinator, peers, and administrators at this time, to work toward the criteria necessary for successful completion of the Apprenticeship program. The failure to make needed changes as identified on the intervention summary may lead to the Apprentice repeating the Apprenticeship semester in order to be guaranteed as a graduate of Augusta State University's Teacher Preparation Program. Counseling related to other options for those who are not successful may occur. Throughout the process, all parties work together to

meet the needs of the Apprentice and ultimately the needs of the elementary school students he/she is teaching (see appendices G, H)

Demonstration of Learning and Knowledge Gained:

Apprentices demonstrate progress toward and accomplishment of goals set regularly throughout the semester. They work closely with the master teacher to reach these goals and set new ones. The development of an Apprenticeship portfolio, elements of which become part of their comprehensive portfolio, occurs throughout the semester to evidence learning, skills and abilities. This portfolio is shared with the master teacher and the university coordinator at an exit conference. This coupled with the ongoing evaluation and reflection upon teaching and learning, and the ongoing active involvement of the master teacher, allows students to demonstrate their learning and continue to focus on growth as professionals (see appendix A).

G. Roles and Definitions

The goal of the Early Childhood Apprenticeship is to provide Apprentices with a supportive environment to apply skills and knowledge gained in the Early Childhood Education Program. The Apprenticeship takes place in a school setting, under the guidance of a “Master Teacher” who acts as the Apprentice’s mentor. The Apprenticeship will enable Augusta State University students to develop skills in needed areas, and further refine areas of strength. It is the final step in the Apprentice’s professional preparation before entering the field as a professional educator.

The Apprentice:

The role of the Apprentice is to work closely with the master teacher in developing the skills, knowledge, abilities, and attitudes indicative of an effective Early Childhood teacher. The Apprentice should act responsibly and professionally throughout the experience, gradually taking on all of the roles of the classroom teacher, with support and intervention from the master teacher. Communication with the master teacher and the university coordinator is key to the success of the Apprenticeship. The Apprentice must be responsible for facilitating this communication verbally, and in writing with the master teacher. The Apprentice should also alert the university coordinator of any issues or concerns related to the experience. The Apprentice is ultimately responsible to the students in the classroom in which he/she teaches. An Apprentice does best when self-directed, active, and committed to making the experience a beneficial and positive one for all concerned. During the Apprenticeship, the student will attend and participate in all meetings or after school events that his/her Master Teacher is required to attend.

A student enrolled in the Apprenticeship Experience may not accept pay for work carried out in relation to the school program such as substituting, tutoring, coaching, or any similar activity. Most importantly, an Apprentice may not serve as a substitute teacher for the assigned or any other classroom nor may he/she supervise recess without a certified teacher present.

H. Guidelines for Receiving Constructive Criticism

1. Anticipate constructive criticism and welcome its contribution to your professional growth and development. Take a positive attitude toward any advice which is offered by the lab teacher, principal, and/or university coordinator. (Expect to have your efforts critiqued.) Accept all criticism without permitting your feelings to be upset. Separate your ego from your teaching.
2. Develop a feeling of security in the things which you know to be correct, but never be so confident that you cannot see the other person's point of view. Be ready and able to explain your approach positively and constructively.
3. Evaluate and critique your own efforts. Often you can soften necessary criticism by anticipating your own weaknesses and discussing them with your master teacher.
4. Be consistent in acting on suggestions which are made to you. Do not make the same mistake day after day.
5. Do not give an alibi or defend mistakes which you have made. Your greatest improvement will be made by overcoming deficiencies, not by defending them.
6. Keep your poise and sense of humor. Despite the increased workload during the semester, try to maintain a balanced personal life so that you enter the classroom each day with a refreshed perspective. Get some exercise, eat healthily, get some sleep.
7. Understand that the evaluator is trying to help you learn productive procedures and techniques. Remember he/she is trying to be supportive.

I. Policy on Working During Apprenticeship

Due to the intensity of the assignments and expectations during the Apprenticeship Experience, it is strongly recommended that students not attempt to work on either a part or full-time basis. Should a student deem it necessary to work during this semester, he/she will be expected to complete all of the Apprenticeship experiences. The fact that the student is employed will never be accepted as justification for the failure to meet all of the knowledge, skill and disposition expectations of the Apprenticeship experience. This includes, in addition to unforeseen events, all activities related to the preparation, implementation, and evaluation of student activities during the school day, after school meetings, and seminars. The expectation of the Apprenticeship experience (planned and unplanned) must, at all times, take precedence over work requirements.

J. Suggested Activities for the Apprentice Teacher

Phase One: Weeks 1-4

- Review the district student learning objectives and curriculum.
 - Review textbooks and other teaching materials.
 - Observe the master teacher's teaching style, classroom procedures, and management system.
 - Observe behavior patterns, student records, and learn names of students.
 - Compose a letter to parents introducing oneself with master teacher's assistance.
 - Check attendance, collect materials, and make announcements.
 - Become familiar with the needs of all children, especially exceptional children in the classroom.
 - Check student work.
 - Begin short and long range planning.
 - Submit plans to the master teacher for approval 24 hours before teaching.
 - Co-plan and co-teach lessons with master teacher.
 - Teach short periods of instruction building up to full time teaching.
 - Teach self-developed lessons.
-
- Teach at least two nonconsecutive full days.
 - Gradually assume responsibility for teaching each subject.
 - Begin peer observations

Phase Two: Weeks 5-12

- Continue part-time teaching.
- Assume entire responsibility of the class for a minimum of three consecutive weeks. Additional time is highly recommended.
- Invite the principal to observe at least once during the full-time teaching.
- Complete peer observations
- Additional activities:

Phase Three: Weeks 13-15

- Phase out of all teaching responsibilities.
- Observe other classrooms.
- Additional activities:
(see appendix T)

K. Required Activities for Apprentice Teachers

___ Videotape and reflect on your teaching. Videotape yourself once at the beginning of your apprenticeship and once at the end of your apprenticeship.

___ Complete one Peer Feedback Lesson Form on each apprentice assigned to your school.

___ Have a minimum of ten Apprentice Teacher Feedback Forms completed during your apprenticeship.

___ One ISL completed in the subject area and format of your choice.

___ Documentation of dialogue with apprentice teacher

___ Apprenticeship Evaluation Form completed (see appendix U).

Appendix A

DEPARTMENT OF TEACHER EDUCATION
Electronic Portfolio Checklist

Student: _____ **Student Number:** _____

Each student's electronic portfolio must contain the following items. Each item will be evaluated based on completeness and quality.

Rating Scale:

- 4 – Exemplary level
- 3 – Proficient level
- 2 – In progress level
- 1 – Unsatisfactory level

<u>Score</u>	<u>Item</u>
_____	Homepage
_____	Web quest
_____	Powerpoint project
_____	Education philosophy
_____	Internal links from page to page
_____	External links to other sites
	• ISL archive
_____	Block 1 Math ISL
_____	Block 2 Science ISL
_____	Block 3 Social Studies
_____	Block 3 Reading ISL
_____	Apprenticeship ISL
	• Conceptual framework pages - Evidence demonstrating the student's ability to meet each conceptual framework principle & the rationale for each – MINIMUM OF ____ PER PRINCIPLE
_____	Principle 1
_____	Principle 2
_____	Principle 3
_____	Principle 4
_____	Principle 5
_____	Principle 6
_____	Principle 7
_____	Principle 8
_____	Principle 9
_____	Principle 10

Posted to LiveText

Appendix B

**AUGUSTA STATE UNIVERSITY
TEACHER EDUCATION
IMPACTING STUDENT LEARNING ASSESSMENT RUBRIC**

Rating Scale:

- 4 – Exemplary level
- 3 – Proficient level
- 2 – In Progress level
- 1 – Unsatisfactory level

**CFP – CONCEPTUAL FRAMEWORK
PRINCIPLES ADAPTED FROM INTASC**

Student: _____ **Program:** _____ **Block:** _____
Course: _____

1. **Learning Goals:** _____ (CFP – 1)
 - Designates goals in terms of knowledge, skills, theory concepts, and dispositions.
 - Describes the goals and how they represent the above categories.
 - Embeds content.
2. **Learning Profiles:** _____ (CFP – 2, 3)
 - Includes profile of each student as a learner (developmental characteristics, strengths, weaknesses, learning styles, outside variables, experience, prior knowledge).
 - Describe implication of the learner profiles for teaching.
 - Describe learning context and its implications for teaching.
 - Provides evidence in support of profiles.
3. **Planning for learning:** _____ (CFP – 4, 5, 6, 7, 8)
 - Describes diagnostic assessment:
 - Instrument
 - Student data
 - Implications for teaching
 - Uses effective lesson planning:
 - Objective (s)
 - Assessment
 - Procedures
 - Evidences appropriate teaching practices
 - Variety
 - Critical creative thinking, problem-solving
 - Appropriate communication and technology
 - Support learning of all students
 - Positive social interaction
 - Active student engagement
4. **Student Achievement:** _____ (CFP – 8)
 - Describes formative assessments:
 - Instruments
 - Student achievement data
 - Describes needed student intervention areas
 - Implications for teaching
 - Describes summative assessment:
 - Instrument
 - Student achievement data
 - Analyzes the “why” related to achievement
 - Implications for teaching
5. **Reflection and Refinement:** _____ (CFP – 9)
 - Reflects upon own instruction and the impact on student achievement.
 - Indicates next steps for instruction with each learner profiled.

Overall Score _____

Appendix C

Impacting Student Learning Scoring Rubric Criteria

4 = **Exemplary** performance on all components of ISL task -- goals are well-stated and appropriate for grade level/subject and students; learning profiles are well-developed, complete, and accurate; diagnosis of student needs is based on data; instructional practices and strategies are active, student-centered, and appropriate to diagnosed needs and the task; assessments are appropriate for the type of learning being assessed; reflections reveal reasoned and supported analysis of lessons, student achievement, and future needs; there is explicit evidence of understanding of students as learners; writing and/or speaking are clear, strong, and thoughtful; references and examples are integrated into the analysis; consistently correct usage of standard English, consistent and accurate use of APA style.

3 = **Proficient** performance on all components of ISL task -- goals are appropriate for grade-level; learning profiles give an adequate but not complete insights; diagnosis of student needs is based on accurate but insufficient data; instructional practices and strategies are subject-centered and appropriate to the task; assessments address the learning task(s); reflections reveal well-supported analysis of lessons and student achievement; there is some evidence of understanding of students as learners; writing and/or speaking are clear and coherent; some evidence of integration of references and examples; consistently correct usage of standard English, consistent and accurate use of APA style.

2 = Efforts to address all components of ISL task are **In Progress**; performance on all dimensions of task is not completely accurate or coherent -- goals are related to content; learning profiles are insufficient for accurate planning; planning is superficial and lacks thoughtfulness; instructional practices and strategies are subject- or teacher-centered and don't fit well with objectives; reflections and analysis are descriptive and superficial rather than reasoned and supported; references are dropped-in rather than integrated; inconsistencies in correct usage of standard English, inconsistent and inaccurate use of APA style.

1 = Performance is **Unsatisfactory**; not all areas are addressed; performance is inaccurate, incoherent, lacks clarity -- goals are incomplete or poorly stated or inappropriate; profiles are incomplete and/or inaccurate; planning is minimal; instructional practices and strategies are not thoughtful or well-planned; reflections and analysis re not at all evident; faulty reasoning; consistently incorrect usage of standard English, consistently inaccurate use of APA style.

Appendix D

**AUGUSTA STATE UNIVERSITY
COLLEGE OF EDUCATION
TEACHER EDUCATION
LAB EVALUATION: PERFORMANCE ASSESSMENT**

Student: _____ Semester/Year: _____

Lab

Teacher: _____ School: _____

Activities/Participation/Dates Observed

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Rating Scale

Use of Standard

English

- 4 = Exemplary level – level of excellence/mastery
 3 = Proficient level – level of competence
 2 = In progress level – approaching competence
 1 = Unsatisfactory level – not competent at this time
 N/O = not observed

- Written - Consistently correct _____
 - Needs improvement _____
 Oral - Consistently correct _____
 - Needs improvement _____

Conceptual Framework Principles	RATING
1. Show understanding of subject area concepts, tools of inquiry, and structures and use these to foster meaningful learning experiences.	
2. Understands how students learn and provides developmentally appropriate instruction.	
3. Understand how students are different and can adapt instruction to diverse learners.	
4. Use multiple instructional strategies to develop student’s Thinking skills, problem solving, and performance skills.	
5. Understand individual and group motivation and behavior and creates environments with positive social interaction, engagement in learning and self-motivation.	
6. Possesses knowledge of communication process and Fosters inquiry, collaboration, and classroom interaction.	
7. Plans instruction based on knowledge of subject matter, learners, community, and curriculum.	
8. Understands and uses authentic assessment.	
9. Reflects on the results of choices and actions on others.	
10. Fosters relationships with colleagues, parents, and agencies.	
Overall Lab Rating	

Suggestions/Comments:

**AUGUSTA STATE UNIVERSITY
COLLEGE OF EDUCATION
TEACHER EDUCATION
LAB EVALUATION: DISPOSITIONS & PROFESSIONAL BEHAVIORS**

Candidate: _____ Semester: _____ Grade Level: _____

School: _____ Lab Teacher: _____

Rating Scale

- 4 = exemplary level – level of excellence/mastery
- 3 = proficient level – level of competence
- 2 = in progress level – approaching competence
- 1 = unsatisfactory level – not competent at this time
- N/O = not observed

DISPOSITIONS	RATING				COMMENTS
	1	2	3	4	
The candidate is:					
A critical thinker about the process of teaching and learning.					
Creative, challenging, and flexible in the teaching process.					
Empathetic, responsive, and enthusiastic in relations with students, parents and peers.					
Inclusive and reflective in planning, teaching, and assessment.					

PROFESSIONAL BEHAVIORS	RATING					COMMENTS
	1	2	3	4	N/O	
The candidate exhibits:						
Integrity/honesty						
Punctuality						
Dependability						
Interaction with colleagues						
Initiative						
Ability to deal with criticism						
Emotional stability						
Professional appearance						
Confidentiality						
Flexibility and adaptability						

Suggestions/Comments:

I have discussed this evaluation with the lab student and he/she has received a copy

Master Teacher's Signature _____ Lab Student's Signature _____

AUGUSTA STATE UNIVERSITY
Department of Teacher Education

Dispositions for Effective Teaching Rubric

Dispositions are teachers' habits of mind that shape ways that they interact with students and the ways they make decisions in the classroom. The following dispositions are grounded in the INTASC and NBPTS as well as the Augusta State University College of Education Conceptual Framework principles. These dispositions were developed by the Teacher Education faculty in partnership with the Augusta State Professional Development Schools faculty.

Teacher Education Definition: An effective teacher has critical, flexible, creative, empathetic, responsive, enthusiastic, inclusive and reflective thinking about teaching, and learning.

Disposition Elements for Teacher Education

Candidates are:

- 1. Critical thinkers about the process of teaching and learning:** The disposition to think critically is about the process of teaching and learning is tendency to question that which may be assumed. It involves probing, digging deeper, establishing quality and using dialogue as a means to work toward that end. It may be deconstructive in its nature and seek to unpack the black and white nature of statements, and simplistic nature of responses, procedures or assignments.

- 2. Creative, challenging, and flexible in the teaching process:** This disposition is characterized by the propensity to view learning as encompassing a variety of approaches to meet individual learner needs a focus on differentiating instruction. The teacher sees multiple ways of framing learning, solving problems, approaching instruction, and providing examples. The teacher is disposed to act as a guide and think in an inquiry oriented mode and views facts and knowledge as a means to build toward understanding. The teacher is disposed to focus on goal setting and taking next steps toward improvement. Student competence is assumed and all students are pushed toward high levels of achievement.

- 3. Empathetic, responsive, and enthusiastic in relations with students, parents and peers:** The teacher is disposed to be responsive to students' developmental needs and characteristics and exhibits responsiveness to students as diverse individuals including their personal lives and experiences. Learning is viewed as relevant and connected to students' lives. Families and parents are embraced as partners in the learning process and community is valued as an asset to learning. Peers are treated as partners and resources in a collaborative manner.

4. Inclusive and reflective in planning, teaching, and assessment: This disposition is a thinking-based orientation that is reflective in many dimensions in terms of needs and actions of the learner, their developmental characteristics, their cultural background and experiences, their levels of understanding, student questions, student work samples, the learning context and expectations of the profession and society as a whole. All partners including students, parents, and colleagues are valued as providing input into important decisions in the learning process.

AUGUSTA STATE UNIVERSITY

Disposition Rating	1 Unsatisfactory level	2 In progress level	3 Proficient level	4 Exemplary level
Critical thinkers about the process of teaching and learning.	Classroom interaction and dialogue is centered on completion of tasks, focused on correctness, concerned with student grades and teacher performance	Classroom interaction and dialogue centers on correctly completing tasks and includes a variety of questions to get at the “why” level of student thinking student performance is linked to teacher performance	Classroom interaction and dialogue is includes discussion about quality of learning, a variety of questions are present to get at the “why” level of student thinking concerned with understanding and student performance	Classroom interaction and dialogue is centered on quality of learning, focused on probing, critiquing, and questioning concerned with deep understanding and student authentic performance
Creative, challenging, and flexible in the teaching process.	Classroom interaction and dialogue is lacking in variety in explaining, exemplifying or representing learning, repetitive, the same way for all students	Classroom interaction and dialogue includes some variety in explaining, exemplifying or representing learning, yet tends to be pre-planned , varying little to be to responsive to students	Classroom interaction and dialogue includes multiple approaches strategies and examples to accommodate diverse learners, responsive to students’ questions, comments	Classroom interaction and dialogue is about multiple ways of framing learning, examples, and paths to understanding diverse learners, students’ questions, comments frame further instructional interaction
Empathetic, responsive, and enthusiastic in relations with students, parents and	Classroom interaction and dialogue is often limited, general in nature, generic, often remaining the same from class to class and situation to	Classroom interaction and dialogue is centered on meeting students’ needs to have a productive classroom often remaining the	Classroom interaction and dialogue is centered on developmental needs, student concerns, community building and	Classroom interaction and dialogue is centered on developmental needs, student voice, community building and responsiveness to

peers.	situation. Interaction with peers and parents is non-existent or limited focusing only on required duties.	same from class to class but responding to situations as they arise. Interaction with peers and parents includes and may move beyond required duties and are founded on maintaining a productive classroom and student productivity	responsiveness to students as individuals as necessary. Interaction with peers and parents is proactive, focused on meetings students' needs.	students as individuals as part of instruction. Interaction with peers and parents is proactive, focused on meetings students' needs and indicative of a member of a learning community.
Inclusive and reflective in planning, teaching, and assessment.	Classroom interaction and dialogue is solely concerned with managing student behaviors and actions including movement, talking, and other forms of interaction	Classroom interaction and dialogue is concerned with managing student behaviors but invites students to give some input into rules and consequences and limited choices related to some instructional activities	Classroom interaction and dialogue is concerned with student input related to classroom instructional decisions and included negotiation of classroom procedures and plans	Classroom interaction and dialogue is concerned with student voice and decision making related to instructional decisions, centered on fairness, equity, advocacy, and reform

**Augusta State University
College of Education
Department of Teacher Education
Conceptual Framework Intervention Plan**

An important responsibility of the educator preparation programs in the College of Education is to ensure that those who prepare to become teachers at Augusta State University manifest appropriate pedagogical knowledge and skills. Future educators are expected to demonstrate levels of knowledge and skills appropriate for beginning teachers. The ten Conceptual Framework Principles are the foundation of the initial teacher preparation program.

Conceptual Framework Principles:

1. Understands the central concepts, tools of inquiry, and structures of the discipline(s) and is able to create learning experiences that make these aspects of subject matter meaningful for learners.
2. Understands how students learn and develop and is able to provide developmentally appropriate learning opportunities that support their intellectual, social, and personal development.
3. Understands how students differ in their approaches to learning and is able to create instructional opportunities that are adapted to diverse learners.
4. Understands and uses a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving, and performance skills.
5. Uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. Uses knowledge of effective verbal, nonverbal, and information technology techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. Plans instruction based on knowledge of subject matter, the learners, the community, and curriculum goals.
8. Understands and uses authentic assessment to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
9. Is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally.
10. Fosters relationships with school colleagues, parents, and agencies in the larger community to support the learning and well-being of all students.

Student _____ **ID Number** _____

Program _____ **Course** _____

Instructor _____ **Date** _____ **Principle(s)** _____

Reason(s) for Intervention: _____

Summary of Intervention Planning Session: _____

Intervention Plan Outline:

- 1. _____
- 2. _____
- 3. _____
- 4. _____

Signatures:

Student University Faculty Member

Participant Position

Participant Position

_____ Satisfactorily Completed _____ Unsatisfactory Date _____

Initials of intervention participants: _____

**Augusta State University
College of Education
Department of Teacher Education
Professional Qualifiés Intervention Plan**

An important responsibility of the educator preparation programs in the College of Education is to ensure that those who prepare to become teachers at Augusta State University manifest appropriate professional qualities. Students are expected to demonstrate responsibility, effective communication/social interaction skills, ethical character, and integrity. The Intervention Plan exists to provide students with feedback when behavior is inconsistent with professional qualities and expectations. Select from the following list the professional qualities which are not in compliance with professional behavior and complete the plan.

- | | |
|--|---|
| 1. Maturity/Responsibility | 11. Interaction with colleagues |
| 2. Punctuality | 12. Interaction with students |
| 3. Dependability | 13. Ability to deal with criticism |
| 4. Professional appearance | 14. Sense of humor |
| 5. Initiative | 15. Correct use of language |
| 6. Resourcefulness | 16. Integrity/honesty |
| 7. Emotional Stability | 17. Confidentiality |
| 8. Flexibility and adaptability | 18. Poise and Confidence |
| 9. Attitude towards learning | 19. Advanced lesson planning |
| 10. Respectfulness towards others | 20. Effective communication skills |
| | 21. Other _____ |

Student _____ ID Number _____

Program _____ Course _____

Instructor _____ Date _____ Quality (-ies) _____

Apprentice Evaluation Form

The following form should be used to evaluate the apprentice at a level of competence expected of a proficient beginning teacher. In order to be guaranteed by Augusta State University there should be no more than two scores below the proficient level (3) in any one area at the end of apprenticeship. This form is to be completed and shared once at mid-term and at apprenticeship's end by Apprentice and Master Teacher.

Apprentice _____ Master Teacher: _____

Rating Scale

- 4 = exemplary level - level of excellence/mastery
- 3 = proficient level - level of competence
- 2 = in progress level - approaching competence
- 1 = unsatisfactory level - not competent at this time

Midterm

Final

Professional Responsibilities

- | | | |
|-------|-------|---|
| _____ | _____ | demonstrates promptness and punctuality in agreed upon responsibilities |
| _____ | _____ | takes responsibility for planning, instruction, and management |
| _____ | _____ | participates in school functions |
| _____ | _____ | communicates with parents |
| _____ | _____ | uses suggestions and feedback effectively |
| _____ | _____ | meets professional expectations of the school |
| _____ | _____ | demonstrates acceptable communication skills |
| _____ | _____ | demonstrates adequate academic preparation |
| _____ | _____ | has a positive attitude |
| _____ | _____ | shows initiative and self-direction |

_____ _____ **Conceptual Framework Principle – 10** fosters relationships with school colleagues, parents, and agencies in the larger community to support the learning and well-being of all students.

Comments:

Midterm**Final****Planning & Reflection**

_____	_____	plans prepared in advance of lesson
_____	_____	builds on previous lessons
_____	_____	incorporates objectives and standards
_____	_____	shows appropriate pacing/flow/flexibility
_____	_____	plans for transitions/materials
_____	_____	plans for student-centered/active learning
_____	_____	plans for a range of thinking skills
_____	_____	plans for assessment of learning
_____	_____	Conceptual Framework Principle – 7 plans instruction based upon knowledge of subject matter, the learners, the community and curriculum goals
_____	_____	reflects on past teaching to refine future lessons
_____	_____	Conceptual Framework Principle – 9 be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, other professionals in the learning community) and actively seek the opportunity to grow professionally.

Comments:**Midterm****Final****Management**

_____	_____	maintains classroom routines
_____	_____	manages paper work effectively
_____	_____	has effective rapport with students
_____	_____	gives clear directions
_____	_____	promotes mutual respect
_____	_____	uses problem solving strategies with students
_____	_____	promotes student responsibility for actions
_____	_____	re-directs students as needed
_____	_____	allows for smooth transitions
_____	_____	uses time wisely
_____	_____	Conceptual Framework Principle – 5 use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Comments:

Midterm**Final****Teaching Ability**

_____	_____	demonstrates appropriate content knowledge
_____	_____	focuses on meeting individual needs
_____	_____	uses multiple techniques
_____	_____	uses multiple resources, including technology
_____	_____	uses a range of questions (convergent - divergent)
_____	_____	explains difficult content effectively
_____	_____	adjusts instruction to changes in conditions
_____	_____	uses activities and procedures that involve the learners
_____	_____	uses instructional time effectively
_____	_____	provides practice opportunities for objectives
_____	_____	uses learner contributions
_____	_____	shows enthusiasm, warmth, friendliness
_____	_____	demonstrates the ability to teach reading
_____	_____	demonstrates the ability to teach language arts
_____	_____	demonstrates the ability to teach mathematics
_____	_____	demonstrates the ability to teach science
_____	_____	demonstrates the ability to teach social studies
_____	_____	demonstrates the ability to teach the arts
_____	_____	Conceptual Framework Principle 1 -understand the central concepts, tools of inquiry, and structures of the discipline(s) and be able to create learning experiences that make these aspects of subject matter meaningful for learners.
_____	_____	Conceptual Framework Principle 2 -understand how students learn and develop and be able to provide developmentally appropriate learning opportunities that support their intellectual, social and personal development.
_____	_____	Conceptual Framework Principle 3 -understand how students differ in their approaches to learning and be able to create instructional opportunities that are adapted to diverse learners.
_____	_____	Conceptual Framework Principle 4 -understand and use a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving, and performance skills.
_____	_____	Conceptual Framework Principle 6 -use knowledge of effective verbal, nonverbal, and information technology techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Comments:

<u>Midterm</u>	<u>Final</u>	Ability to Assess
_____	_____	uses multiple strategies
_____	_____	uses assessment to guide further instruction
_____	_____	provides timely feedback to students
_____	_____	connects assessment to objectives and standards
_____	_____	promotes self assessment by students
_____	_____	evaluates self on instruction and management
_____	_____	Conceptual Framework Principle 8 understand and use authentic assessment to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Comments:

To be completed at midterm of Apprenticeship.

At midterm the Apprentice is _____ Passing/ _____ NOT PASSING

Master Teacher: _____ **Date:** _____

University Supervisor: _____ **Date:** _____

Apprentice: _____ **Date:** _____

To be completed at the end of Apprenticeship.

_____ **Electronic Portfolio Score**

Comments:

Apprentice Guarantee

This is to affirm that the apprentice is performing at a level of competence in each Conceptual Framework Principle as would be expected of a proficient beginning teacher.

Master Teacher: _____ **Date:** _____

University Supervisor: _____ **Date:** _____

Apprentice: _____ **Date:** _____

Augusta State University
College of Education
Department of Teacher Education
Early Childhood Education

Name: _____

927 _____

Advisor: _____

Block I	Sem/Year	Grade
MATH _____	_____	_____
ENGL 3320 Child Lit	_____	_____
ECED 3151 Curriculum	_____	_____
ECED 3161 Management	_____	_____
ECED 3252 Lang Arts	_____	_____
Field Experience	_____	_____

Recommended: MATH 3241 or MATH 3242

Block 2

MATH _____	_____	_____
ECED 3212 Literacy I	_____	_____
ECED 3231 Science I	_____	_____
ECED 3241 Social Science I	_____	_____
_____	_____	_____
Field Experiences	_____	_____

Recommended:
MATH 3241 or MATH 3242 or MATH 4260

Students must also take MUS 2400 (2)
ART 2100 (2)
KINS 2350 (2)

These courses can be taken prior to admission into the program.

****Students must also either take EDTD 3011 (Technology) or successfully complete the INTECH Test Out Option for certification.**

** A Cumulative GPA of at least 3.0 is required on all upper division course work.

Block 3	Sem/Year	Grade
MATH _____	_____	_____
ECED 4322 Math	_____	_____
ECED 4313 Literacy II	_____	_____
SPED 4002 Special Education	_____	_____
ECED 4342 Social Science II	_____	_____
Field Experience	_____	_____

Recommended: MATH 3242 or MATH 4260

Electronic Portfolio Evaluation _____

All course work must be successfully completed prior to apprenticeship.

Block 4

ECED 4491 Apprenticeship & Seminar	_____	_____
------------------------------------	-------	-------

Augusta State University
Department of Teacher Education
Part-time Certification Track- Para-Professionals

The Department of Teacher Education has implemented a new track for students seeking a degree and certification in early childhood education and are working as full time paraprofessionals. The coursework for this track as well as the requirements are identical to the full time/day time traditional track offered. Classes for the paraprofessional track are offered in the evening and summer year round. Field assignments for these classes, for the most part, are completed in the paraprofessional's home school in a variety of grades. The field assignments are spread out over the length of the semester instead of being concentrated into five weeks. Those interested in the paraprofessional track must be employed in an elementary school locally and must have a signed letter of support from the principal stating the school's willingness to allow the paraprofessional time to complete field assigned teaching during the school day. All other admission requirements are the same as any other student seeking admission to the department of Teacher Education.

Early Childhood Education course rotation

Fall - 1 ECED 3151 – Curriculum ECED 3252 – Lang. Arts Can also take - MATH 3241	Spring - 1 ECED 3212 – Literacy I ECED 3231 – Science I Can also take - MATH 3242	Summer EDTD 3011 – Ed Tech ECED 3161 – Management	Additional Courses for Fall and Spring MATH 3241 MATH 3242
Fall – 2 ECED 4313 – Literacy II ECED 4322 – Math Ed Can also take - MATH 4260	Spring – 2 ECED 4332 – Science II ECED 3241 – Social St I Can also take – ENGL 3320	Summer ECED 4342– Social St II	MATH 4260 ENGL 3320
Fall – 3 ECED 4491 Apprenticeship/ Or EDTD Practicum			

Apprenticeship Instructions

Criteria:

1. Admission to Teacher Education
2. Cumulative GPA of 2.5 or better
3. GPA of 3.0 or better in Major
4. Grades of C or better on all coursework
5. Completion of Beginning of School Experience
6. Completion of all coursework except Apprenticeship

Application Procedures:

1. Complete the attached application. Please type or print neatly.
2. Verify tort liability coverage on the appropriate form. You must have coverage prior to student teaching. S.G.A.E. and P.A.G.E applications are available in the Education suite.
3. Complete the *Background Investigation Questionnaire and Release Form*. Your criminal history must be checked before beginning your Apprenticeship. **Your legal signature is required!**
4. Return your application to:

Applications are due by March 1st!

Julie Gray
Director of Clinical and Field Experiences
College of Education
Augusta State University
2500 Walton Way
Augusta, GA 30904-2200



APPLICATION FOR APPRENTICESHIP COLLEGE OF EDUCATION

Submit this application to:

Julie Gray

Director of Clinical and Field Experiences
College of Education
Augusta State University
2500 Walton Way
Augusta, GA 30904-2200

Apprenticeship Semester (Circle One):

Fall 2009

Spring 2009

Name: _____ SSN: _____

Address: _____ Home Phone: _____

_____ Work Phone: _____

Major/ Certification Field: _____

List all schools in which your children/ relatives presently attend/ work or where you have attended, worked, or completed a lab: _____

In which **county** do you prefer to complete your Apprenticeship? _____

NOTE: (It may not be possible to honor county preference.)

Applicant's Signature: _____ Date: _____

Appendix O

AUGUSTA STATE UNIVERSITY
BACKGROUND INVESTIGATION QUESTIONNAIRE AND RELEASE FORM
CONFIDENTIAL
DEPARTMENT: EDUCATION

I understand that this form will be kept separately from my employment application during the interview process and that the information regarding my date of birth, place of birth, and listed physical characteristics will not be available to the hiring supervisor and that this information can not be used as a basis for an employment decision. I further understand that any employment decision will be made based on my qualifications, employment record and police record as related to the requirements of the position for which I am being considered. Please note: if applicable, you may be required to furnish the ASU Personnel Office a copy of your driver's history from the Georgia Department of Public Safety.

PLEASE PRINT

NAME: _____
LAST
FIRST
MIDDLE

Other names used: (maiden name, name by former marriages, former names changed legally or otherwise: Aliases, nicknames, etc. Please specify which and show dates used.)

Driver's License Number: _____ **SSN#:** _____

Address: _____ **Phone Number:** _____
Street
City
State
Zip

Date of Birth _____ **Place of Birth** _____
Sex _____ **Race** _____

Height _____ **Weight** _____ **Eye Color** _____ **Hair Color** _____

Do not include anything that happened before your seventeenth birthday. Do not include minor traffic violations for which a fine of \$100.00 or less was imposed. All other convictions must be included even if they were pardoned. (Pleas of nolo should be included.)

Have you ever been convicted of a misdemeanor? _____ Yes _____ No

List all convictions to include date, location, and agency involved.

Have you ever been convicted of a felony? _____ Yes _____ No

List all convictions to include date, location and agency involved.

I hereby authorize Augusta State University to receive any criminal history record information pertaining to me which may be in the files of any local, state, or federal agency on this date or anytime during my employment.

I, _____, attest that the information furnished by me in the foregoing form is true and correct this _____ day of _____, _____.

Legal Signature

Apprentice Teacher Lesson Feedback Form

Lesson was taught by: _____ Date: _____

Lesson was evaluated by: _____

1. How would you rate this lesson? (**Please circle one letter.**)

Excellent Very Good Good Fair Poor

2. List what you consider to be the strong points of this lesson.

3. List what you consider to be the weak points of this lesson.

4. Please rate, by checking, the student on the following aspects of his/her teaching:

Very Good Good Satisfactory

a. Planning/Preparation

b. Lesson Presentation

c. Teacher/Student Interaction

d. Questioning

e. Knowledge of Subject Matter

f. Provision of Feedback to Students

g. Assessment

5. Any other comments (Continue on the reverse side if necessary.)

Peer Lesson Feedback Form

Lesson was taught by: _____ Date: _____

Lesson was evaluated by: _____

1. How would you rate this lesson? (**Please circle one letter.**)

Excellent Very Good Good Fair Poor

2. List what you consider to be the strong points of this lesson.

3. List what you consider to be the weak points of this lesson.

4. Please rate, by checking, the student on the following aspects of his/her teaching:

Very Good Good Satisfactory

a. Planning/Preparation

b. Lesson Presentation

c. Teacher/Student Interaction

d. Questioning

e. Knowledge of Subject Matter

f. Provision of Feedback to Students

g. Assessment

5. Any other comments (Continue on the reverse side if necessary.)

Self-Reflection Lesson Feedback Form

Name: _____ Date: _____

1. How would you rate this lesson? (**Please circle one letter.**)

Excellent Very Good Good Fair Poor

2. List what you consider to be the strong points of this lesson.

3. List what you consider to be the weak points of this lesson.

4. Please rate, by checking, the following aspects of your teaching:

Very Good Good Satisfactory

- a. Planning/Preparation
- b. Lesson Presentation
- c. Teacher/Student Interaction
- d. Questioning
- e. Knowledge of Subject Matter
- f. Provision of Feedback to Students
- g. Assessment

5. Any other comments (Continue on the reverse side if necessary.)

Appendix S

Suggested Activities for the Apprentice Teacher

Phase One: Weeks 1-4

- _____ Review the district student learning objectives and curriculum.
- _____ Review textbooks and other teaching materials.
- _____ Observe the master teacher's teaching style, classroom procedures, and management system.
- _____ Observe behavior patterns, student records, and learn names of students.
- _____ Compose a letter to parents introducing oneself with master teacher's assistance.
- _____ Check attendance, collect materials, make announcements.
- _____ Become familiar with the needs of all children, especially exceptional children in the classroom.
- _____ Check student work.
- _____ Begin short and long range planning.
- _____ Submit plans to the master teacher for approval 24 hours before teaching.
- _____ Co-plan and co-teach lessons with master teacher.
- _____ Teach short periods of instruction building up to full time teaching.
- _____ Teach self-developed lessons.
- _____ Teach at least two nonconsecutive full days.
- _____ Gradually assume responsibility for teaching each subject.
- _____ Begin peer observations.

Phase Two: Weeks 5-12

- _____ Continue part-time teaching.
- _____ Assume entire responsibility of the class for a minimum of three consecutive weeks. Additional time is highly recommended.
- _____ Invite the principal to observe at least once during the full-time teaching.
- _____ Complete peer observations.
- _____ Additional activities:

Phase Three: Weeks 13-15

- _____ Phase out of all teaching responsibilities.
- _____ Observe other classrooms.
- _____ Additional activities:

Augusta State University

College of Education

Scholarships

**AUGUSTA STATE UNIVERSITY
COLLEGE OF EDUCATION**

Frank M. and Alice K. Green Scholarship

Purpose: To provide financial assistance in memory of Frank M. and Alice K. Green to a capable undergraduate or graduate student within the College of Education at Augusta State University.

Criteria:

1. The student must be an undergraduate (admitted to Teacher Education) or graduate student majoring in Early Childhood Education
2. The student must have an overall Regent's Grade Point Average (GPA) of at least 3.0 (4.0 scale).
3. The student must have financial need which is not met from other sources

Additional Guidelines:

The scholarship(s) may be awarded each year with qualified students eligible for continued support.

Once awarded a scholarship, if a student withdraws from the university or fails to maintain a 3.0 overall

cumulative GPA, he/she will not be eligible for additional support under the provisions of the program. The recipient(s) will be selected by the Scholarship and Financial Assistance Committee based on the recommendation of faculty within the College of Education.

Selection Process Within the College of Education:

Students wishing to apply for the scholarship should:

1. complete the process in the Office of Financial Aid to determine financial need
2. write a one page essay outlining their reasons for seeking to become a teacher of young children or for seeking graduate study in Early Childhood Education
3. supply a transcript verifying the required GPA
4. supply the written endorsement of their advisor
5. return all required information to the Office of Dean, College of Education who forwards it to the Chair of the Department of Teacher Education

The Chair of the Department of Teacher Education will select appropriate faculty, utilizing a process agreed upon in the Department, to serve as the scholarship selection committee.

The Departmental Committee determines the recipient(s) of the scholarship and forwards the recommendation to the Dean.

The Dean forwards the recommendation of the Departmental Committee to the Scholarship and Financial Assistance Committee.

Recipients will be announced each year at the beginning of the fall semester.

**AUGUSTA STATE UNIVERSITY
COLLEGE OF EDUCATION**

Louise P. White Memorial Scholarship

Purpose: To provide financial assistance in memory of Louise P. White to a capable undergraduate or graduate student within the College of Education.

Criteria:

1. The student must be an undergraduate or graduate student (admitted to Teacher Education or regularly admitted to the graduate program) majoring in Early Childhood, Middle Grades Education, or public school Music.
2. The student must have an overall Regent's Grade Point Average (GPA) of at least 2.5 (4.0 scale).
3. The student should demonstrate potential for success as a teacher.

Additional Guidelines:

The scholarship(s) may be awarded each year with qualified students eligible for continued support.

Once awarded a scholarship, if a student withdraws from the university, fails to maintain a 2.5 overall cumulative GPA, he/she will not be eligible for additional support under the provisions of the program.

The recipient(s) will be selected by the Scholarship and Financial Assistance Committee based on the recommendation of faculty within the College of Education.

Selection Process Within the College of Education:

Students wishing to apply for the scholarship should:

1. complete the process in the Office of Financial Aid to determine financial need
2. write a one page essay outlining their reasons for seeking to become a teacher of early childhood, middle grades or public school music students or pursuing graduate work in one of these areas
3. supply a transcript verifying the required GPA
4. supply the written endorsement of their advisor
5. return all required information to the Office of Dean, College of Education who forwards it to the Chair of the Department of Teacher Education

The Chair of the Department of Teacher Education will select appropriate faculty, utilizing a process agreed upon in the Department, to serve as the Scholarship Selection Committee.

The Departmental Committee determines the recipient(s) of the scholarship and forwards the recommendation to the Dean.

The Dean forwards the recommendation of the Departmental Committee to the Scholarship and Financial

Assistance Committee. Recipients will be announced each year at the beginning of the fall semester or as appropriate.

**AUGUSTA STATE UNIVERSITY
COLLEGE OF EDUCATION**

John Milledge Smith, Jr. Memorial Scholarship

Purpose: To provide financial assistance in memory of John Milledge Smith, Jr. to a capable undergraduate or graduate student within the College of Education at Augusta State University.

Criteria:

1. The undergraduate student must be at least a rising junior (admitted to Teacher Education) or a graduate student majoring in an educator preparation teaching field.
2. The student must have an overall Regent's Grade Point Average (GPA) of at least 3.0 (4.0 scale).
3. The student should demonstrate potential for success in the education field.

Additional Guidelines:

The scholarship(s) may be awarded each year with qualified students eligible for continued support.

Once awarded a scholarship, if a student withdraws from the university, fails to maintain a 3.0 overall cumulative GPA, or enrolls in fewer than nine semester hours of coursework (six semester hours for a graduate student), he/she will not be eligible for additional support under the provisions of the program.

The recipient(s) will be selected by the Scholarship and Financial Assistance Committee based on the recommendation of faculty within the College of Education.

Selection Process Within the College of Education:

Students wishing to apply for the scholarship should:

1. complete the process in the Office of Financial Aid to determine financial need
2. write a one page essay outlining their reasons for seeking to become an educator
3. supply a transcript verifying the required GPA
4. supply the written endorsement of their advisor
5. return all required information to the Office of Dean, College of Education

The Dean of the College of Education, working in concert with the appropriate department chairs, will select appropriate faculty to serve as the Scholarship Selection Committee.

The Committee determines the recipient(s) of the scholarship and forwards the recommendation to the Dean.

The Dean forwards the recommendation of the Departmental Committee to the Scholarship and Financial Assistance Committee.

Recipients will be announced each year at the beginning of the fall semester or as appropriate.

Code of Ethics
State of Georgia

Professional Practices Commission
Code of Ethics for Educators

CODE OF ETHICS
STATE OF GEORGIA
PROFESSIONAL PRACTICES COMMISSION
CODE OF ETHICS FOR EDUCATORS

August 15, 2005

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

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

(2) Definitions

- (a) "Certificate" refers to any teaching, service, or leadership certificate, license, or permit issued by authority of the Professional Standards Commission.
- (b) "Educator" is a teacher, school or school system administrator, or other education personnel who holds a certificate issued by the Professional Standards Commission and persons who have applied for but have not yet received a certificate. For the purposes of the Code of Ethics for Educators, "educator" also refers to paraprofessionals, aides, and substitute teachers.
- (c) "Student" is any individual enrolled in the state's public or private schools from preschool through grade 12 or any individual between and including the ages of 3 and 17.
- (d) "Complaint" is any written and signed statement from a local board, the state board, or one or more individual residents of this state filed with the Professional Standards Commission alleging that an educator has breached one or more of the standards in the Code of Ethics for Educators. A "complaint" will be deemed a request to investigate.
- (e) "Revocation" is the invalidation of any certificate held by the educator.

- (f) “Denial” is the refusal to grant initial certification to an applicant for a certificate.
- (g) “Suspension” is the temporary invalidation of any certificate for a period of time specified by the Professional Standards Commission.
- (h) “Reprimand” admonishes the certificate holder for his or her conduct. The reprimand cautions that further unethical conduct will lead to a more severe action.
- (i) “Warning” warns the certificate holder that his or her conduct is unethical. The warning cautions that further unethical conduct will lead to a more severe action.
- (j) “Monitoring” is the quarterly appraisal of the educator’s conduct by the Professional Standards Commission through contact with the educator and his or her employer. As a condition of monitoring, an educator may be required to submit a criminal background check (GCIC). The Commission specifies the length of the monitoring period.

(3) Standards

(a) Standard 1: Criminal Acts - An educator should abide by federal, state, and local laws and statutes. Unethical conduct includes but is not limited to the commission or conviction of a felony or of any crime involving moral turpitude. As used herein, conviction includes a finding or verdict of guilty, or a plea of nolo contendere, regardless of whether an appeal of the conviction has been sought; a situation where first offender treatment without adjudication of guilt pursuant to the charge was granted; and a situation where an adjudication of guilt or sentence was otherwise withheld or not entered on the charge or the charge was otherwise disposed of in a similar manner in any jurisdiction.

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

1. committing any act of child abuse, including physical and verbal abuse;
2. committing any act of cruelty to children or any act of child endangerment;
3. committing or soliciting any unlawful sexual act;
4. engaging in harassing behavior on the basis of race, gender, sex, national origin, religion or disability;
5. soliciting, encouraging, or consummating an inappropriate written, verbal, or physical relationship with a student; and
6. furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student or allowing a student to consume alcohol, or illegal/unauthorized drugs.

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

1. being on school premises or at a school-related activity involving students while under the influence of, possessing, using, or consuming illegal or unauthorized drugs; and
2. being on school premises or at a school-related activity involving students while documented as being under the influence of, possessing, or consuming alcoholic beverages. A school-related activity includes, but is not limited to, any activity sponsored by the school or school system (booster clubs, parent-teacher organizations, or any activity designed to enhance the school curriculum i.e. Foreign Language trips, etc).

(d) Standard 4: Misrepresentation or Falsification - An educator should exemplify honesty and integrity in the course of professional practice. Unethical conduct includes but is not limited to:

1. falsifying, misrepresenting, omitting or erroneously reporting professional qualifications, criminal history, college or staff development credit and/or degrees, academic award, and employment history when applying for employment and/or certification or when recommending an individual for employment, promotion, or certification;
2. falsifying, misrepresenting, omitting or erroneously reporting information submitted to federal, state, and other governmental agencies;
3. falsifying, misrepresenting, omitting or erroneously reporting information regarding the evaluation of students and/or personnel;
4. falsifying, misrepresenting, omitting or erroneously reporting reasons for absences or leaves; and
5. falsifying, misrepresenting, omitting or erroneously reporting information submitted in the course of an official inquiry/investigation.

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

1. misusing public or school-related funds;
2. failing to account for funds collected from students or parents;
3. submitting fraudulent requests for reimbursement of expenses or for pay;
4. co-mingling public or school-related funds with personal funds or checking accounts; and
5. using school property without the approval of the local board of education/governing board.

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

1. soliciting students or parents of students to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local board of education/governing board;
2. accepting gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest;
3. tutoring students assigned to the educator for remuneration unless approved by the local board of education/governing board or superintendent; and
4. coaching, instructing, promoting athletic camps, summer leagues, etc. that involves students in an educator's school system and from whom the educator receives remuneration unless approved by the local board of education/governing board or the superintendent. These types of activities must be in compliance with all rules and regulations of the Georgia High School Association.

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

1. sharing of confidential information concerning student academic and disciplinary records, personal confidences, health and medical information, family status and/or income, and assessment/testing results—unless disclosure is required or permitted by law;
2. sharing of confidential information restricted by state or federal law;
3. violation of confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, violating local school system or state directions for the use of tests or test items, etc.;
4. violation of other confidentiality agreements required by state or local policy.

(h) Standard 8: Abandonment of Contract - An educator should fulfill all of the terms and obligations detailed in the contract with the local board of education or education agency for the duration of the contract. Unethical conduct includes but is not limited to:

1. abandoning the contract for professional services without prior release from the contract by the employer, and
2. willfully refusing to perform the services required by a contract.

(i) Standard 9: Failure to Make a Required Report - An educator should file reports of a breach of one or more of the standards in the Code of Ethics for Educators, child abuse (O.C.G.A. §19-7-5), or any other required report. Unethical conduct includes but is not limited to:

1. failure to report all requested information on documents required by the Commission when applying for or renewing any certificate with the Commission.
2. failure to make a required report of a violation of one or more standards of the Code of Ethics for educators of which they have personal knowledge as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner.
3. failure to make a required report of any violation of state or federal law soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. These reports include but are not limited to: murder, voluntary manslaughter, aggravated assault, aggravated battery, kidnapping, any sexual offense, any sexual exploitation of a minor, any offense involving a controlled substance and any abuse of a child if an educator has reasonable cause to believe that a child has been abused.

(j) Standard 10: Professional Conduct - An educator should demonstrate conduct that follows generally recognized professional standards. Unethical conduct is any conduct that impairs the certificate holder's ability to function professionally in his or her employment position or a pattern of behavior or conduct that is detrimental to the health, welfare, discipline, or morals of students.

(4) Reporting

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

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

(5) Disciplinary Action

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

1. unethical conduct as outlined in The Code of Ethics for Educators, Standards 1-10 (PSC Rule 505-6-.01);
2. disciplinary action against a certificate in another state on grounds consistent with those specified in the Code of Ethics for Educators, Standards 1-10 (PSC Rule 505-6-.01);
3. order from a court of competent jurisdiction or a request from the Department of Human Resources that the certificate should be suspended or the application for certification should be denied for non-payment of child support (O.C.G.A. §19-6-28.1 and §19-11-9.3);
4. notification from the Georgia Higher Education Assistance Corporation that the educator is in default and not in satisfactory repayment status on a student loan guaranteed by the Georgia Higher Education Assistance Corporation (O.C.G.A. §20-3-295);
5. suspension or revocation of any professional license or certificate
6. violation of any other laws and rules applicable to the profession (O.C.G.A. §16-13-111); and
7. any other good and sufficient cause that renders an educator unfit for employment as an educator.

(b) An individual whose certificate has been revoked, denied, or suspended may not serve as a volunteer or be employed as an educator, paraprofessional, aide, substitute teacher or in any other position during the period of his or her revocation, suspension or denial for a violation of The Code of Ethics.

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