CONCEPTUAL FRAMEWORK

"Excellence in Learner-Centered Teacher Preparation"

- Technology
- Diversity

Continuous Assessment

Professional, State, and Institutional Standards

"Educate, Inspire, Empower"

Young Harris College
Mission, Goals, Values
PREFACE

Young Harris College is a private, residential, liberal arts institution located in the southern Appalachian region. The College is affiliated with the United Methodist Church and students from all backgrounds are welcome. The college is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award associate and baccalaureate degrees and is endorsed by the University Senate of The United Methodist Church as an affiliated United Methodist institution.

The college offers a beautiful mountain environment conducive to the development of the Christian faith and character, opportunities for personal and intellectual growth and responsible citizenship. The institution also provides programs, services and facilities that accommodate diverse educational, recreational and cultural interests for both its students and the general public.

Young Harris College has succeeded for more than 120 years because it has adhered to a set of values that have been guiding principles for important decisions made by the leaders of the college. These values are stated with pride and with the conviction that they will allow the school to prosper during its second century of existence and beyond. Young Harris College values:

- Student Success
- Educational Excellence
- Affiliation with the United Methodist Church
- Employee Success
- Service to the Community

Guidelines and requirements of the Teacher Preparation Program are based on this Conceptual Framework and the continually updated requirements for teacher certification in the State of Georgia. Each student/candidate should plan to use the current Teacher Preparation Program Handbook and Student Teaching Handbook as guides for matriculation through his/her program of study.
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CONCEPTUAL FRAMEWORK FOR THE TEACHER PREPARATION PROGRAM

The Teacher Preparation Program at Young Harris College originates from the College Mission, Goals, and Values combined with Professional, State, and Institutional standards for the preparation of prospective teachers. With the history of a strong Liberal Arts background woven throughout, the institutional motto of “Educate, Inspire, Empower” supports the pillars of initial teacher preparation. The pillars of the program may be defined as: (a) Knowledge/Content; (b) Skills/Pedagogy; and (c) Dispositions/Professionalism/Ethics. Embedded throughout the program are commitments to (d) Diversity and (e) Technology. With continuous assessment providing constant feedback and monitoring of all components of the Conceptual Framework within the program, the importance of student centered pedagogy based on a strong liberal arts background characterizes both the approach of the Young Harris College faculty and the program expectations/outcomes for teacher candidates. Thus, the motto of the Conceptual Framework of the Young Harris College Teacher Preparation Program is “Excellence in Learner-Centered Teacher Preparation”

YOUNG HARRIS COLLEGE MISSION, GOALS, AND VISION

Young Harris College is a private, residential, liberal arts institution located in the southern Appalachian region. The College is affiliated with the United Methodist Church and students from all backgrounds are welcome.

Mission Statement
Young Harris College educates, inspires, and empowers students through a comprehensive liberal arts experience that integrates mind, body, and spirit.

Goals
Young Harris College will:
- Educate Students through a comprehensive liberal arts experience
- Challenge students through innovative academic cultural, athletic, and spiritual programs
- Recruit and retain excellent students, faculty, and staff.
- Empower students, faculty, and staff to reach their full potential
- Increase significantly the College’s financial resources and facilities to support growth and development.
- Contribute to the quality of life of our local community.

Values
Young Harris College Values:
- **Truth**
  Truth and its unfettered pursuit through intellectual inquiry.
  Integrity in all aspects of academic, professional, and personal life.
- **The Liberal Arts**
  Open-minded and inquisitive learners.
  The liberal arts model of higher education and its role in transforming students.
• Heritage
  Its historic affiliation with the United Methodist Church and the Wesleyan tradition of higher education which seeks to develop both a trained mind and a warm heart. Academic freedom, affirmation of the dignity and worth of all persons, moral integrity, and support for the spiritual journeys of the members of our college community.

• Community
  • The relationships engendered through a small and diverse campus community.
  • The support provided by our faculty, staff, trustees, alumni, and friends.
  The natural world and the cultural traditions and rich history of the southern Appalachian region.

• Citizenship
  Our personal and collective responsibilities as citizens in service to society.
The role of leadership dedicated to creating a sustainable, just, and caring society.

YHC THEME

Vision Statement
Young Harris College will be a liberal arts institution of recognized excellence, comprised of a vibrant community of learners.

EDUCATE -- Young Harris College seeks to be recognized in the Southeast as an institution that, through its liberal arts education, encourages students to be intellectually curious. The College will educate the whole person through a comprehensive program of classroom, residential, and extra-curricular experiences. Faculty and staff will be active lifelong learners, and the College will support their intellectual and professional development. The College will examine its processes and learn not only from itself, but also remain involved with the academy at-large. The College will embrace emerging technology and pedagogical innovations.

INSPIRE -- Young Harris College will be inclusive in character, providing opportunities for the development of faith through study, worship, and service. The College will take advantage of its mountain setting, incorporating the heritage and natural environment in both academics and student programming. The College will provide diverse educational, recreational, social and cultural experiences for its students and the surrounding community.

EMPOWER -- Young Harris College will prepare its students to exercise mature and independent moral judgment in an ever-changing and diverse world. The College will challenge students to find and develop their particular talents, skills, and abilities. The College will provide opportunities for students to interact with others from diverse backgrounds, thus preparing them for responsible citizenship. The Young Harris College experience will exemplify environmental awareness, stewardship, and service to the community.
YHC TEACHER PREPARATION PROGRAM VISION STATEMENT

Teacher Preparation Program Mission:
The mission of the YHC Teacher Preparation Program is to utilize a strong liberal arts base reflecting the mission and institutional goals of Young Harris College to prepare prospective teachers and leaders of the geographic region.

Purpose: The purpose of the program includes the following:
(a) to demonstrate subject matter knowledge
(b) to acquire and demonstrate effective pedagogy
(c) to demonstrate professionalism
(d) to address the needs of an increasingly diverse population of learners; and
(e) to address the technology needs of learners

Motto: “Excellence in Learner-Centered Teacher Preparation”

Goals:
Goals and objectives of the Young Harris College Teacher Preparation Program are linked to the Mission, Goals, Values, and Theme of Young Harris College. These connections to the college mission and goals are identified in the following text after each Teacher Preparation Program Goal.

CONCEPTUAL FRAMEWORK
GOALS AND OBJECTIVES OF THE YHC TEACHER PREPARATION PROGRAM

GOAL I. Preservice teachers will demonstrate subject matter knowledge appropriate to their certification areas and grade levels.

YHC Goals: Young Harris College will educate students through a comprehensive liberal arts experience, challenge students through innovative academic cultural, athletic, and spiritual programs.

YHC Values: Truth and its unfettered pursuit through intellectual inquiry

YHC Themes: Educate

* k=knowledge; s=skills; d=dispositions

Preservice teachers will:
1. Demonstrate current knowledge of subject and theories of the discipline. (k)*
2. Know and utilize diverse viewpoints and perspectives of experts in their field. (k,s)
3. Integrate knowledge across academic disciplines. (k)
   Demonstrate skills required to practice the discipline effectively. (s)
4. Use “Reading and Writing” across the curriculum to assure literacy in subject discipline. (s)
5. Use the following elements of the learning process to master the discipline content: motivation, understanding, contextualizing, reflection, critical thinking, social interaction, and performance. (k)
GOAL II. Preservice teachers will acquire and demonstrate teaching skills appropriate to their certification areas and grade levels.

YHC Goals: Young Harris College will empower students, faculty, and staff to reach their full potential, contribute to the quality of life of our local community.

YHC Values: Citizenship - our personal and collective responsibilities as citizens in service to society

YHC Themes: Educate - the college will embrace emerging technology and pedagogical innovations; Inspire, Empower

Preservice teachers will:
1. Demonstrate knowledge of instructional strategies, activities, and educational theories for the disciplines taught. (k)
2. Implement curricula using their understanding of the learning process: motivation, understanding, contextualizing, reflection, critical thinking, social interaction, performance. (k, s)
3. Develop assessments that consider the developmental stage and needs of the learner. (k, s)
4. Utilize assessment data to determine learning objectives, make instructional decisions, and revise curricula. (k, s)
5. Employ a variety of appropriate technologies in classroom instruction. (k, s)
6. Plan and practice effective classroom management skills. (s)
7. Diagnose learner needs with appropriate assessments. (k, s)

GOAL III. Preservice teachers will demonstrate appropriate professional dispositions for the teaching profession.

YHC Goals: Young Harris College will educate students through a comprehensive liberal arts experience.

YHC Values: Truth and its unfettered pursuit through intellectual inquiry; integrity in all aspects of academic, professional, and personal life; heritage. Its historic affiliation with the United Methodist Church and the Wesleyan tradition of higher education which seeks to develop both a trained mind and a warm heart.

YHC Themes: Inspire, Empower

Preservice teachers will:
1. Promote self-confidence in learners. (d)
2. Encourage cooperation among learners. (d)
3. Base decisions and performance on high moral and ethical standards. (d)
4. Develop a teaching philosophy that reflects the ethics of the profession. (k, d)
5. Evaluate their own professional growth through reflection and synthesis of data from multiple sources. (k, d)
6. Maintain a physical environment conducive to learning. (s)
7. Use “Ethics Across the Curriculum” to reinforce appropriate professional dispositions.
GOAL IV. Preservice teachers will acquire and demonstrate appropriate skills in addressing the needs of an increasingly diverse population of learners.

**YHC Goals:** Young Harris College will challenge students through innovative academic cultural, athletic, and spiritual programs

**YHC Values:** Community - the relationships engendered through a small, and diverse campus community; citizenship - our personal and collective responsibilities as citizens in service to society

**YHC Themes:** Educate, Inspire, Empower

*Preservice teachers will:*

1. Demonstrate multicultural and global awareness. (k, d)
2. Establish relationships with an understanding of the different multicultural populations in the classroom. (d)
3. Develop a teaching philosophy that reflects the importance of recognizing cultural differences of students. (k, d)
4. Work collaboratively with colleagues, the community, and the home to promote learning in the classroom. (k, s, d)
5. Use community resources to enhance classroom learning. (s)
6. Involve parents or guardians to enhance classroom learning. (s)
7. Develop a teaching philosophy that reflects the importance of recognizing and planning for English Language Learners (ELL) (k, d)

GOAL V. Preservice teachers will acquire and demonstrate technology skills appropriate to the certification area and level of learners.

**YHC Goals:** Young Harris College will empower students, faculty, and staff to reach their full potential.

**YHC Values:** The liberal arts - the liberal arts model of higher education and its role in transforming students

**YHC Themes:** Educate - the college will embrace emerging technology and pedagogical innovations

*Preservice teachers will:*

1. Use technology in planning, instruction, and assessment. (k, s, d)
2. Use technology to work collaboratively in classes, field, and clinical experiences. (k, s, d)
3. Use technology to establish a record of excellence with electronic portfolios. (k, d)
4. Demonstrate professional growth in meeting technology expectations of the profession. (k, s)

**TERMINOLOGY**

1. **The Student Teacher:** A college student who is assigned to a cooperating public school classroom teacher as an intern.
2. **The Cooperating School:** A public school which provides the laboratory experience or internship.
3. **The Supervising Classroom Teacher**: A public school classroom teacher responsible for supervising the work of a student teacher.

4. **The College Supervisor**: A member of the college faculty or adjunct faculty who is responsible for supervising student teachers, holding conferences with them and their supervising teachers, evaluating the progress of the students, and participating in the student teacher seminars.

5. **Director of the Teacher Preparation Program**: The college faculty member who has the overall responsibility for the program with the Department of Education, the college administration, the Georgia Department of Education, and the Professional Standards Commission. Dr. Bill Brown is the Chair of the Department of Education and serves as the Director of the Young Harris College Teacher Preparation Program.

6. **Student Teaching**: The period of apprentice teaching in which the college student assumes the responsibility for classroom activities with a group of learners under the direct supervision of a classroom teacher.

**RESPONSIBILITIES OF THE STUDENT TEACHER**

The Teacher Preparation Program will provide opportunities to observe and study children and observe teachers guiding youngsters in learning activities. Student teaching is the time to try your skill in the classroom and put into practice the theories discussed in the college classroom.

Student teachers or teacher candidates will be expected to display professionalism in conduct and attitude and to assume the posture of a teacher both in responsibility and manner. Teacher candidates will be required to follow all policies and procedures of the cooperating school. As representatives of both the college and the teaching profession, candidates will be expected to maintain high standards of personal and professional ethics and expected to adhere to the *Code of Ethics for Georgia Educators*. This code governs the professional conduct of educators in Georgia and will be introduced in each introductory course. It will be discussed several times during the teacher preparation program. Copies of the *Code of Ethics for Georgia Educators* may be obtained from the Georgia Professional Standards Commission (PSC), [http://www.gapsc.com/Professionalpractices/Nethics.asp](http://www.gapsc.com/Professionalpractices/Nethics.asp)

Student teachers must have current membership in SGAE or SPAGE for proof of liability insurance and present an acceptable criminal investigation report in order to participate in the student teaching capstone experience.

**ATTENDANCE, PUNCTUALITY, AND TRANSPORTATION**

Regular attendance and punctuality will be mandatory. It will be important that student teachers demonstrate an understanding of the importance of regular and punctual attendance. When the teacher candidate plans a schedule with the supervising teacher, this becomes an agreement that the candidate is expected to keep. If a
candidate does not report when expected, this will be termed an absence. In cases of illness or emergencies, the candidates will be expected to contact the following persons in the order listed below:

1. Supervising classroom teacher
2. Supervising principal or office of attendance
3. College supervisor

Students will be expected to refrain from asking to leave school early, especially on Fridays and before holidays. Students will also be expected to attend all extra professional activities, such as PTO, faculty meetings, planning meetings, or other professional meetings.

Candidates will be responsible for making their own travel arrangements to the assigned field experiences throughout the program.

Attend all extra professional activities, such as PTO, faculty meetings, planning meetings, or other professional meetings.

*For portions of this section, the Young Harris College Teacher Preparation Program is grateful to the Division of Education at Lindsey Wilson College, the School of Education and Social Science at Shorter College, and the College of Education of the State University of West Georgia.

**PRESERVICE TEACHER ATTENDANCE POLICY**

One of the important characteristics of a highly effective teacher is excellent attendance. Attendance and carrying out responsibilities in the manner of a practicing professional are qualifications required by school administrators.

**GOAL III of the YHC Teacher Preparation Program Conceptual Framework states that “Preservice teachers will demonstrate appropriate professional dispositions for the teaching profession.”** Attendance and submitting reports on or before the due dates are critical components of professional dispositions.

Preservice teachers are required to demonstrate excellent attendance in classes and engage in ongoing professional dispositions. The following criteria will be your guide:

1. Attend each class session and be participatory (absences are due to illness or emergency).
2. Fulfill obligations of class presentations, assignments, and tests when scheduled

**DRESS CODE**

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

Candidates may not be paid for any duties that are a part of the clinical experience. This criterion covers any work performed with students or any other aspect of school responsibility. Students will accept no gratuities or gifts which might impair the exercise of good professional judgment.

CONFIDENTIALITY

Under the guidance of the supervising teacher, the candidate may have access to student records and or other school records. It is important that this information be used in a professional manner and shall remain confidential. The candidate will be reminded that the confidentiality of all student records is protected by the Family Educational Rights and Privacy Act (FERPA). Under no circumstances can information be released to or discussed with any unauthorized person. Check with or call your college supervisor or supervising classroom teacher to determine who is authorized to review or discuss records.

LIABILITY

The candidate has no legal, professional, or certificated status in public school classrooms in Georgia. No legal action is on record that has established precedents regarding the clarification of this status. At all times, the supervising teacher will maintain legal responsibility for pupils in his or her classroom. Candidates will be reminded, however, that they can be held personally liable for negligent or intentional acts or omissions that result in harm to children in their care.

While the Individuals with Disabilities Education Act (IDEA) requires schools to provide non-medical related services to students with disabilities and Georgia law permits educators to dispense and administer such medications, the immunities from liability for certificated personnel and education agency employees will not extend to Young Harris College teacher candidates participating in field or clinical experiences.

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

If the teacher candidate is asked or encouraged to dispense medications or perform related services, he or she must refuse to do so, citing possible exposure to liability should any adverse reactions occur. Remember, the immunity of the supervising teacher will not extend to the teacher candidate. The college supervisor must be notified if the teacher candidate feels pressured to participate in these activities.
TEACHER CANDIDATE DUTIES DURING STUDENT TEACHING

A. Complete all requirements of the student teaching seminar contained in EDUC 4411 Student Teaching:ECE/MGE/ME/SE.
B. Attend weekly seminars as provided in student teaching seminar contained in EDUC 4411 Student Teaching:ECE/MGE/ME/SE.
C. Maintain weekly records of lessons taught, duties performed, and observations completed. Turn these records in as requested by your college supervisor.
D. Complete and turn in appropriate lesson plans as requested by your college supervisor.
E. Teach full-time for at least ten consecutive days.
F. Have conferences with your supervising teacher and college supervisor on a regular basis to discuss the positive and negative aspects of your teaching.
G. Ask for help from your supervising teacher, supervising principal, and college supervisor if your needs have not been anticipated. If a discrepancy in communication arises, ask for clarification.
H. During the student teaching experience, there may be an occasion when the supervising teacher is absent from school. Sometimes, when this absence occurs, the candidate may be called on to teach. However, state mandates require the presence of a certified teacher or system authorized substitute. With one of those individuals in the room, and depending on the level of self-confidence, the candidate may accept responsibility for instruction. However, the authorized substitute or certified teacher holds ultimate responsibility for supervision of the students when the supervising teacher is not present. Should the situation occur during the first few weeks of Student Teaching, contact the college supervisor for approval to accept the responsibility for instruction.

Candidates may not be used as long-term substitute teachers. Even if the candidate has been listed on the system’s certified substitute list, the candidate may not serve as a substitute during the calendar of student teaching.

LESSON PLANS

Well-planned lessons are essential to good teaching. Planning helps you organize the learning situation. Planning also helps your supervising teacher and college supervisor check the quality and continuity of your lessons. During student teaching, each student teacher will be responsible for presenting draft lesson plans, at least one week in advance of the lessons to be taught, to the supervising classroom teacher for approval. Lesson plans for your minimum of ten days of full-time teaching will also be submitted to your college supervisor.

The detail of your plans will vary according to the type of lessons and preference of individual supervisors. Excessive detail is not necessary, but your plans should give evidence of thorough preparation prior to presentation. Lesson plans should follow the LiveText format paying particular attention to the following details:

1. Is the purpose clearly defined?
2. Are the goals and objectives attainable?
3. Is the motivation carefully planned to capture the interest of the students?
4. Are the learning activities planned and organized to develop the goals set?
5. Is there adequate provision for evaluation of the work?

Your supervising teacher will be a valuable resource person who understands the developmental aspects of child growth and learning and has a background of teaching experience. He or she will help you to see how all learning experiences can be evaluated in terms of the purposes you jointly set up and in light of the students' needs.

**CLASSROOM MANAGEMENT AND CONTROL**

Classroom management and pupil control is an area in which you have probably had limited experience, but it is vital to the teaching-learning situation. Discipline is not usually a major problem, if proper planning is followed, problems are anticipated, and professionalism is maintained. The following are some general points to keep in mind as you begin your student teaching.

1. **Know your pupils.** Study the backgrounds and interests of your pupils. Learn their names as soon as possible.
2. **Be self-confident and enthusiastic** at all times.
3. **Be prepared** at all times.
4. **Establish a classroom routine and guidelines** for behavior and work.
5. **Be alert.** Focus your attention on the total classroom situation.
6. **Be consistent** in expectations.
7. **Be positive.**
8. **Give attention to the physical environment** of the classroom.
9. **Move lessons along at an interesting pace.**
10. **Be warm and friendly, but firm.**
11. **Know and practice the philosophy** of the school and the school board policy with regard to discipline.
12. **When possible, reprimand in private.**
13. **During disciplinary procedures, avoid physical contact and expression of anger.** (Use of either physical contact or anger may result in the termination of your student teaching experience.)

**INFORMATION TO BE PROVIDED TO COLLEGE SUPERVISORS**

**Before your first full week of student teaching,** the teacher candidate should provide three (3) copies of the following information:

1. The form *General Student Teaching Information.*
2. The form *Classroom Schedule of Activities.*
3. A diagram of your school area with the following areas clearly marked:
   a. Parking appropriate for the college supervisor
   b. The school Office
   c. Your Room
4. Detailed directions for traveling to your school. Include the following:
   a. Highway numbers and/or street names
   b. Landmarks
   c. Approximate number of miles between landmarks
   d. Simple hand drawn map if desired (Note: www.mapquest.com provides very thorough directions.)

REPORTS

Student teachers will be expected to keep records of classroom experiences and activities to be submitted to the college supervisor in a Weekly Activity Report at the seminar. This report should include the following:

- schedule of time/days the student teacher is now teaching
- what is being taught (subject, unit, class)
- a daily schedule, including recesses, physical education classes, special assemblies, and lunch periods
- duties now being performed
- particular problems encountered
- questions needing consideration
- insights gained
- ideas for self-improvement
- percentage of time spent in each of the following activities: observing, teaching, supervising, miscellaneous

These reports must be presented in a professional manner.

WEEKLY SEMINAR

During the twelve-week, student-teaching term, a weekly seminar will be held on the predetermined site. This is a component of student teaching seminar contained in EDUC 4411 Student Teaching:ECE/MGE/ME/SE begun immediately prior to student teaching. (Music Education students should contact Mary Land, Interim Director for Music Education, for weekly seminar requirements.) Conducted by the college supervisors, these meetings will last approximately one to one and one-half hours and will enable students to:

1. Share experiences, ideas, problem situations, and possible solutions.
2. Develop personal philosophies of education.
3. Present questions and submit required reports to the college supervisors.
4. Discuss teaching methods and strategies, problems of teaching, principles of learning, and concepts of curriculum development.
5. Inquire about professional organizations and their role in the profession.
6. Investigate certification procedures and examine the process of applying for a teaching position.
7. Explore jobs and/or make plans to attend graduate school.
8. Summarize and evaluate a variety of teaching methods and techniques observed.
9. Discuss a variety of curriculum styles.
10. Formalize the evaluation process in relationship to assessment and testing.
11. Produce collections of:
   a. classroom management artifacts
   b. value-added instruction documents
   c. videotaped instruction with impact/refinement statements as per Georgia PSC requirements. **Please note**: these collections will be turned in at an individual exit interview with the College Supervisor.

**PROFESSIONAL PORTFOLIO**

Student teachers are expected to complete their *LiveText* Professional Portfolios. This portfolio must reflect a complete and organized record of the teaching/learning experiences. The content should reflect the best the preservice teacher has to offer in an interview for a teaching position. For specific guidelines related to the content of each certification-level portfolio, please check the transition points on the web site.

**Please note**: the following criteria must all be satisfied for completion of the program and recommendation for initial certification.

**TRANSITION POINT 4 - Completion of Program**
- GPA of 2.75
- Minimum grade of C in specified courses, including all education and major courses; Passing student teaching
- 120 semester hours or more college credit
- Advisor “check out” for graduation
- Acceptable Electronic Portfolio
- Acceptable criminal background check
- Liability Insurance
- Abide by Code of Ethics
- Complete written exit survey
- Complete oral exit interview

**THE SUPERVISING CLASSROOM TEACHER**

The major criteria that will be used in the selection of a supervising teacher is that the teacher is conducting an above-average program for pupils and is positively interested in working with the student teacher program. In addition to this criterion, the supervising teacher:

1. Must hold at least the professional four-year certificate in the area for which the student teacher is preparing to teach
2. Must have at least three years’ experience in the field
3. Must be selected by the Coordinator of Field and Clinical Services in cooperation with the local school authorities
4. Should be a teacher of outstanding professional status who:
   a. adequately preplans for teaching
   b. uses a variety of sound educational principles and practices
   c. uses a variety of materials wisely
   d. employs diagnostic strategies in working with children
   e. uses community resources wisely
   f. has a good working relationship with pupils, teachers, administrators, families, and the community
   g. gives evidence of interest in professional improvement and willingness to do further study in preparation for supervising a student teacher.

The supervising teacher is the most important person in the student teaching experience and can determine to a great extent, the value of the experience for the future teacher.

Supervising teachers can enhance the student teaching experience by:
1. Aiding student teachers in developing professional dispositions.
2. Acquainting the student teacher with the community and providing opportunities for participation in community activities, if appropriate.
3. Guiding student teachers in the solution to problems.
4. Assuming the responsibility for GRADUALLY inducting student teachers into the teaching process and giving close, day-to-day guidance and direction in the teaching experience.
5. Providing opportunities for student teachers to observe, when appropriate, situations other than those directed by the supervising teacher.
6. Inviting student teachers to attend meetings of professional organizations.
7. Including student teachers in faculty meetings, grade-level meetings, and departmental meetings as an observant and a participant.
8. Including student teachers in parent conferences when appropriate.
9. Helping student teachers develop long-range and short-range plans.
10. Planning for and conducting conferences with the student teachers.
11. Assisting the student teacher in recognizing and overcoming any undesirable traits or behaviors.
12. Giving instructional assistance and constructive criticism when needed.
13. Assisting student teachers in evaluating their own student teaching experience.
14. Helping student teachers with professional, personal, or other concerns.
15. Guiding student teachers in developing maintaining a desirable learning environment.
16. Acknowledging the student teacher’s ideas and encouraging the use of initiative.

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

THE COLLEGE SUPERVISOR

College supervisors will participate in the student teaching program through planned seminars, visitations, and conferences with student teachers, supervising teachers, and principals. Adjunct college supervisors are selected based on a history of exemplary teaching experiences in the fields in which they supervise. The adjunct college supervisor must hold at least a master’s degree and must have at least eighteen semester hours in the field of supervision. Some of the functions of the college supervisor are the following:

1. Establish a working relationship between the college and the cooperating schools.
2. Serve as a co-worker with the principal and supervising teacher in the guidance and analysis of the student teaching experience.
3. Stimulate, facilitate, and critique the student teacher's use of a wide range of instructional materials and teaching techniques.
4. Evaluate the lesson plans and directed lessons on days of visitation to determine the coherence and cohesiveness of the instructional objectives, activities, and evaluation.
5. Organize a continuing program of student teacher development to overcome deficiencies revealed in the student teaching experience.
6. Supply supervising teachers with forms for recording the progress of student teachers.
7. Clarify for all participants the use of evaluation and placement forms used in the student teaching program.
8. Maintain a record of visits and evaluation forms for each student teacher.
9. Evaluate professional portfolio prior to graduation

REVIEW PROCESS FOR STUDENT TEACHING EXEMPTIONS

NOTE: Exemptions are approved only in rare circumstances after completing a minimum of ten (10) weeks (or state required minimum) of student teaching.

PROCEDURES:

1. Ask the supervising teacher to write a formal letter of recommendation to the Director of Teacher Preparation of Young Harris College stating that he or she is in agreement with you that you have satisfactorily completed all needed internship requirements preparing you for a regular teaching position. This letter must be submitted in duplicate to both the Teacher Preparation Program of Young Harris College and to the college supervisor before moving to step 2.
2. Ask the college supervisor (once he or she has received the letter from above) to write a formal letter of recommendation to the Director of Teacher Preparation of Young Harris College stating that he or she is in agreement with you and the supervising teacher that you have successfully completed all needed internship requirements preparing you for a regular teaching position. This letter must be submitted by you to the Director of Teacher Preparation of Young Harris College and an appointment with the Director of Teacher Preparation or designee scheduled before moving to step 3.
3. Meet with the Director of Teacher Preparation or designee of Young Harris College to determine your eligibility for having your case presented to the Teacher Preparation Program Exemptions Review Board.

4. Once the Director of Teacher Preparation or designee of Young Harris College determine the eligibility of your case, the Exemptions Review Board will be convened to consider your submissions. The Exemptions Review Board will be comprised of the Director of Teacher Preparation or designee and two appropriate college faculty members.

5. The Exemptions Review Board of the Teacher Preparation Program of Young Harris College will send you a formal letter presenting the results of their decision.

**APPLYING FOR CERTIFICATION**

After successfully completing student teaching, receiving your Young Harris College diploma, and passing the appropriate GACE Content Test, you will be eligible for certification at the T-4 level in the state of Georgia. The *Georgia PSC Certification Applications* are available in the Professional Studies Education site office or online at [www.gapsc.com](http://www.gapsc.com). Click certification, download “our applications.” You will need the *Application for Certification* and the *Approved Program Recommendation Form*.  [Please note that at this time, certification requests are completed online.]

What you will need to apply for certification:

I. **Completed Application**
   *Directions for filling out application:*
   
   A. Complete both pages of the certification application, using black ink and all capitals in the boxes.
   
   B. Use the address where you will be after graduation, not your Young Harris College address.
   
   C. Pay close attention to number 4, the personal affirmation section. Make sure that you are completely honest when answering the yes/no questions. If you have been arrested, for any reason, attach an explanation.
   
   D. Make sure the application is signed and dated.
   
   E. List all colleges attended. Even if you only attended a school during one summer semester, it must be included.
   
   F. On the Georgia PSC Approved Program Recommendation Form, fill in the top section ONLY.

II. **Official transcripts**
   
   A. A transcript from every college attended will need to be submitted. Please have an OFFICIAL transcript mailed to your education advisor.
   
   B. Please fill out a *Young Harris College Request for Transcript Form*. This form may be obtained from the Office of the Registrar. Write in the address for the PSC (found on the application) as the place to mail the Young Harris College OFFICIAL transcript.
III. Georgia Assessments for Assessments of Educators (GACE) Scores
   A. A copy of your passing GACE scores will need to be submitted with your application. This copy is in addition to the one you had the testing center send to the YHC Department of Education.

Your application packet will be mailed to the Georgia Professional Standards Commission after all transcripts have been received (OR submitted online). This will be approximately one week after your graduation date. You will receive your T-4 Georgia Teacher’s Certification in approximately 4-6 weeks. This certification will come directly to you. You can check the progress of your certification at www.gapsc.com. Click on the certification status and enter your social security number.

If you are planning to seek certification in another state, you must first apply for the Georgia certification. After you have gotten your certification from Georgia, call the Board of Education in that state and request a form for certification.

APPENDICES

APPENDIX A: GENERAL STUDENT TEACHING INFORMATION

APPENDIX B: STUDENT TEACHING WEEKLY REPORT

APPENDIX C: CLASSROOM SCHEDULE OF ACTIVITIES

APPENDIX D: Teacher Preparation Program Student Teaching Observation Assessment (Classroom Teacher/Mentor and YHC Supervisor)

APPENDIX E: Portfolio Assessment of Institutional Standards

APPENDIX F: STUDENT TEACHER SELF-ASSESSMENT

APPENDIX G: DISPOSITION ASSESSMENT

APPENDIX H: VALUE-ADDED COMPONENT OF STUDENT TEACHING

APPENDIX I: (PSC) APPLICATION FOR CERTIFICATION (online)

APPENDIX J: CODE OF ETHICS FOR EDUCATORS (online)
APPENDIX A: GENERAL STUDENT TEACHING INFORMATION

STUDENT NAME: ___________________________ SEMESTER/YEAR: ____________

LOCAL ADDRESS: ________________________________ PHONE: ________________

SCHOOL__________________________________________ PHONE: ________________

SUPERVISING PRINCIPAL: _________________________ PHONE:_________________

SUPERVISING TEACHER: __________________________ PHONE:_________________

TEACHING ASSISTANT/AIDE: _______________ GRADE LEVEL ___________

SCHOOL SECRETARY/RECEPTIONIST: ________________________________

The school day **BEGINS** at_____________________ and **ENDS** at ___________________.

**DAYS and TIMES** outside the classroom:

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

Scheduled school days off for conferences, workshops, holidays:

February/September:

___________________________________________________________________________

March/October:

___________________________________________________________________________

April/November:

___________________________________________________________________________

May/December:

___________________________________________________________________________

**NOTE**: Turn in three copies of the completed form to the college supervisor before your first full week of student teaching. If changes are made during your student teaching, please inform him/her.
APPENDIX B: STUDENT TEACHING WEEKLY REPORT
(Due each week to College Supervisor)

STUDENT NAME: ___________________________ DATE: ____________

This week I taught full-time in the following areas:

_________________________________  ________________________  _______________________
_________________________________  ________________________  _______________________
_________________________________  ________________________  _______________________

My MOST satisfying experience(s):

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

The area(s) in which I improved this week:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

The area(s) in which I need to improve this week:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Mark below the approximate percentage of your time spent in the classroom this week (should total 100%). Observing ____ Teaching___ Supervising ___ Miscellaneous ____

On the reverse side of this sheet, describe activities and lessons taught.
APPENDIX C: CLASSROOM SCHEDULE OF ACTIVITIES

STUDENT NAME:______________________________________ DATE:_________________

SCHOOL:___________________________ SUPERVISING TEACHER___________________

<table>
<thead>
<tr>
<th>TIME PERIODS</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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</thead>
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</tbody>
</table>
APPENDIX D: YOUNG HARRIS COLLEGE TEACHER PREPARATION PROGRAM
STUDENT TEACHING OBSERVATION ASSESSMENT

1. **The assessment itself**
   See below

2. **A brief description of how the assessment is used in this program**
   Candidates will identify a work sample (typically a lesson plan from a unit to be taught by the candidate), provide the plan and all relevant materials to be used in the implementation of the work sample for the observer in a pre-conference before the observation session. Results of the evaluation will also be discussed with the candidate in a post-conference after the observation session.

3. **Scoring guides, criteria used to score candidate performance on the assessment, and materials distributed to candidates explaining how the assessment will be administered and scored (not required for Praxis, GACE, or other standardized tests)**
   
   Scoring: The following table will be used to score candidate performance during student teaching:
   
<table>
<thead>
<tr>
<th>Novice</th>
<th>Apprentice</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 200 points</td>
<td>200-230</td>
<td>230-280</td>
<td>280 - 300 points</td>
</tr>
</tbody>
</table>

   **Please note that any score of less than 220 points will require remediation on the part of the YHC Preservice Candidate. That remediation (including timeline for completion) will be determined in a conference to include the candidate, the classroom mentor/teacher, and the college supervisor. Also, please note that a score for any institutional standard of less than 80% will also require remediation to be completed as defined by the above process.**

4. **Data tables showing results of this assessment for the last three years and a brief analysis of the data findings (does not apply to developmental programs)**

5. **Not applicable**
STUDENT TEACHING OBSERVATION RUBRIC

Teacher Preparation Program of Young Harris College

Please return the completed form to: The Teacher Preparation Program, Young Harris College, One College Avenue, Young Harris, GA 30582

Candidate Name: ________________________________

YHC College Supervisor OR cooperating Classroom Teacher: _________________________ Class/Grade Level: _________

School: ________________________________ Date: _____________

Work Sample (typically a lesson planned and taught from a unit prepared by the candidate)______________________________

Setting for delivery of work sample (classroom demographics, classroom organization, etc.)______________________________
GOAL I: Preservice teachers will demonstrate subject matter *knowledge* appropriate to their certification areas and grade levels.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Unsatisfactory</th>
<th>Acceptable</th>
<th>Effective</th>
<th>Exceptional</th>
<th>N. A.</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preservice teachers will...</td>
<td>no evidence of; seeming lack of knowledge of; not fully covered; unorganized (1)</td>
<td>shows knowledge; covers areas; simple organization; usually on-task (2)</td>
<td>mastery; pertinent; clear evidence; appropriate; clarifies; positive (3)</td>
<td>in depth; beyond average; synthesis; most effective; on-task; facilitating (4)</td>
<td></td>
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</tr>
<tr>
<td>1. Demonstrate current knowledge of subject and theories of the discipline. (k)</td>
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<tr>
<td>2. Know and utilize diverse viewpoints and perspectives of experts in their field. (k,s)</td>
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<tr>
<td>3. Integrate knowledge across academic disciplines. (k)</td>
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<tr>
<td>4. Demonstrate skills required to practice the discipline effectively. (s)</td>
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<tr>
<td>5. Use “Reading and Writing” across the curriculum to assure literacy in subject discipline. (s)</td>
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<tr>
<td>6. Use the following elements of the learning process to master the discipline content: motivation, understanding, contextualizing, reflection, critical thinking, social interaction, performance. (k)</td>
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<tr>
<td>TOTAL POINTS (60 possible)</td>
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26
GOAL II: Preservice teachers will acquire and demonstrate teaching *skills* appropriate to their certification areas and grade levels.

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<thead>
<tr>
<th>Objective</th>
<th>Unsatisfactory</th>
<th>Acceptable</th>
<th>Effective</th>
<th>Exceptional</th>
<th>N. A.</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preservice teachers will...</td>
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<td>mastery; pertinent; clear evidence; appropriate; clarifies; positive (3)</td>
<td>in depth; beyond average; synthesis; most effective; on-task; facilitating (4)</td>
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<tr>
<td>1. Demonstrate knowledge of instructional strategies, activities, and educational theories for the disciplines taught. (k)</td>
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<tr>
<td>2. Implement curricula using their understanding of the learning process: motivation, understanding, contextualizing, reflection, critical thinking, social interaction, performance. (k, s)</td>
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<tr>
<td>3. Develop assessments that consider the developmental stage and needs of the learner. (k, s)</td>
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<td>4. Utilize assessment data to determine learning objectives, make instructional decisions, and revise curricula. (k, s)</td>
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<td>5. Employ a variety of appropriate technologies in classroom instruction. (k,s)</td>
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<td>6. Plan and practice effective classroom management skills. (s)</td>
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<td>7. Diagnose learner needs with appropriate assessments. (k, s)</td>
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<td>TOTALPOINTS (70 possible)</td>
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GOAL III: Preservice teachers will demonstrate appropriate professional *dispositions* for the teaching profession.

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<th>Objective</th>
<th>Unsatisfactory</th>
<th>Acceptable</th>
<th>Effective</th>
<th>Exceptional</th>
<th>N. A.</th>
<th>COMMENTS</th>
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<tbody>
<tr>
<td>Preservice teachers will. . .</td>
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<td>mastery; pertinent; clear evidence; appropriate; clarifies; positive (3)</td>
<td>in depth; beyond average; synthesis; most effective; on-task; facilitating (4)</td>
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<tr>
<td>1. Encourage cooperation among learners. (d)</td>
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<td>2. Base decisions and performance on high moral and ethical standards. (d)</td>
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<td>3. Develop a teaching philosophy that reflects the ethics of the profession. (k, d)</td>
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<td>4. Evaluate their own professional growth through reflection and synthesis of data from multiple sources. (k, d)</td>
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<td>5. Maintain a physical environment conducive to learning. (s)</td>
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<td>6. Use “Ethics Across the Curriculum” to reinforce appropriate professional dispositions.</td>
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<td>7. Promote self-confidence in learners. (d)</td>
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**TOTAL POINTS** (70 possible)
GOAL IV. Preservice teachers will acquire and demonstrate appropriate skills in addressing the needs of an increasingly diverse population of learners.

<table>
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<tr>
<th>Objective</th>
<th>Unsatisfactory</th>
<th>Acceptable</th>
<th>Effective</th>
<th>Exceptional</th>
<th>N. A.</th>
<th>COMMENTS</th>
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</thead>
<tbody>
<tr>
<td>Preservice teachers will...</td>
<td>no evidence of; seeming lack of knowledge of; not fully covered; unorganized (1)</td>
<td>shows knowledge; covers areas; simple organization; usually on-task (2)</td>
<td>mastery; pertinent; clear evidence; appropriate; clarifies; positive (3)</td>
<td>in depth; beyond average; synthesis; most effective; on-task; facilitating (4)</td>
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<tr>
<td>1. Demonstrate multicultural and global awareness. (k, d)</td>
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<tr>
<td>2. Establish relationships with an understanding of the different multicultural populations in the classroom. (d)</td>
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<tr>
<td>3. Develop a teaching philosophy that reflects the importance of recognizing cultural differences of students. (k, d)</td>
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<td>4. Work collaboratively with colleagues, the community, and the home to promote learning in the classroom. (k, s, d)</td>
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<td>5. Use community resources to enhance classroom learning. (s)</td>
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<tr>
<td>6. Involve parents or guardians to enhance classroom learning. (s)</td>
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<tr>
<td>TOTAL POINTS (60 possible)</td>
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</table>
GOAL V. Preservice teachers will acquire and demonstrate *technology* skills appropriate to the certification area and level of learners.

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<th>Objective</th>
<th>Unsatisfactory</th>
<th>Acceptable</th>
<th>Effective</th>
<th>Exceptional</th>
<th>N. A.</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preservice teachers will...</td>
<td>no evidence of; seeming lack of knowledge of; not fully covered; unorganized (1)</td>
<td>shows knowledge; covers areas; simple organization; usually on-task (2)</td>
<td>mastery; pertinent; clear evidence; appropriate; clarifies; positive (3)</td>
<td>in depth; beyond average; synthesis; most effective; on-task; facilitating (4)</td>
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</tbody>
</table>

1. Use technology in planning, instruction, and assessment. (k, s, d)

2. Use technology to work collaboratively in classes, field, and clinical experiences. (k, s, d)

3. Use technology to establish a record of excellence with electronic portfolios. (k, d)

4. Demonstrate professional growth in meeting technology expectations of the profession. (k, s)

**TOTAL POINTS (40 possible)**

Scoring: The following table will be used to score candidates:

<table>
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<tr>
<th>Novice</th>
<th>Apprentice</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 200 points</td>
<td>200-230 points</td>
<td>230-280 points</td>
<td>280 - 300 points</td>
</tr>
</tbody>
</table>

**Please note that any score of less than 220 points will require remediation on the part of the YHC Preservice Candidate. That remediation (including timeline for completion) will be determined in a conference to include the candidate, the classroom mentor/teacher, and the college supervisor. Also, please note that a score for any institutional standard of less than 80% will also require remediation to be completed as defined by the above process.**
Please Note: Before a candidate may move forward through Transition Points 1-4 in the YHC Teacher Preparation Program, she/he must submit an electronic portfolio for scoring by the candidate’s education advisor and a public school classroom mentor in the desired certification area. In addition, the candidate will do a self assessment using the same scoring rubrics. A consensus score will be used to determine readiness to continue in the program.

YHC Candidate_________________________________
Certification Area: ECE__, MGE__, Music Education__,
Secondary Area: English__, History__, Mathematics__, Science__
Date (Year)______ (Semester)_____
Transition Point (1)_____ (2)_____ (3)_____ (4)_____ (5) N. A._____
Evaluator:
Name_____________________________________
Position (Classroom Mentor)____ (YHC Supervisor)____ (YHC Candidate)_____

Please use the following rubrics to assess candidate progress for meeting institutional standards at the defined YHC TPP Transition Point.
GOAL I. Preservice teachers will demonstrate subject matter *knowledge* appropriate to their certification areas and grade levels.

To the Candidate: please identify the Portfolio Artifact you wish to have assessed using the following rubric.

<table>
<thead>
<tr>
<th>Preservice teachers will</th>
<th>Unsatisfactory (1)</th>
<th>Acceptable (2)</th>
<th>Effective (3)</th>
<th>Exceptional (4)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>no evidence of; seeming lack of knowledge of; not fully covered; unorganized</td>
<td>shows knowledge; covers areas; simple organization; usually on-task</td>
<td>mastery; pertinent; clear evidence; appropriate; clarifies; positive</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Demonstrate current knowledge of subject and theories of the discipline.

2. Know and utilize diverse viewpoints and perspectives of experts in their field.

3. Integrate knowledge across academic disciplines.

4. Demonstrate skills required to practice the discipline effectively.

5. Use “Reading and Writing” across the curriculum to assure literacy in subject discipline.

6. Use the following elements of the learning process to master the discipline content: motivation, understanding, contextualizing, reflection, critical thinking, social interaction, performance.

**TOTAL POINTS (Possible 60)**

Evaluator Comments:
GOAL II. Preservice teachers will acquire and demonstrate teaching *skills* appropriate to their certification areas and grade levels.

To the Candidate: please identify the Portfolio Artifact you wish to have assessed using the following rubric.

<table>
<thead>
<tr>
<th>Preservice teachers will</th>
<th>Unsatisfactory (1)</th>
<th>Acceptable (2)</th>
<th>Effective (3)</th>
<th>Exceptional (4)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>no evidence of; seeming lack of knowledge of; not fully covered; unorganized</td>
<td>shows knowledge; covers areas; simple organization; usually on-task</td>
<td>mastery; pertinent; clear evidence; appropriate; clarifies; positive</td>
<td>in depth; beyond average; synthesis; most effective; on-task; facilitating</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1. Demonstrate knowledge of instructional strategies, activities, and educational theories for the disciplines taught.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. Implement curricula using their understanding of the learning process: motivation, understanding, contextualizing, reflection, critical thinking, social interaction, performance.</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>3. Develop assessments that consider the developmental stage and needs of the learner.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4. Utilize assessment data to determine learning objectives, make instructional decisions, and revise curricula.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Employ a variety of appropriate technologies in classroom instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Plan and practice effective classroom management skills.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Diagnose learner needs with appropriate assessments.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL POINTS (Possible 70)**

**Evaluator Comments:**

35
GOAL III. Preservice teachers will demonstrate appropriate professional *dispositions* for the teaching profession. To the Candidate: please identify the Portfolio Artifact you wish to have assessed using the following rubric.

<table>
<thead>
<tr>
<th>Preservice teachers will</th>
<th>Unsatisfactory (1)</th>
<th>Acceptable (2)</th>
<th>Effective (3)</th>
<th>Exceptional (4)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>no evidence of;</td>
<td>shows knowledge;</td>
<td>mastery; pertinent;</td>
<td>in depth; beyond</td>
<td></td>
</tr>
<tr>
<td></td>
<td>seeming lack of</td>
<td>covers areas; simple</td>
<td>clear evidence;</td>
<td>average; synthesis;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>knowledge of; not</td>
<td>organization; usually</td>
<td>appropriate;</td>
<td>most effective; on-</td>
<td></td>
</tr>
<tr>
<td></td>
<td>fully covered;</td>
<td>on-task</td>
<td>clarifies; positive</td>
<td>task; facilitating</td>
<td></td>
</tr>
<tr>
<td></td>
<td>unorganized</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Promote self-confidence in learners.

2. Encourage cooperation among learners.

3. Base decisions and performance on high moral and ethical standards.

4. Develop a teaching philosophy that reflects the ethics of the profession.

5. Evaluate their own professional growth through reflection and synthesis of data from multiple sources.

6. Maintain a physical environment conducive to learning.

7. Use “Ethics Across the Curriculum” to reinforce appropriate professional dispositions.

**TOTAL POINTS (Possible 70)**

Evaluator Comments:
GOAL IV. Preservice teachers will acquire and demonstrate appropriate skills in addressing the needs of an increasingly *diverse population* of learners.

To the Candidate: please identify the Portfolio Artifact you wish to have assessed using the following rubric.

<table>
<thead>
<tr>
<th>Preservice teachers will</th>
<th>Unsatisfactory (1)</th>
<th>Acceptable (2)</th>
<th>Effective (3)</th>
<th>Exceptional (4)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>no evidence of; seeming lack of knowledge of; not fully covered; unorganized</td>
<td>shows knowledge; covers areas; simple organization; usually on-task</td>
<td>mastery; pertinent; clear evidence; appropriate; clarifies; positive</td>
<td>in depth; beyond average; synthesis; most effective; on-task; facilitating</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Demonstrate multicultural and global awareness.

2. Establish relationships with an understanding of the different multicultural populations in the classroom.

3. Establish relationships with an understanding of the English as a Second Language students in the classroom.

4. Develop a teaching philosophy that reflects the importance of recognizing cultural differences of students.

5. Work collaboratively with colleagues, the community, and the home to promote learning in the classroom.

6. Use community resources to enhance classroom learning.

7. Involve parents or guardians to enhance classroom learning.

TOTAL POINTS (Possible 70)

Evaluator Comments:
GOAL V. Preservice teachers will acquire and demonstrate *technology* skills appropriate to the certification area and level of learners.

To the Candidate: please identify the Portfolio Artifact you wish to have assessed using the following rubric.

<table>
<thead>
<tr>
<th>Unsatisfactory (1)</th>
<th>Acceptable (2)</th>
<th>Effective (3)</th>
<th>Exceptional (4)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Preservice teachers will</em></td>
<td>no evidence of; seeming lack of knowledge of; not fully covered; unorganized</td>
<td>shows knowledge; covers areas; simple organization; usually on-task</td>
<td>mastery; pertinent; clear evidence; appropriate; clarifies; positive</td>
<td>in depth; beyond average; synthesis; most effective; on-task; facilitating</td>
</tr>
</tbody>
</table>

1. **Use technology in planning, instruction, and assessment.**

2. **Use technology to work collaboratively in classes, field, and clinical experiences.**

3. **Use technology to establish a record of excellence with electronic portfolios.**

4. **Demonstrate professional growth in meeting technology expectations of the profession.**

**TOTAL POINTS (Possible 40)**

Evaluator Comments:

Scoring: A consensus score will be determined using scores of a) the YHC Education Advisor, b) the Public School subject area Classroom Mentor, and c) the YHC Preservice Candidate.

<table>
<thead>
<tr>
<th>Novice</th>
<th>Apprentice</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 200 points</td>
<td>200-230 points</td>
<td>230-280 points</td>
<td>280 - 310 points</td>
</tr>
</tbody>
</table>

**Please note that any Consensus score of less than 230 points will require remediation on the part of the YHC Preservice Candidate. That remediation (including timeline for completion) will be determined in a conference of all three parties named above using the above rubrics. Also, please note that a consensus score for any institutional standard of less than 80% will also require remediation to be completed using the above process.**
APPENDIX F: STUDENT SELF-EVALUATION for the Teacher Preparation Program of Young Harris College

Please return the completed form to The Teacher Preparation Program, Young Harris College, One College Avenue, Young Harris, GA 30582

NAME: ______________________________________ Degree/Major: __________________ Graduation:____________
Grade(s)/Subject(s): ______________________________________ School __________________________________ Date:___________

<table>
<thead>
<tr>
<th>Standard</th>
<th>Exceptional (4)</th>
<th>Effective (3)</th>
<th>Acceptable (2)</th>
<th>Unsatisfactory (1)</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Creates learning experiences that make subject matter meaningful</td>
<td>in depth; beyond average; synthesis; most effective; on-task; facilitating</td>
<td>mastery; pertinent; clear evidence; appropriate; clarifies; positive</td>
<td>shows knowledge; covers areas; simple organization; usually on-task</td>
<td>no evidence of; seeming lack of knowledge of; not fully covered; unorganized</td>
<td></td>
</tr>
<tr>
<td>2. Provides learning opportunities that support intellectual, social, and personal development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Creates learning experiences that are adapted to diverse learners</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4. Encourages critical thinking, problem solving, and performance skills</td>
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<tr>
<td>5. Creates a learning environment that encourages positive social interaction, active engagement, and self-motivation</td>
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</tr>
<tr>
<td>6. Fosters active communication through inquiry, collaboration, and supportive interaction</td>
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<td></td>
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</tr>
<tr>
<td>7. Plans instruction based on knowledge of subject matter, students, the community, and curriculum goals</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
8. Understands and uses formal and informal assessment for continuous intellectual, social, and physical development

9. Is a reflective practitioner actively seeking opportunities to grow professionally

10. Fosters relationships with colleagues, parents, and agencies to support learning and well-being

<table>
<thead>
<tr>
<th>TOTAL SCORE</th>
</tr>
</thead>
</table>

The student must achieve a score of **32 or better** to have achieved a successful evaluation from this evaluator. Please explain on the reverse of this sheet any scores in the “Unsatisfactory” column.

Evaluator’s Signature: ____________________________  Title: ____________________________
APPENDIX G: DISPOSITIONS ASSESSMENT
Teacher Preparation Program of Young Harris College
YHC Preservice Candidate Assessment of Dispositions Rubric
(To be completed for each practicum and student teaching experience)

Please return the completed form to The Teacher Preparation Program, Young Harris College, One College Avenue, Young Harris, GA 30582

Candidate Name: _____________________________________
Practicum 1_____ Practicum 2_____ Student Teaching_____ Cooperating Teacher: _________________________ Class/Grade Level: _____________________
School: _______________________________________________________________________ Date: _____________

GOAL III. Preservice teachers will demonstrate appropriate professional dispositions for the teaching profession.

<table>
<thead>
<tr>
<th>Objective Preservice teachers will...</th>
<th>Unsatisfactory: no evidence of; seeming lack of knowledge of; not fully covered; unorganized</th>
<th>Acceptable: shows knowledge; covers areas; simple organization; usually on-task</th>
<th>Effective: mastery; pertinent; clear evidence; appropriate; clarifies; positive</th>
<th>Exceptional: in depth; beyond average; synthesis; most effective; on-task; facilitating</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Promote self-confidence in learners.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Encourage cooperation among learners.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Base decisions and performance on high moral and ethical standards.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Develop a teaching philosophy that reflects the ethics of the profession.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Evaluate their own professional growth through reflection and synthesis of data from multiple sources.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Maintain a physical environment conducive to learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Use “Ethics Across the Curriculum” to reinforce appropriate professional dispositions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL POINTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Total Points (Candidate) ______________ / 28

Total Points (Young Harris Professor or classroom teacher/mentor) ______________ / 28

*Mean (Consensus) _____

Scoring:

<table>
<thead>
<tr>
<th>Novice</th>
<th>Apprentice</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 20 points</td>
<td>21-23 points</td>
<td>23-25 points</td>
<td>26-28 points</td>
</tr>
</tbody>
</table>

**Please note that any Consensus score of less than 23 points will be noted as the candidate not meeting the standard. A conference will be scheduled to identify specific issues along with remediation and timeline for addressing the issues. The conference will include the candidate, the classroom teacher/mentor, and the YHC college supervisor/instructor of record.

------------------------------------------------------------------------------------------------------------
APPENDIX H: Young Harris College
Teacher Preparation Program
Value-Added Component Instructions
(To be completed during Student Teaching)

1. Sit down with your cooperating classroom teacher and look at a 3-5 day time period that you are going to be teaching a topic. This may be a mini-unit, a group of lessons, a theme-based group of lessons – That is up to you and your cooperating teacher.

2. Determine how you are going to do a final assessment for the teaching experience (post test). Will it be a quiz? Will you be judging using a scoring rubric? Will you be using a performance scoring guide?

3. Determine a means of producing a pre-test that you may compare with the final assessment (post test). It might be the same instrument with items switched around if a quiz. If you are using a performance rubric of some kind and I would expect that many of you will, you may want to use the same rubric to determine their performance at the beginning vs. at the end of your instruction.

4. Set up a time to videorecord one of your lessons.

5. At the end of the teaching, complete the post test and compare the results for the students with their performance on the pre test. This will be the analysis component. Please look at factors such as 1) how many students did better on the post test than the pre test? 2) how many students did worse on the post test than the pre test? 3) were there ‘outliers’ – students who perhaps did really well on either the pre test or post test and very poorly on the other. If you are using a quiz as the pre test and post test, you can look at average score of pre test vs post test as well as numbers of students improving, staying the same, or declining.

6. Impact/Refinement statement – Impact – 1) please look at the analysis and describe the results of your teaching on the class 2) please view the videotape and make a judgment as to the effectiveness of your presentation (teaching) and why.

Refinement – If you were going to teach this group of lessons again, how would you do it differently? Would you change your methods and strategies? Why or why not? Please refer to 1) the analysis of the data and 2) your viewing of your videorecording for your answers.

The final report will be due at the end of the student teaching experience and will include:
a. cover page – name, cooperating teacher, school, date of teaching the group of lessons, date assignment is turned in (minimum – please include other items you might see as important.)
b. pre test and post test – remember these may be the same instrument
c. analysis of the data
d. videorecording
e. Impact/Refinement statement – not to exceed 2 pages – typed, 12 point, Times New Roman font
Performance Checklist
‘Value-Added’ Component
EDUC 4411 Student Teaching ECE/MGE/ME/SE
Young Harris College
______Semester 20__

Name (Student Teacher) ________________________ Name (Young Harris College Professor) ___________________ Date ___________

At the end of the student teaching experience, the student teacher will arrange a conference with the Young Harris College instructor of record. At that conference, the “Value-added” collection will be scored by both the student teacher and the Young Harris instructor. The final score will be a mean (consensus) of the two scores and the student teacher will be rated as Novice, Apprentice, Proficient, or Distinguished.

a. cover page – name, cooperating teacher, school, date of teaching the group of lessons, date assignment is turned in (minimum – please include other items you might see as important.
   • 1 2 3 4 5 6 7 8 9 10
b. pre test and post test – (remember these may be the same instrument)
   • Pre test is present and appropriate
     1 2 3 4 5 6 7 8 9 10
   • Post test is present and appropriate
     1 2 3 4 5 6 7 8 9 10
c. analysis of the data
   • Results of the pre test are present (mean, median, mode, distribution, or description of the performance results if scoring rubric is used).
     1 2 3 4 5 6 7 8 9 10
   • Results of the post test are present (mean, median, mode, distribution, or description of the performance results if scoring rubric is used).
     1 2 3 4 5 6 7 8 9 10
   • Trends that are present in the data are noted. (Did most students improve on post test? Did the same students who did poorly on the pre test do poorly on the post test? Etc)
     1 2 3 4 5 6 7 8 9 10
d. videorecording
   • Videorecording is present for discussion (and possible viewing during the final conference).
     1 2 3 4 5 6 7 8 9 10
e. Impact/Refinement statement
   appropriate form is used (no more that 2 typed pages, 12 point Times New Roman Font, etc.)
     1 2 3 4 5 6 7 8 9 10
   • Impact statement is tied to analysis of data (you cite data as to proof learning has occurred)
     1 2 3 4 5 6 7 8 9 10
   • Impact statement is tied to videotape (you cite what you saw on the videotape as evidence that you accomplished your objectives).
     1 2 3 4 5 6 7 8 9 10
   • Refinement statement is tied to analysis of data (you cite data as to reasons to change or modify instruction)
     1 2 3 4 5 6 7 8 9 10
   • Refinement statement is tied to videotape (you cite what you saw on the videotape as to reasons to change or modify instruction).
     1 2 3 4 5 6 7 8 9 10
**Total Points** (Student Teacher) ______________ / __130__

**Total Points** (Young Harris Professor) ______________ / __130__

*Mean* (Consensus) ______

**Scoring:**

<table>
<thead>
<tr>
<th>Novice</th>
<th>Apprentice</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 70 points</td>
<td>70-90 points</td>
<td>90-110 points</td>
<td>110-130 points</td>
</tr>
</tbody>
</table>

**Please note that any Consensus score of less than 80 points will require revisions, re-writes, etc.**
APPENDIX I: Code of Ethics
http://www.gapsc.com/Professionalpractices/NEthics.asp

APPENDIX J: Certification Applications