

**TEACHER EDUCATION,
FIELD EXPERIENCES
AND INTERNSHIP: POLICIES
AND PROCEDURES HANDBOOK**



ACADEMIC YEAR 2006-2007

COLLEGE OF EDUCATION

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

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Preface

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

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

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

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

SECTION 1: GENERAL TEACHER EDUCATION REQUIREMENTS

1.1. UNDERGRADUATE PROGRAMS

1.1.1. Plan of Study.

Program/advising sheets that detail all specific program requirements, including specific courses to be taken, are available from the College of Education Advising Center <http://coe.westga.edu/advisment/> website. Program requirements are also included in the *Undergraduate Catalog*. Teacher candidates are strongly recommended to meet regularly with their program advisors to ensure that progress toward completing the program of study is accomplished in a timely manner.

1.1.2 Admission. [Adopted 09/92. Revised 10/95; 10/96; 02/97; 08/98; 06/99; 07/00; 08/03; 06/06]

Eligibility requirements for admission to teacher education for undergraduate programs include the following. Admission to the teacher education program is a prerequisite to enrollment in professional education courses.

1. *Completion of the core requirements for Areas A, B, C, D, and E.*
2. *Overall minimum GPA.*
 - a. *For physical education majors, a grade point average of 2.5 overall in academic work completed.*
 - b. *For early childhood, middle grades, secondary, art, music, foreign language, and special education: mental retardation majors, a grade point average of 2.7 overall in academic work completed. [This GPA of 2.7 is applied to early childhood and special education: mental retardation candidates admitted under the 1996-97 and later Catalogs. This GPA of 2.7 is applied to middle grades, secondary, art, music and foreign language candidates admitted under the 1997-98 and later Catalogs. All candidates admitted prior to the 1996-97 Catalog must demonstrate at least a GPA of 2.5 on all core requirements (70 hours minimum).] Transfer and certification candidates must use the Catalog in force during their first academic enrollment at the University of West Georgia.*
 - c. *For speech language pathology majors, a grade point average of 3.0 overall (70 hours minimum) in academic work completed. [This GPA of 3.0 is applied to students admitted under the 1996-97 and later Catalogs. Candidates admitted prior to the 1996-97 Catalog must demonstrate at least a GPA of 2.5 on all core requirements (70 hours minimum).] Transfer and certification candidates must use the Catalog in force during their first academic enrollment at the University of West Georgia.*
3. *Proficiency in oral communication as demonstrated by a grade of C or better in COMM 1110 and/or other means determined by the department, e.g., interviews or tapes of oral communication.*
4. *Satisfactory completion of the Regents' Exam.*
5. *Satisfactory completion of the basic skills test (or exemption) required of all candidates admitted to teacher education—GACE or Praxis I. (Praxis I is appropriate only for candidates who achieved a passing composite score on this test by September 1, 2006.) See individual advisors for specific details. All out-of-state transfers must fulfill this requirement during the first term enrolled at the University of West Georgia.*
6. *Successful completion of CEPD 2101 or CEPD 2102; ECED 2271, MGED 2271, SEED 2271, or PHED 2602; and SPED 2706 with a grade of C or better.*

7. *Satisfactory completion of the physical education requirement of the college from which the candidate will graduate. See the Undergraduate Catalog for further details.*
8. *Completion of any other additional requirements specified by individual departments, e.g., a departmental interview.*

Candidates who were previously enrolled, but have not been in attendance for two semesters must apply for readmission with the Registrar's Office and with the College of Education. Students must meet current Teacher Education requirements.

1.1.3 Admission Under Academic Renewal Policy

1. *Eighteen semester hours of course work must be completed after admission under academic renewal before applying for admission to teacher education. The minimum GPA for the appropriate program must be maintained in these 18 hours (see requirement #2 on front page).*
2. *Requirements #3-8 apply (listed under Admission section).*

1.1.4 Procedures for Admission to Teacher Education

1. *Candidates file for admission to Teacher Education with the appropriate program advisor which includes completion of the Personal Affirmation Form.*
2. *After approval or denial of the candidate's application, the appropriate advisor sends a copy to the Office of Field Experiences. If approved by the Office of Field Experiences, a copy is sent to the Department.*
3. *Upon notification of approval by the Advisor/Office of Field Experiences, the approved entry is made into the Student Information System (Banner) and the major is changed.*

1.1.5 Personal Affirmation Form (See Section 2.4)

1.1.6 Retention

In addition to the specific requirements for admission to teacher education, students must meet the following requirements for retention in teacher education programs.

1. *Demonstrate knowledge, skills, and dispositions appropriate for the various stages of their preparation program.*
2. *Maintain the minimum overall GPA required for admission to the particular program.*
3. *Earn a grade of C or better in all professional education courses, teaching field courses, and supporting courses for the teaching field prior to entering the next step in the sequence.*
4. *Complete successfully all field experiences undertaken prior to the next step in the sequence, including exhibiting responsible professional dispositions at the field placement sites and in interactions with peers, faculty, students, and parents.*
5. *Exhibit professional conduct as outlined in the Code of Ethics adopted by the Professional Standards Commission. A complete text of the Georgia Code of Ethics is available at <http://www.gapsc.com/pps.asp>*

1.1.7 Program Completion Requirements

Candidates must meet the following requirements for successful completion of the teacher education program. Candidates are recommended for the Georgia educator certificate only upon successful completion of the teacher education program.

1. Complete specific bachelor degree program requirements as applicable.
2. Complete specific program requirements as obtained from the appropriate department.
3. Complete SPED 2706 or departmental approved alternative to meet the special education requirement of Georgia House Bill No. 671.
4. Complete Computer Skill Competency requirement as outlined in the A+ Education Reform Act (House Bill 1187. A procedure to meet this requirement is included in the degree program.
5. Earn a grade of C or better in all professional education courses, teaching field (content) courses, and supporting courses for the teaching field.
6. Complete successfully all field experiences, including exhibiting responsible professional behavior at the field placement sites and in interactions with peers, faculty, and students.
7. Earn a passing score on the appropriate certification test of the teaching field content, as required for certification by the Professional Standards Commission.

1.1.8 Praxis I Composite Score Policy [Adopted 07/01]

Retroactive to March 1, 1999, the Professional Standards Commission has announced that students may meet the Praxis I requirements by achieving individual passing scores or by achieving a composite score for an appropriate test battery.

<i>Praxis I</i>	<i>RDNG</i>	<i>WRTG</i>	<i>MATH</i>	<i>Composite</i>
<i>PPST</i>	<i>176</i>	<i>174</i>	<i>176</i>	<i>526</i>

The composite score is comprised by adding the highest scores on the reading, writing, and math tests.

Candidates may exempt Praxis I using any of the following options designated by the Professional Standards Commission in September of 2003:

SAT:	1000	(Verbal and Math)
ACT:	43	(English and Math)
GRE:	1030	(Verbal and Quantitative)

1.2. NON-DEGREE, INITIAL PREPARATION PROGRAMS

1.2.1 Plan of Study

An individual plan of study is developed for each teacher candidate entering the non-degree initial preparation program. The plan of study is developed with consideration of transferable credit courses and/or demonstration of program competencies. This program of study will be valid for five years unless otherwise indicated.

1.2.2 MEDT2401 Exemption Test

For information regarding test dates, test criteria, and to sign up for the test, candidates must see the Staff Assistant in the Department of Media and Instructional Technology.

1.2.3 Fees For Transcript Evaluation. [Adopted: 07-97. Revised: 08-98; 07/00]

A fee of \$25 is required for each request for evaluation of transcripts for candidates seeking: a) initial certification through a post-baccalaureate non-degree program, or b) add on certification to a current certificate through a university approved program. This fee is not charged to teacher candidates currently enrolled at the University of West Georgia.

The applicant picks up a three part form from the College of Education undergraduate advisors and takes it to the Business Office to pay the fee. The canceled receipt is taken to the College of Education by the teacher candidate along with a complete set of unofficial transcripts, when the applicant requests the evaluation. The receipt is filed in the teacher candidate's folder.

This transcript evaluation fee is charged by the Departments of Curriculum and Instruction, Educational Leadership and Professional Studies, Foreign Languages and Literature, Management and Business Systems, Physical Education and Recreation, Special Education and Speech-Language Pathology .

1.2.4 Policies and Procedures. [Adopted 1993. Revised 01/97; 8/98; 10/98; 06/99; 07/00; 07/04; 06/06.]

1. *Candidates must have received a bachelor degree from an accredited college or university. The bachelor degree program must reflect a broad general education with at least two courses from these three areas: (a) humanities, (b) mathematics/science, and (c) social sciences.*
2. *Candidates must meet the following requirements for admission to teacher education:*
 - a. *Overall minimum GPA.*
For physical education majors, a grade point average of 2.5 overall in academic work completed. For early childhood, early childhood/learning disabilities, middle grades, secondary, art, music, foreign language, and special education: mental retardation majors, a grade point average of 2.7 overall in academic work completed. If the GPA falls below the minimum requirement, the GPA is calculated on the last 60 semester hours (or its equivalent) of course work (undergraduate and graduate) completed. All courses taken during the term in which the 60th credit hour is completed shall be used in this calculation.
 - b. *Satisfactory completion of the basic skills test (or exemption) required of all candidates admitted to teacher education—GACE or Praxis I. (Praxis I is appropriate only for candidates who achieved a passing composite score on this test by September 1, 2006.) See individual advisors for specific details.*
 - c. *Successful completion CEPD 2101 or CEPD 2102; ECED 2271, MGED 2271, SEED 2271, PHED 2602, or SPED 2704; and SPED 2706 with a grade of C or better.*
3. *The candidate must present to the program advisor a copy of all transcripts and other documentation required by the program.*
4. *Prior to the end of a candidate's first semester in a program, the program advisor will develop a program of study to be signed by the candidate and the department representative. This program of study will be valid for five years unless otherwise indicated.*
5. *Candidates must complete the majority of courses required in the program of study at the University of West Georgia. Curriculum, methods, and internship/practica must be taken*

- at the University of West Georgia. All internships and practica sites will be located in the University of West Georgia area.*
6. *Staff Development Unit (SDU)/Professional Learning Unit (PLU) credit may be accepted for meeting certain program requirements. The most commonly used are: Human Growth and Development, Introduction to Special Education, Teaching of Reading and Writing, and a course that meets the computer skill competency requirement. SDU/PLU will not be accepted to meet teaching field (content) requirements.*
 7. *Candidates must earn a grade of **B** or better on each course **or** an overall average of 3.0 on all graduate level course work attempted applicable to the field of certification; and earn a **C** or better in each undergraduate course.*
 8. *A limited number of graduate courses, not to exceed 3 (9 semester hours), used for initial certification may be counted toward a Master of Education. Check with individual departments for specific requirements.*
 9. *Graduate candidates who were previously enrolled, but have not been in attendance for four semesters must apply for readmission with the Graduate School and with the College of Education and meet Teacher Education requirements in place when readmitted.*
 10. *Provide Personal Affirmation Form. (See Section 2.4)*

1.2.5 Retention

In addition to the specific requirements for admission to teacher education, the candidate must meet the following requirements for retention in teacher education programs.

1. *Demonstrate knowledge, attitudes, and skills appropriate for the various stages of the preparation program.*
2. *Maintain the minimum GPA needed for admission to the program.*
3. *Candidates must earn a grade of **B** or better on each course **or** an overall average of 3.0 on all graduate level course work attempted applicable to the field of certification; and earn a **C** or better in each undergraduate course.*
4. *Complete successfully each field experience undertaken prior to the next step in the sequence, including exhibiting responsible professional behavior at the field placement sites and in interactions with peers, faculty, and students.*

1.2.6 Program Completion Requirements

Candidates must meet the following requirements for successful completion of the teacher education program. Candidates are recommended for the Georgia educator certificate only upon successful completion of the teacher education program.

1. *Complete specific program requirements as outlined by the approved program of study.*
2. *Complete SPED 2706 or departmental approved alternative to meet the special education requirement of Georgia House Bill No. 671.*
3. *Complete Computer Skill Competency requirement as outlined in the A+ Education Reform Act (House Bill 1187) to be met by successful completion of InTech training. Students holding provisional certification may complete the requirement through any PSC approved course as found at the following link: <https://www.gapsc.com/ApprovedPrograms/EducationProgram.asp>*

4. *Candidates must earn a grade of **B** or better on each course **or** an overall average of 3.0 on all graduate level course work attempted applicable to the field of certification; and earn a **C** or better in each undergraduate course.*
5. *Complete successfully all field experiences, including exhibiting responsible professional behavior at the field placement sites and in interactions with peers, faculty, and students.*
6. *Earn a passing score on the appropriate certification test of the teaching field content, as required for certification by the Professional Standards Commission.*
7. *Submit application for certification to the Office of Teacher Certification upon completion of all program requirements. Official transcripts from all institutions attended (excluding West Georgia) must be submitted with the application to the Office of Teacher Certification, Room 106, Education Center.*

1.2.7 Graduate School Admission

Teacher candidates in non-degree post-baccalaureate programs must be admitted to the Graduate School before enrolling in courses. However, admission to the Graduate School does not also mean that the teacher candidate has been admitted to a teacher education program. Application for admission to the Graduate School and admission to teacher education are separate processes and each requires meeting different sets of criteria. Teacher candidates should apply for admission to teacher education at the time of program advisement.

For admission into the College of Education and Graduate School, a prospective student must have achieved at least the grade point average (GPA) and at least the minimum scores on the Graduate Record Examination (GRE) noted for each program of study, in addition to meeting other specified requirements. The Graduate School calculates the GPA on all undergraduate coursework attempted. If this GPA does not meet the departmental minimum GPA, the Graduate School recalculates the GPA on only the last 60 semester hours (or its equivalent) of course work (undergraduate and graduate) completed. All courses taken during the term in which the 60th credit hour is completed shall be used in this calculation.

No prospective student may be admitted into the Graduate School to take any course without the approval of the appropriate department in the College of Education. Every prospective student must be recommended for admission into a degree program or non-degree program before that student will be admitted by the Graduate School. This means that each department must approve every student for full or provisional admission into a program of study before any graduate course in the College of Education may be taken. Any student admitted provisionally must receive specified requirements from the department that, when successfully completed, will result in admission into the degree or non-degree program. Every student must be given the opportunity to appeal a departmental decision for non-admission recommendation; however, no student will be considered for appeal with less than a 2.5 GPA on the last 60 hours attempted.

1.3. APPEALS FOR ADMISSION TO TEACHER EDUCATION

Teacher Education Appeals. [Revised: 08/98, 11/97, 06/98; 03/04; 10/04; 01/05]

*Teacher Education admission requirements are considered to be minimal. If the candidate for admission does not meet all of the minimal requirements but wishes to appeal on the basis of additional substantial academic information, the following procedures must be followed. **The candidate's appeal will not be considered if the overall GPA is less than 2.50 or if the Praxis I (or exemption) requirement is not met.***

- 1. In consultation with the candidate, the appeal process is initiated by the program advisor for the teacher education program to which the candidate is seeking admission. Individuals who are considering an appeal are advised to start the process well in advance of the deadline, since departmental personnel may not be readily available between terms. Candidates may appeal without departmental support.*
- 2. A packet of materials containing the following supporting documents is submitted to the Office of Field Experiences. Documents in items (a-d) are required; documents in item (e) is optional.*
The following is a list to help candidates assemble all necessary documents for their appeal.

1.3.2 Relevant Appeals Application Documents

- _____ a. A letter of appeal to the Appeals Committee explaining the reason(s) for the appeal. This letter must be submitted to the department at the time the teacher candidate seeks approval from the department.*
 - _____ b. Application for Appeal form which includes signature and endorsement of Department Chair (or designee).*
 - _____ c. Letters of support from two University of West Georgia faculty members who are familiar with the student's academic work and/or potential.*
 - _____ d. Copies of all transcripts with grades of all courses attempted and completed. Submit a copy of grade recalculation printout, if appropriate.*
 - _____ e. Any other documents that the teacher candidate believes would support the appeal.*
- 3. The candidate must submit the original and seven copies of the Appeals Application packet to the Office of Field Experiences at least three business days (weekend days do not count) before the regular meeting of the Teacher Education Appeals Committee. The Appeals Committee meets each term (semester or summer) at 8:00 am in Room 104, Education Center on the day of New Student Registration. Applications received after the deadline will be placed on the agenda for the next meeting.*
 - 4. Candidates should be available to speak with the Appeals Committee at its meeting.*

Reinstatement to Teacher Education. [Adopted 06/03. Effective 01/04]

Students whose admission to teacher education status has been discontinued because of matter other than grade point average (See Section 5.4) and who wish to re-apply must follow the following procedures.

- 1. Meet all admissions criteria as described in Section 1.1.2.*
- 2. Follow the Appeals for Admission to Teacher Education process as described in Section 1.3.1.*
- 3. The letter of appeal described in Section 1.3.1. (a) and any supporting documentation should address the issue for which the candidate was dismissed and should provide a rationale for why the candidate's re-application should be given consideration.*

1.4. Terminology

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

Candidate: A teacher education student.

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

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

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

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

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

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

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

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

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

SECTION 2: FIELD EXPERIENCES

2.1. TYPES OF EXPERIENCES

2.1.1 Description

Field experiences are an integral component of educator preparation programs. Field experiences provide productive and structured learning opportunities. Experiences are grounded in research that incorporate classroom practice throughout the preparation program. The goals of the field experiences at West Georgia include providing opportunities for the teacher education candidate

- a. To identify, observe and study relevant growth, developmental patterns, and behavior characteristics of children at varying stages of maturation.
- b. To observe differing personalities and methods of teaching both in and outside the candidate's area of specialization.
- c. To participate in planning, conducting, and evaluating of learning experiences.
- d. To study the relationship of the teacher to all other people involved in the school program.
- e. To increase participation in non-instructional activities.

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

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

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

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

2.2. PROCEDURES FOR PLACEMENT REQUESTS

2.2.1 Placement Procedures

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

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

Many school systems in West Georgia's area cooperate with as many as 10 additional colleges and universities. Because of the number of applicants involved each semester, and because there are long-standing established procedures, **UNDER NO CIRCUMSTANCES SHOULD A CANDIDATE INITIATE PERSONAL CONTACT WITH ANY SCHOOL TO ARRANGE A PLACEMENT ASSIGNMENT.** It is essential that no one from West Georgia create a hardship or place undue pressure on local school system faculty and administrators in arranging a placement.

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

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

The following serve as general guidelines in selection of schools:

- a. The school personnel support the teacher education program and are willing to enter into a collaborative partnership with UWG in the professional development of teacher candidates.
- b. The school administration is current in its policies and is interested in maximizing the professional growth of its staff and the development of the school program.
- c. The cooperating school exemplifies high standards of teaching and learning.
- d. The cooperating school has students, parents, faculty, and administration who are enthusiastic about schooling.
- e. The school is SACS accredited.
- f. The supervising teacher holds a Level 4 or higher certificate in his/her area of preparation.
- g. The school does not prohibit students from attending based on race, gender, religion, nationality, or academic ability, and it supports student with special needs.

- h. The school environment and assigned classroom fall within the “norm” so as to provide the intern with a realistic internship experience for his/her particular area of preparation as it relates to certification.
- i. The school’s major curriculum focuses on academic subject matter and is aligned with or similar to the Georgia Core Curriculum.

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

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

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

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

General guidelines used in placement assignments include the following:

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

2.2.2 System Agreements

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

2.3. Field Experiences and Internship

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

2.3.1 (Undergraduate Program)

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

- a. A grade point average of 2.5 overall in academic work completed for physical education majors; a grade point average of 2.7 overall in academic work completed for early childhood, middle grades, secondary, art, music, foreign language, special education: mental retardation majors; and a grade point average of 3.0 overall in academic work completed for speech-language pathology majors.
- b. Successful completion of all field experiences undertaken prior to internship, including exhibiting responsible professional behavior at the field placement sites and in interactions with peers, faculty, and children.
- c. A grade of *C* or better must be earned in teaching field (content), professional education, and support (Area F) courses for the teaching field. If a grade lower than a *C* is earned, the course must be repeated and a grade of *C* or better must be earned before further consideration is given to a teacher candidate's eligibility for internship.

An application for internship placement must be submitted to the Office of Field Experiences by the established deadline dates. If these dates are missed, it may mean a delay in placement. The deadline policy is found below and in the University of West Georgia *Undergraduate Catalog*. Specific yearly dates for application submission may be obtained from each department office in the College of Education and from the Office of Field Experiences.

(Post-Baccalaureate Programs)

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

- a. Completion of all certification course work except internship.
- b. Achievement of grades of B or better in each course **or** an overall average of 3.0 on all graduate level course work attempted applicable to the field of certification; and earn a **C** or better in each undergraduate course.

- c. Successful completion of all field experiences undertaken prior to internship, including exhibiting responsible professional behavior at the field placement sites and in interactions with peers, faculty, and children.

Policy Statement for Internship(s) for Post-Baccalaureate Candidates Holding Non-Renewable Certification. [Adopted 08/05] *Candidates entering our initial certification programs after July 31, 2005, will be limited to internship only in those grades appropriate to the program in which they are enrolled. These grades are: ECED – grades P-5; MGED – grades 6-8; and SEED – grades 9-12. This means that to qualify for internship, candidates must be in the appropriate preparation program, hired on an appropriate non-renewable certificate, and teaching in the appropriate grade level and teaching field. In addition, initial non-renewable certification candidates applying for internship will be required to submit the following:*

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

Background: Each of our initial certification programs (early childhood, middle grades, and secondary) is designed to prepare effective classroom practitioners for specific grade level assignments. The overlap of certificates (P-5, 4-8, and particularly the new 6-12 now implemented by the PSC) is causing problems for the College of Education concerning internship placements. In effect, the new 6-12 secondary certificate has encouraged principals to hire candidates in the secondary preparation program for middle grades teaching positions. Because the initial preparation programs are keyed to specific grade level ranges (P-5, 6-8, 9-12), this practice in the schools conflicts with our program policies related to internship. While our initial certification programs meet the minimum requirements established by the PSC, the College of Education has the autonomy to institute guidelines related to the appropriate internship placements for candidates in our three separate programs. The position of the College of Education is that it is not in our best interests, nor in the interests of our candidates, to permit candidates in a particular preparation program to accept positions outside the purview of that program, and expect the College of Education to provide internship for them.

2.3.2 Application Procedures for Field Experiences and Internship

Applications for introductory level experiences are generally made during the first week of the semester as part of course activities.

Placement for mid-level and internship experiences require the following procedure:

- a. Application for Field Experience Placement forms may be obtained from the Academic Advisement Center, any department in the College of Education, or the Office of Field Experiences.
- b. The completed application is be submitted to the Office of Field Experiences.
- c. The department recommends a placement site.
- d. The request for placement is processed by the Office of Field Experiences. Every attempt is made to secure the site recommended by the department.

2.3.4 Application Deadlines

<u>Application For:</u>	<u>Deadline</u>
Fall Semester	First Monday in February
Spring Semester	First Monday in May

These deadlines apply to the following:

ABED 4507/6507, 4537/6537
 CEPD 6186, 6187, 8190
 ECED Block II, Block III
 MEDT 6486, 6487, 6491
 MGED Block II, Block III
 SEED 4271, 4238, 4240, 4242, 4243
 SPED 4751, 4752, 4791, 6791
 SLPA 4790, 6790, 6792, 6793, 6794, 6796
 Internship in all fields

These courses will be flagged by the Registrar's Office and candidates will be blocked from registering until an application is on file with the Office of Field Experiences.

2.3.5 *Internship and Practicum Fee Policy.* [Adopted 05/00; Revised 11/02, 02/03, 08/04]

Each student enrolled in undergraduate courses will be charged a total \$250.00 fee (over the course of the program). These funds will be used to pay honoraria to teachers who will supervise pre-service teachers during their junior and senior years as well as to help pay honoraria to supervising teachers during students' internships. The funds will also be used for costs associated with field experiences such as evaluation materials and supervision travel. Should a student drop the course, the university's refund policy will apply. This fee is associated with these courses:

<i>ART</i>	<i>4011</i>
<i>ABED</i>	<i>4586, 4588</i>
<i>ECED</i>	<i>3271, 3263, 4251, 4286, 4287, 4288</i>
<i>FORL</i>	<i>4501, 4502, 4586</i>
<i>MGED</i>	<i>4271, 4265, 4261 or 4264, 4286, 4287, 4288</i>
<i>MUSC</i>	<i>3900, 4000, 4011, 4186</i>
<i>PHED</i>	<i>3677, 4676, 4686, 4688</i>
<i>PTED</i>	<i>4586, 4588</i>

SEED	4271, 4238 or 4240 or 4242 or 4243, 4286, 4287, 4288
SLPA	4790, 4786, 4788
SPED	3751, 3752, 4751 or 4752, 4786
SPMG	4686

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

CEPD	6185, 6186, 6187, 6189, 8190, 8191
ECED	6288
EDLE	6388, 6389, 8386
MEDT	6486, 6487, 6491
MGED	7287
SEED	7287
SLPA	6790, 6791, 6794, 7787, 7789, 7790
SPED	4791

2.4 Personal Affirmation Form*

More and more schools are requiring criminal background checks prior to teacher education candidates entering schools. To assist schools in this process the Teacher Education program has four checkpoints at which candidates must complete a Personal Affirmation Form (See Appendix C). The four checkpoints are: (1) prior to field experience requirements in introductory courses [on-line process], (2) prior to admission to the teacher education program [pencil and paper process], (3) prior to placement for the internship [pencil and paper process], and (4) random background checks completed at each of the first three checkpoints [random background checks initiated by the Office of Field Experiences once each semester]. Truthful completion of this form is mandatory. In addition, candidates are expected to self-report any incidents that occur between these checkpoints with the Office of Field Experiences. If candidates are found to have ever been arrested for a misdemeanor or felony involving moral turpitude, their placement paperwork is temporarily suspended. The candidate must schedule a meeting with the university legal counsel and provide an official background check from the Sheriff's Office. If needed, the candidate's case will be forwarded to an ad hoc committee for final decision. Beyond this committee's decisions, the candidate has the right to appeal to the Dean. Once candidates have been cleared by either the university legal counsel, the committee, or the Dean, their placement paperwork will be processed. Under no circumstances will any candidate who has not completed the Personal Affirmation Form be considered for field placements or be permitted to begin field experiences in the schools.

2.4.1 Application for Admission to Teacher Education*

To be admitted to the Teacher Education Program, you must provide a Personal Affirmation with your application for Admission to Teacher Education.

2.4.2 Application for Internship*

To be eligible for internship in the teacher education program, you must provide a Personal Affirmation. To avoid a delay in placement, Personal Affirmation Forms must be attached to the Application for Internship.

2.4.3 Courses (In Addition to Admission to Teacher Education) that Require Personal Affirmation*

ECED	ECED 2271, Internship
MGED	MGED 2271, Internship
SEED	SEED 2271, Internship
SPED	SPED 2704, Internship
SLPA	SPED 2704, Internship
Business Education	SEED 2271, Internship

P-12 Programs:

PHED	PHED 2602, Internship
Foreign Languages	SEED 2271, FORL 4501, Internship
Music	MUSC 3900, Internship
Art	ART 3011, Internship

Graduate Programs:

SPED	Practica for all non-worksites
CEPD	Practica for all non-worksites
MEDT	Practica for all non-worksites

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

*Adopted by Administrative Council 06/03. Effective 08/04.

SECTION 3: CANDIDATE'S PROFESSIONAL RESPONSIBILITIES

3.1. Standards of Conduct

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

3.2. Dress Code

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

3.3. Attendance, Punctuality, and Transportation

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

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

3.4. Relationships

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

3.5. Substitute Teaching

During the field experience/internship, there may be an occasion when the supervising teacher is absent from school. Sometimes, when this absence occurs, the candidate is called on to teach. However, **State**

mandates require the presence of a certified teacher or system authorized substitute. With one of those individuals in the room, and depending on the level of self-confidence, the candidate may accept responsibility for instruction. However, the authorized substitute or certified teacher holds ultimate responsibility for supervision of the students when the supervising teacher is not present.

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

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

3.6. Reimbursement

Candidates may not be paid for any duties that are a part of the field experience/internship. This criterion covers any work performed with students or any other aspect of school responsibility. (See Section 3.5)

3.7. Confidentiality

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

3.8. Status in the Classroom

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

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

In the beginning stages of the candidate's instruction, the supervising teacher should observe for the entire time. From these observations, the supervising teacher will be in a better position to nurture the candidate's development. After the first couple of weeks, the supervising teacher may begin absenting themselves as an 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.

3.9. Policy on Dispensing Medications. [Adopted: 05/97, Revised 07/04]

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

While it is important for teacher candidates to understand the process of administering these services, the liability issues surrounding possibly invasive and potentially injurious procedures require that the teacher candidate be a passive observer while the 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 does not extend to the teacher candidate. The University supervisor must be notified if the teacher candidate feels pressured to participate in these activities.

3.10. Liability and Medical Insurance

At the beginning of the placement assignment, candidates should give personal emergency information to the supervising teacher. Teacher candidates are not employees of the school system where they are placed and are not provided any medical, accidental, or workman's compensation insurance. Teacher candidates are reminded that all students at the University of West Georgia are eligible to join the American College Student Association (ACSA), which offers a major medical health plan. To obtain a brochure, please contact the Office of the Vice President for Student Services in Mandeville Hall at (678) 839-6423. Candidates are encouraged to obtain additional coverage.

Effective July 1, 2005 the state of Georgia will provide Professional Liability insurance for all teacher candidates. Candidates, not the University of West Georgia, are responsible for acts committed while participating in professional clinical experiences. Keep in mind that financial penalties can be extreme particularly when public school students are injured as a result of the candidates' negligent acts or omissions. Terms of the liability insurance policy can be obtained from the Office of Field Experience. Additional coverage may be obtained through Student Professional Association of Georgia Educators (SPAGE) and/or Georgia Association of Educators (GAE). Information concerning these organizations is available from each department in the College of Education, the Academic Advisement Center, and/or the Office of Field Experiences.

3.11. Classroom Management

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

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

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

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

SECTION 4: GENERAL INTERNSHIP INFORMATION

4.1. INTRODUCTION

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

4.2. DESCRIPTION OF INTERNSHIP

Internship is the culminating component of the teacher preparation program. Typically it is taken during the senior year as a full semester, 12 credit hour experience. Internship is done in a carefully selected school under the immediate supervision of an experienced supervising teacher and the general supervision of a university supervisor, who is a specialist in the student's teaching field.

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

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

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

4.3. INTERNSHIP TEAM

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

The Internship Team begins by means of initial contact with the university supervisor during the orientation session that precedes the formal beginning of internship. Following that session, there will be several opportunities for interaction with the university supervisor.

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

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

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

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

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

4.4. REQUIRED MEETINGS

An Orientation Meeting is held on the first day of classes. The actual date for this session is usually determined by program. This meeting is spent in general session with the Office of Field Experiences to review general policies and regulations for internship.

A planning meeting is held with the university supervisor on the same day as the Internship Orientation Meeting. This is a time to anticipate needs and responsibilities for the entire semester. Interns should be given two copies of the course syllabus and/or list of expectations for the semester. The second copy is for the supervising teacher. Basic requirements for interns appear in Section 2; additional requirements may be added to meet specific program expectations. Written responsibilities and due dates should be clearly identified. All procedures or processes that will occur during the semester, including visits to the schools, should be identified in the course syllabus or list of expectations.

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

- University supervisor's plans for school visits,
- Role of the supervising teacher,
- Manner and time for completion of assignments,
- How students will be evaluated and graded,
- Professional ethics and conduct,
- Meeting schedule, and
- The need for the intern to obtain professional references based upon the internship experience from the supervising teacher and university supervisor.

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

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

The Final Internship Meeting is held during finals week at the end of the semester and is devoted primarily to program evaluation and application for certification.

Intern attendance at all meetings is required.

4.5. SCHOOL ORIENTATION

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

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

The following suggestions may help with orientation:

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

4.6. TEACHING RESPONSIBILITIES

4.6.1 Program Specific Assignments

Each teacher education program and/or university supervisor has detailed requirements for assignments that best meet the competencies expected in the given program. These assignments and deadlines are contained in the course syllabus or in the list of expectations given to the intern in the Internship Orientation Meeting with the University Supervisor. General responsibilities are presented in the following sections.

4.6.2 Beginning Activities

During the first few days most of the time will be spent observing the supervising teacher, helping individual pupils, checking student work, learning the classroom procedures, and becoming acquainted with the students. Active participation will greatly enhance the learning during this period of time. Some time should be devoted to studying the textbooks, teachers' guides, and other materials, which will be used in instruction. The intern often begins teaching by working with small groups or individuals and may cooperate in teaching particular lessons for which the supervising teacher has the major responsibility.

4.6.3 Full-Time Teaching Responsibilities and Expectations

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

4.7. PROFESSIONAL RESPONSIBILITIES

4.7.1 Schedule

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

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

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

4.7.2 Planning

Well-planned lessons are essential to good teaching. Planning helps the intern to organize and allows the supervising teacher to check the congruence of instructional goals, activities, and assessments. ALL plans should be discussed and approved by the supervising teacher in advance. Check with the supervising teacher on the time frame for submitting lesson plans.

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

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

4.7.3 Teaching Schedules

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

- a. Classroom Schedule: This is the classroom schedule of the supervising teacher.
- b. Projected Teaching Schedule: This is the projected internship schedule, which shows the increasing responsibilities to be assumed by the intern. The form to be used for this schedule is provided in appendices.

4.7.4 Self-Evaluation

A fundamental process required of every intern is constant self-evaluation. This is necessary for determining strengths and needs for future development. Self-evaluation should lead to a realistic awareness of one's capabilities and development as a teacher. These two devices are particularly helpful in self-evaluation:

- a. Video Taping: Interns may be asked to have at least one instructional period taped. University supervisors may require additional taping. Providing the blank tape is the responsibility of the intern. Interns must always check with the classroom supervisor for information concerning the site's policy on video taping. If necessary, adjustments will be made in the suggested use of video taping to follow school policy. If parental permission is needed for video taping, a suggested form is found in the appendices. Following the taping, the intern and supervising teacher should view and analyze the tape together. Then, the tape should be made available to the university supervisor. Using tapes throughout the semester will strengthen skills in self-analysis and evaluation. In some programs where video taping is not appropriate, the university supervisor will provide alternative activities for self-analysis and evaluation.

- b. Journal: The journal or log is to be used primarily for the intern's personal reflection on the entire teaching/learning environment. The purpose is to become more aware of actions and to reflect on options of change which will increase professional development.

4.7.5 Course Work While Completing Internship [Non-Degree Policies Adopted on Interim Basis 04/06]

During the internship semester, teacher candidates register for the appropriate internship credit hours and the Internship Seminar. University of West Georgia permits students to enroll in one additional course during the internship. However, teacher candidates are strongly discouraged in making this choice. Anecdotal feedback from our graduates has consistently indicated that this choice created undue hardship and frustration that was impossible to predict prior to internship.

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

For non-degree students who hold non-renewable teacher certification – Students may enter internship with up to 5 courses remaining in their program. These can be any 5 courses. Students will be allowed to take no more than 2 additional courses with each internship. Any additional courses may be taken after completion of both internships. Internship seminar will be treated as a part of internship and will not count as an additional course taken.

For non-degree students who **do not** hold non-renewable teacher certification – Students may enter internship with up to 2 courses remaining in their program. These courses must be content courses and not professional education courses. Students may take only 1 additional course with internship. The remaining course may be taken after completion of internship. Internship seminar will be treated as a part of internship and will not count as an additional course taken.

4.7.6 Completion of the PSC Computer Skill Competency Requirement

Teacher candidates must, during the internship semester, complete a series of technology-related modules on-line in accordance with the PSC technology requirement. These modules will require interns to produce and complete projects that reveal their ability to integrate technology into their instruction with students during the internship. In addition to on-line instruction, optional evening and Saturday sessions will be scheduled to support interns who need additional instruction and assistance. Upon successful completion of all modules and projects and on the recommendation from certified instructors, interns will be recommended for certification as having met the PSC computer competency requirement. Those teacher candidates holding provisional certificates will be expected to complete this requirement prior to applying for certification by one of the following means: (1) MEDT 6401 with grade of B or higher, (2) InTech training at a location of their choice, or (3) a PSC-approved test-out option. Those candidates will be expected to submit documented proof of their completion of this requirement with their certification paperwork.

4.7.7 Employment During Internship

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

4.7.8 Other Phases of the School Program

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

4.7.9 Grades

The final grade for internship is officially determined by the university supervisor but is a result of considerable collaboration between the university supervisor and supervising teacher. The final grade is based on the intern's performance during the entire semester. Continuous evaluation procedures, demonstrated competencies on the *Teacher Education Field Experience Evaluation* (TEFEE), and periodic observations all provide a basis for determination of the grade.

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

- Classroom performance of the intern as observed by the supervising teacher,
- University supervisor's observations,
- Completion of lesson plans and other assignments,
- Professional ethics and conduct,
- Interpersonal skills, and
- Demonstrated proficiency in the areas listed on the *Teacher Education Field Experience Evaluation* (TEFEE) and other candidate evaluation forms as observed by the supervising teacher and university supervisor.

Specific factors are discussed by the university supervisor during the Orientation Meeting. Interns earn a grade of Satisfactory, *S*, or Unsatisfactory, *U*. The grade of Incomplete, *I*, may only be assigned as a result of non-academic factors (example: prolonged illness).

4.7.10 Evaluation

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

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

A mid-point conference of the internship team must be held to assess the progress of the intern. The progress should be measured against the criteria on the *Teacher Education Field Experience Evaluation*, which is completed at the midpoint and conclusion of the internship.

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

The TEFEE is presented several times during the teacher education program and is discussed in detail in methods courses. The TEFEE is completed at the midpoint and final conferences by the university supervisor and the supervising teacher. The final copy of the TEFEE requires evaluation of the intern's performance for the entire semester, including evaluation of sustained teaching performance. A copy of the form is found in the appendices.

SECTION 5: DIFFICULTIES DURING FIELD EXPERIENCES AND INTERNSHIP

Adopted by Administrative Council 6/03. Effective 1/04.

5.1. INTRODUCTION

Candidates are not expected to be perfect teachers. Challenges or difficulties are a natural part of the growth experiences in the teacher education program and/or field experiences and internship. Alternate ways for teacher educators to address the challenge are to immediately provide constructive feedback and model appropriate behavior. Immediate, open, and honest communication about any challenge is essential.

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

Unfortunately there are instances when no solution is reached. If it appears as though no solution can be found, the course instructor(s) and university supervisor(s) refer the situation to the appropriate Department Chair. A collaborative decision is made and recommended options are presented to the candidate. **The Department Chair and the Office of Field Experiences must be kept informed and be provided copies of the professional growth plan and all documentation.**

5.2 PROCEDURES FOR DIFFICULTIES

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

- The university supervisor(s), course instructor(s), community or site supervisor, candidate, and Department Chair assess the concerns and develop a Professional Growth Plan (**See Guidelines for Professional Growth Plan, Section 5.3**). The plan establishes expectations for the candidate and a time line for demonstration of expected behaviors. If the plan involves a field placement, the supervising classroom teacher(s) and the site administrator are informed of the provisions in the plan.
- The university supervisor(s), course instructor(s), community or site supervisor, and Department Chair confer immediately with the teacher candidate to share the Professional Growth Plan and the accompanying time line for completion of competencies and re-assessment. The supervising classroom teacher(s), the course

instructor(s), Department Chair, and/or site administrator may provide input and be present at this conference. The Professional Growth Plan should be placed in the candidate's permanent file.

- At the designated point on the timeline for assessment of improvement, the university supervisor(s), course instructor(s), and Department Chair review the candidate's progress. If the plan involves a field experience, the supervising classroom teacher and/or site administrator may be present at this meeting or they may be informed by the Department Chair of the decision made regarding the candidate's status in the program. A written progress report of the plan will be submitted to the Office of Field Experiences. The following options are considered: **(See Guidelines for Professional Growth Plan, Section 5.3, Item IV).**

Options Following Development of the Professional Growth Plan:

1. The candidate's progress has been satisfactory and continuous. If a field placement is involved that placement continues; or
2. The candidate is not improving sufficiently and/or demonstrates some progress. No field experience is involved. The course instructor(s) who are involved in the plan follow the consequences outlined in the Professional Growth Plan; or
3. The candidate is not improving sufficiently. An alternative placement, if available, may be recommended with the following stipulations:
 - a. The alternative placement request must be confirmed with a school district, and a professional growth plan will accompany the candidate to that placement setting. If another classroom placement is recommended, the Department Chair will present to the candidate the options concerning the timing and requirements for the placement or;
 - b. If an alternative placement cannot be confirmed, or if the candidate is already in an alternative placement, a failing grade of U, D, or F, is earned for each course associated with the field experience; or
4. If the candidate's progress has not been satisfactory and continuation in the program is no longer an option, a discontinuation policy is implemented, and the candidate receives a failing grade(s) for each course associated with the plan **(See Discontinuation Policy, Section 5.4).**
5. The teacher candidate is informed of the decision, both in writing and in a conference.
6. The candidate is informed of the right to appeal the decision to the Dean of the College of Education.

5.3. GUIDELINES FOR DEVELOPING PROFESSIONAL GROWTH PLAN

- I. Concerns: These should be summarized under appropriate areas such as Required Professional Behaviors, Professional Behaviors and Dispositions, Pedagogy and Knowledge, or Classroom Management.
- II. Remediation: This section contains suggestions and/or required activities that will provide opportunities for the teacher candidate to grow in the area(s) outlined above.
- III. Expectations: This section contains specific behaviors that must be demonstrated by the teacher candidate and the time frame in that they must be demonstrated. These should be summarized in the same format as Section I.
- IV. Options See Options, **Section 5.2, Procedures for Difficulties**
- V. Signatures: Include signatures of all who are present at the conference.
- VI. Copies: Copies of the plan will be provided to the Department Chair and/or the Administrator who coordinates field experiences.

5.4. **DISCONTINUATION POLICY** [Adopted 05/97. Revised and approved by Administrative Council 06/03. Effective 01/04]

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

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

In such circumstances, the following actions may be taken:

1. *The university supervisor and/or course instructor(s) and the Department Chair confer immediately with the teacher candidate to be sure that he or she is aware of the seriousness of the situation and to provide the teacher candidate with an opportunity to present additional information.*

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

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

SECTION 6: THE UNIVERSITY SUPERVISOR

6.1. INTERNSHIP

The role of university supervisor is a critical, active responsibility in the field experience and internship process. Often this function is viewed as facilitative. Facilitation is certainly one feature of responsibility—serving as mentor for the candidate and building collegiality with supervising teachers. However, specific responsibilities may be divided into three areas: 1. instructing, 2. counseling, and 3. evaluation. The following suggestions will help identify roles for each of the three areas. Several are discussed in detail later in the document.

6.2. INTERACTING WITH THE UNIVERSITY SUPERVISOR

Communication is critical to a beneficial experience for all members of the field experiences team. The university supervisor should arrange frequent opportunities for communication. However, if needs for communication arise at other times, the supervising teacher or any administrator of the cooperating school should not hesitate to contact the university supervisor. That particular contact could be one of the most important and beneficial of the entire semester. DO NOT HESITATE. If the university supervisor cannot be contacted, get in touch with the Department Chair. If neither the university supervisor nor the Department Chair can be contacted, get in touch with the Office of Field Experiences at 678-839-6570.

6.3. INTERACTING WITH THE SUPERVISING TEACHER

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

The university supervisor is responsible for ensuring that the supervising teacher receives materials provided by the Dean's Office at the beginning of each semester. Materials include the *Informational CD for Supervising Teachers*, a copy of the *Teacher Education Field Experience Evaluation* and rubric, the *Supervising Teacher Information Form*, and contact information for the College of Education and the university supervisor.

The university supervisor is also responsible for returning completed *Supervising Teacher Information Forms* to the Office of Field Experiences by the third week of each semester.

6.3.1 Observation/Conferencing Expectations

The university supervisor is expected to complete a minimum of six observations in which interns are provided written positive feedback and constructive criticism. An open-ended carbon-copy form is available in Office of Field Experiences for recording written feedback during observations. When possible, the university supervisor should strive to conference with the intern after observations to explain the written feedback. In addition, the TEFEE should be completed

near midterm and at the conclusion of the internship in consultation with the supervising teacher. Once the TEFEE is completed, it should be shared with the intern and then signed by the intern, the supervising teacher, and the university supervisor.

Written feedback and constructive criticism should foster self-evaluation and reflection. Beginning with ... "Why do you think there was difficulty here?" allows the candidate to begin seeking the answer to the most important question "Why?" Asking for rationales for decisions made by the candidate will also foster self-evaluation. Additional suggestions are to paraphrase; to accept non-judgmentally; to clarify (See if I understood you correctly); or to extend (Tell me more about). Conducting a conference in this manner takes longer but may be more effective in developing the candidate's self-evaluation skills.

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

6.3.2 Instructing

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

6.3.3 Counseling

- Confer with the supervising teacher at least as often as a visitation is made.
- Provide adequate individual conference time to assist the candidate through weekly contacts.
- Emphasize the importance of ethical and professional conduct.
- Confer as soon as possible with the candidate concerning the observations made.
- Emphasize the importance of handling certain problems and school situations with reticence and strictest confidence.
- Schedule and conduct 3-way conferences at the beginning of the semester, at midpoint, and at the end of the internship.

6.3.4 Evaluation

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

6.3.5 School Visits

It is expected that the university supervisor must meet with the supervising teacher prior to the arrival of the candidate and will observe each candidate. The supervisor's workload is allocated on this basis. The length of visits may vary but should include ample time to discuss internship progress with the supervising teacher and candidate.

The university supervisor should schedule a mid-point conference of the field experience team to discuss mid-point evaluation. This three-way conference should identify teaching and professional strengths and areas needing further development in the remaining weeks of field experience. During this conference, the *Teacher Education Field Experience Evaluation* must be completed and submitted to the appropriate persons, including the Assessment Coordinator.

On at least one of the visits to the school, it would be good to spend a few minutes with the principal. These colleagues literally open the door for University of West Georgia candidates and are essential to the clinical experience component of teacher preparation. Let them know of West Georgia's appreciation and be attentive to suggestions or ideas they may have for the program.

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

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

SECTION 7: THE SUPERVISING TEACHER

7.1. INTRODUCTION

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

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

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

7.2. SELECTION OF SUPERVISING TEACHERS

See Section 2.2.

7.2.1 Honoraria

Depending on the availability of funds, supervising teachers will be paid an honorarium for their supervision. Supervising teachers who hold a Teacher Support Special (TSS) endorsement will be paid \$300.00. Teachers without this endorsement will be paid \$150.00. The TSS endorsement must be on file at the Professional Standards Commission website by the first day of internship.

7.2.2 Supervision Responsibilities

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

Preparing for the Candidate/Intern: The responsibility for a good beginning must be shared by all members of the field experiences/internship teaching team. This section deals with suggestions for the supervising teacher.

- Inform parents that a candidate will be in the room.
- Discuss with students who is coming and why, pupils' part in preparation, and advantages in having a "second teacher."
- Provide a desk or area where the candidate may keep books, papers, supplies, etc.

- Prepare a folder of materials that contains school schedules, emergency procedures, faculty handbook, discipline policies, etc.

In the beginning stages of the candidate's/intern's instruction, the supervising teacher will want to observe for the entire time. From these observations, the supervising teacher will be in a better position to nurture the candidate's/intern'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/intern 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** mean leaving the room. Leaving the classroom while the candidate/intern teaches should be for only short periods of time. A primary consideration for staying in the classroom is the continuation of the teacher's legal responsibility for the students.

7.2.3 Observation and Record Keeping

Written feedback should be provided weekly, at a minimum. The supervising teacher should maintain daily and/or weekly notes on the candidate's/intern's instructional and professional behavior in chronological order. It may be a good idea to dedicate a particular note pad or notebook for this storage. Housing notes in a single location and in chronological order will offer a good reference source in determining midpoint and final evaluations. They will also provide clear systematized information for conferences with the university supervisor. Daily, the candidate/intern should receive a constructive evaluation of lessons or assignments. At least weekly, this feedback should be written. The feedback from the observation notes should include positive comments as well as the constructive criticism leading to improvement of weaknesses. In instances where there is no right or wrong, but another technique may have been more effective, suggest alternative ways of teaching the same content.

7.2.4 Beginning Experiences

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

- Guide the candidate in analyzing and evaluating observations.
- Increase teaching responsibilities gradually as soon as the intern shows evidence of being ready to assume them.
- Plan a semester schedule which specifies an increase in teaching responsibilities: subject by subject or period by period.
- Assist the candidate in recognizing and overcoming any undesirable traits that impact their professional responsibilities.
- Acknowledge the candidate's ideas and encourage initiative.
- Assist the candidate in efficiently performing routine duties and in keeping records.
- Review the candidate's daily lesson plans and make constructive suggestions. It is very important that lesson plans be approved prior to teaching.

- Discuss the school and/or classroom discipline plan. The supervising teacher should specify to the intern which discipline measures have been identified by the school as appropriate and which ones can be administered by the intern.

SECTION 8: GEORGIA CERTIFICATION

8.1. PROFESSIONAL STANDARDS COMMISSION

Functions relating to the preparation and certification of school personnel are housed in the Professional Standards Commission (PSC) and its Executive Secretary. The PSC establishes and enforces (1) standards for teacher education programs which lead to Georgia certification, (2) rules for Georgia educator certification, and (3) standards of competent professional performance and ethical conduct for Georgia educators.

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

Dr. F.D. Toth, Executive Secretary
Georgia Professional Standards Commission
2 Peachtree Street, Suite 6000
Atlanta, GA 30303

Certification Division 404-232-2500 (ext. 2 and then ext. 1 will route to an operator)
PSC Website: www.gapsc.com

8.1.1 Privacy of Information

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

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

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

8.1.2 Criminal Background Check

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

1. Have you ever been dismissed, non-renewed, terminated or resigned while under investigation for allegations of or commission of a felony, a misdemeanor involving moral turpitude or a violation of any profession's code of ethics?
2. Do you have any charges pending against you for committing a felony, a misdemeanor involving moral turpitude or a violation of any profession's code of ethics?
3. Have you ever had any adverse action (i.e. warning, reprimand, suspension, revocation, voluntary surrender, etc.) taken against any professional certificate or license by any agency (in any state) other than the Georgia Professional Standards Commission?
4. For any felony or for any misdemeanor offense involving moral turpitude, have you ever pled guilty, been found guilty, entered a plea of nolo contendere, been granted first offender treatment without adjudication of guilt, participated in a pre-trial diversion program, or been placed under a court order whereby an adjudication or sentence was withheld?

I affirm that to the best of my knowledge, all information is true and correct. I hereby give permission to the Professional Standards Commission to obtain copies of any criminal and personnel records relating to me which are held by any local, state or federal government agency or private entity, and authorize any such agency or entity to release those records to the Commission. I understand that this information may be shared with other states and other agencies in the event that any disciplinary action affecting my certification occurs.

8.1.3 College Recommendation for Certification

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

- “(2) The Professional Standards Commission may certify applicants who have completed state approved educator preparation programs in any state under the following conditions:
- (a) The educator preparation program was approved by the state approval authority in a state that approves teacher preparation programs, the educator preparation program was approved for the field in the recommended area of certification, and the program held approval status during the year in which the applicant completed the program.

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

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

8.1.4 Validity Date

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

- (1) Validity periods for certificate fields are used in conjunction with types and titles to determine certification classification category. Certificate fields are issued with specific validity periods depending upon this classification. (Rule 505-2-.02).
 - (a) Initial Clear Renewable certificates are valid for five years and determine the subsequent renewal cycle. Fields added to the Clear Renewable category will retain the same expiration date as the original; the beginning validity may vary depending upon the date requirements for the field are completed. (For example, when an individual with a 5-year certificate adds a new field at the end of the third year, to maintain the same base expiration date the new field will initially be valid for only 2 years. The credits used to add the new field may then be used to renew both certificates for the next 5-year cycle.)
 - (b) The validity period for all other certificates will vary depending on the outstanding conditions required to obtain the Clear Renewable. These requirements will be outlined in correspondence from the certification office at the time of issue.
 - (c) At the request of an employing school system, the PSC may extend the validity period of selected certificates for up to one additional year as a Waiver certificate.

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

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

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

8.2. PROCEDURES FOR APPLYING FOR A CERTIFICATE

An explanation of certification requirements and the application process is included in each Orientation to Internship Meeting. At the end of each semester all interns complete the application process during the Final Internship Meeting. Applications for certificates are processed by the Office of Teacher Certification. The Office of Teacher Certification may be contacted at (678) 839-6109. Following the procedures outlined below will expedite the certification process.

8.2.1 Application for the FIRST Georgia Certificate

Students who complete an approved Teacher Education Program and have a passing score on both the Praxis I/GACE exam (or exemption), and the Praxis II /GACE(or Teacher Certification

Test-TCT) exam in the appropriate teaching field, are recommended by the University for a professional teaching or service certificate. During the Final Internship Meeting, the Offices of Teacher Certification and Field Experiences offer a session on applying for initial professional certification. Forms are completed at that time to begin the certification process.

During the Final Internship Meeting instruments are used to evaluate the program and the supervision of the internship experience. Additional program evaluation measures are developed and administered by each individual department.

8.2.2 Application to ADD a Certification Field to an Existing Certificate or CONVERT a Non-Renewable Certificate to Renewable Status

Applicants should visit the following link for detailed instructions on the application process:

<http://coe.westga.edu/Students/TCFP/Certification.asp>

8.2.3 Application to UPGRADE a Certificate Level

If the applicant is upgrading a certificate level without adding a new field and is employed by a Georgia public school system, a college recommendation is not required. The applicant should provide the school system personnel office with a completed application form and an official West Georgia transcript. The personnel office will process the application.

If the applicant is upgrading a certificate level and adding a new field, the applicant should visit the following link for detailed instructions on the application process:

<http://coe.westga.edu/Students/TCFP/Certification.asp>

Appendix A

GUIDELINES FOR SCHOOL SELECTION AND SUPERVISING TEACHER SELECTION

GUIDELINE FOR SCHOOL SELECTION

The following serve as general guidelines in the selection of schools.

- a. The school administration is current in its policies and is interested in maximum professional growth of its staff and the development of the school program.
- b. The school personnel support the field experience/internship program and are willing to enter into a collaborative agreement which establishes satisfactory working relationships with candidates and interns.
- c. More specifically the cooperating school should
 1. be SACS accredited and exemplify high standards of teaching and learning;
 2. have students, parents, faculty, and administration who are enthusiastic about schooling;
 3. fall within the “norm” in order to provide the intern with a realistic internship experience for his/her particular area of preparation as it relates to certification;
 4. make available adequate equipment and supplies for efficiency of the instruction;
 5. not prohibit students from attending based on race, gender, religion, nationality, or academic ability and supports students with special needs;
 6. have a major curriculum that focuses on academic subject matter aligned with the adopted Georgia curriculum.
- d. The school system superintendent
 1. provides leadership in developing good relationships among cooperating schools, the teacher preparation institutions, and the community;
 2. gives approval and is willing to cooperate with the internship program;
 3. provides opportunities for in-service education of local educators.
- e. The cooperating school principal
 1. shows vision and leadership in the total school program;
 2. creates a constructive attitude among staff and community toward interns;
 3. helps to interpret the internship program to teachers, pupils, and community;
 4. assures that supervising teachers and interns have sufficient time for conferences and joint planning;
 5. is willing to assist with the evaluation of the program.

GUIDELINES FOR SELECTION OF SUPERVISING TEACHERS

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

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

These are frequent questions concerning selection of supervising teachers.

1. Is it necessary for supervising teachers to possess STS or TSS endorsement?

The endorsement is a desired, though not required, feature. The trend is clearly moving in the direction of supervising teachers possessing endorsement.

2. May resource teachers serve in the role of supervising teacher?

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

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

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

APPENDIX B

SUMMARY GEORGIA CODE OF ETHICS

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

APPENDIX C

UWG PERSONAL AFFIRMATION FORM (EXAMPLE: ADMISSION TO TEACHER EDUCATION)

University of West Georgia
College of Education
Personal Affirmation Form

To become an educator in the State of Georgia, all individuals must address the questions below when completing the Professional Standards Commission application for initial and advanced certification. The College of Education requires that all candidates in education meet the same requirements at selected points during the completion of their program.

Please circle the appropriate answer. If you answer YES to any question, an explanation must be given on the lines provided at the bottom of this form. Answering YES to any question does not preclude your admission to education programs.

A. Have you ever resigned, been terminated, been discharged, or non-renewed from any employment position for committing a felony?	YES NO
---	--------

B. Have you ever resigned, been terminated, or non-renewed for committing a misdemeanor involving moral turpitude?* (excluding minor traffic offenses)	YES NO
--	--------

C. Are any charges pending against you for a misdemeanor or felony offense?	YES NO
---	--------

D. Have you ever been found guilty, entered a plea of <i>nolo contendere</i> , been granted first offender treatment with adjudication of guilt, or been placed under a court order whereby an adjudication or sentence was otherwise withheld for a felony or a misdemeanor offense involving moral turpitude* (excluding minor traffic offenses), or is any such charge currently pending against you?	YES NO
--	--------

E. Have you ever surrendered a professional certificate/credential/license/permit or had one denied, revoked or suspended, or is any adverse action now pending against you?	YES NO
--	--------

I affirm that to the best of my knowledge, all information is true and correct. I also understand that this information may be shared with public school officials for all field experience placement decisions and that my record may be randomly checked. I also understand that I am responsible for self-reporting any felony or misdemeanor involving moral turpitude throughout the duration of my education program to the Office of Field Experiences.

Signature: _____ **Date:** _____ **Admission to Teacher Education Check-Point**

Printed Signature: _____

Last Name
First
Middle
Other
UWG ID Number

TO THE STUDENT: If you circled YES to any question above you **must** complete the *Explanation Area* below and you **must** schedule an appointment with Dr. Douvanis (Department of Educational Leadership and Professional Studies, 770-838-3041) within 5 working days. At this conference, you **must** provide a current background check from the Sheriff's Department.
Student's Initials: _____

TO THE INSTRUCTOR or ADVISOR: If all questions are checked NO, this form should be stapled to the student's admission paperwork. If YES is circled on any question, you **must** submit the attached copies of this form to Ms. Helen Chambers in the Office of Field Experiences and to Dr. Douvanis in the Department of Educational Leadership and Professional Studies, within 24 hours.
Instructor's or Advisor's Initials: _____

***What is Moral Turpitude?**
Misdemeanors involving moral turpitude include, but are not limited to: larceny, fraud, theft by taking, soliciting for prostitution, writing or cashing bad checks, making a false report of crime, sale of narcotics or illegal drugs, and indecent exposure or other sex-offense crimes.

EXPLANATION AREA:

[revised 7/05/04]

APPENDIX D

REQUIRED EVALUATION FORM

Teacher Education Field Experience Evaluation

Name: _____

Candidate UWG ID: _____

School: _____

University Supervisor: _____

Supervising Teacher: _____

Field Experience Evaluated

Midterm or Final Evaluation?

Midterm Evaluation

Final Evaluation

Provide the date of the evaluation:

Date		
Month	Day	Year

Required Professional Behaviors	Not Demonstrated	Demonstrated
	(0)	(1)
Punctual attendance	(0)	(1)
Completion of assigned and unassigned duties	(0)	(1)
Adherence to school policies	(0)	(1)
Dressing professionally	(0)	(1)
Talking to and about students and colleagues respectfully	(0)	(1)
Following confidentiality procedures	(0)	(1)

Using the response scale, please evaluate the competencies listed below. In each category, **Do not leave any item blank.**

Proficient = Consistent and appropriate application **Improving** = Moving toward proficiency

Minimal = Minimal performance, needs improvement **Unsatisfactory** = Inappropriate application **NA** = Not Applicable

Professional Behaviors and Dispositions	<div style="display: flex; justify-content: space-between; width: 100%;"> NA Unsatisfactory Minimal Improving Proficient </div>				
	(0)	(1)	(2)	(3)	(4)
Demonstrates positive collaborative interactions with students and colleagues.	(0)	(1)	(2)	(3)	(4)
Demonstrates effective oral, written, and nonverbal communication.	(0)	(1)	(2)	(3)	(4)
Demonstrates a positive impact on learning for all students, including students from diverse groups.	(0)	(1)	(2)	(3)	(4)
Accepts constructive criticism and reacts positively toward improving.	(0)	(1)	(2)	(3)	(4)
Holds and communicates high expectations for achievement through design and implementation of lessons and interactions with all students.	(0)	(1)	(2)	(3)	(4)
Comments on these professional behaviors and dispositions:					



Pedagogy & Knowledge	NA			
	Unsatisfactory			
	Minimal			
	Improving			
	Proficient			
Demonstrates an accurate understanding of content knowledge in lesson development, delivery, and assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates an understanding of diversity issues in lesson development, delivery, and assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates knowledge of human growth and development and learning theory in lesson development, delivery, and assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develops, delivers, and evaluates well-designed lesson plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses student learning and achievement data to develop and deliver structured lessons and to monitor progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Builds lesson content that demonstrates an understanding of scope, sequence, and continuity in P-12 experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses a variety of instructional strategies dependent on the needs/characteristics of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effectively incorporates technology into planning, teaching, and assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitors student learning and understanding through effective questioning strategies appropriate to learner/setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses critical thinking skills and reflective practice to create, modify, and maintain effective instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates a sensitivity to the needs of students when making educational decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses a variety of assessment techniques to demonstrate student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plans instruction to keep students of all abilities and backgrounds constructively engaged.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments on pedagogy and knowledge:				
SAMPLE				

Management	NA			
	Unsatisfactory			
	Minimal			
	Improving			
	Proficient			
Establishes a positive and safe environment conducive to learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates effective classroom management skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plans instruction to keep students constructively occupied with an appropriate level of structure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses resources of time, space, and materials appropriately within the confines of the setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses praise selectively and effectively and implements appropriate motivational strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments on management:				

Candidate Signature

University Supervisor Signature

Supervising Teacher Signature

APPENDIX E

SAMPLE LESSON PLAN FORMAT

SAMPLE LESSON PLAN FORMAT

TITLE OF LESSON:

SUBJECT AREA:

GRADE LEVEL:

DATE CREATED:

DESCRIPTION:

OBJECTIVE:

STATE STANDARD:

NATIONAL STANDARD:

ASSESSMENT:

EVALUATION:

SPECIFIC ADAPTATIONS:

MATERIALS USED:

PROCEDURES:

SAMPLE LESSON PLAN

DAILY LESSON PLAN

Name of Intern

Signature of Supervising Teacher

Time of Day

Subject/Activity

OBJECTIVES	State Standard	ASSESSMENT/EVALUATION	PROCEDURES	MATERIALS

APPENDIX F

**SAMPLE
VIDEO TAPING CONSENT FORM**

**SAMPLE VIDEO TAPING CONSENT FORM
INFORMED CONSENT FOR VIDEO TAPING**

**PROJECT: VIDEO TAPING OF STUDENTS AT _____ SCHOOL AS A
PART OF THE INTERNSHIP EXPERIENCE**

INTERN: _____

SUPERVISING TEACHER: _____

UNIVERSITY OF WEST GEORGIA SUPERVISOR: _____

**This is to certify that I, _____ (on behalf of my minor child
_____), have been given the following information with respect to
my child's participation as a volunteer in a program of video taping of learning and
teaching activities at _____ School under the supervision of
person(s) named above.**

1. Purpose of the activity:
2. Procedures to be followed:
3. Time and duration of the activity:
4. Persons who will have access to the tape:
5. When the tapes will be destroyed (if applicable):

Statement of Confidentiality

Your child's participation in this project is confidential. Only the intern, the supervising teacher, and the University of West Georgia supervisor will have access to your child's identity and to information that can be associated with your child's identity.

This is to certify that I consent to and give permission for my child's participation in this project. I understand that I will receive a signed copy of this consent form. I have read this form and understand the contents of this consent form.

Parent/Legal Guardian

Date

Please return this form to: Your Child's Teacher

08/98

APPENDIX G

SAMPLE JOURNAL ENTRY TOPICS

SAMPLE JOURNAL TOPICS FORM
Student Journal Topics/Reactions

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

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

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

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

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

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

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

Supervising Teacher:

University Supervisor:

***Anticipate your future teaching.**

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

APPENDIX H

SAMPLE WEEKLY FEEDBACK TOPICS

SUPERVISING TEACHER'S FEEDBACK TO INTERNS

WEEKLY:

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

MIDPOINT OR FINAL

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

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

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

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

 - c) What recommendations do you have?

APPENDIX I

LIST OF FORMS AVAILABLE IN THE DEAN'S OFFICE

Copies of the following forms are available in the Dean's Office:

1. Application for Admission to Teacher Education Form
2. Application for Field Experience Placement
3. Personal Affirmation Form(s):
 - a. Admission to Teacher Education Check-point
 - b. Internship or Practicum Check-point
4. Graduate Practicum/Internship Application for Special Education/Speech-Language Pathology
5. Criminal Background Consent Forms (required by some districts)