Office of Field Placement
Student Resource Guide
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Section I: University Policies
Honor Policy

Academic integrity is maintained through the honor system. The honor system imposes on each student the responsibility for his or her own honest behavior and assumes the responsibility that each student will report any violations of the Honor Code. By the act of entering Mercer University, each student personally consents to Mercer’s Honor System and thereby agrees to be governed by its rules. Furthermore, each student is personally responsible for knowing the rights and obligations as set forth in the Honor System. The student is also expected to cooperate with all proceedings of the Honor System and to participate fully in the Honor System. Students are expected to abide by the Honor Policy for ALL assignments.

Students are expected to do their own work for assignments that are electronically submitted as well as the companion web site activities. The instructor will announce those assignments that are specifically designed for cooperative work.

The most frequent violations of the Honor Code are cheating and plagiarism. Cheating is the taking of credit for work which has been done by another person. The following are some of the more common instances of cheating:

1. Using notes, textbooks, or reference materials on a test, daily quiz, or examination unless the use of such materials is specifically permitted the professor;
2. Copying ideas or facts from another’s papers during a test situation;
3. Giving or receiving facts or ideas either verbally or in writing during a test situation;
4. Obtaining test questions which a teacher does not release for further reference;
5. Obtaining or giving specific information which will be on a test before the test is administered;
6. Using unassigned translations in a reading course in a foreign language.

It is to be emphasized that these examples are not the only possible ones. They are listed in order to give the student a general idea of what constitutes an Honor Code violation.

According to the Mercer Undergraduate Honor System Policy and Procedure, “plagiarism is defined as the use of ideas, facts, phrases, or additional materials such as maps and charts from any source without giving proper credit for such material.” Similar definitions are used in the various student handbooks. You may access additional information from the Provost’s Office website on Academic Integrity at https://provost.mercer.edu/handbooks/integrity.cfm.

Disability Statement

Mercer University is committed to the equal and excellent education of all students including students with disabilities.

As of July 1, 2013, Disability Services became the ACCESS and Accommodation Office. The new name is intended to reflect the mission of the office, which is to improve the accessibility of Mercer University Programs, Services, and Facilities for persons with disabilities and ensure institutional compliance with the Americans with Disabilities Act (ADAAA) and Section 504 of the Rehabilitation Act (504). The office provides Accessibility, Consultation, Collaboration, Education, Support and Services (ACCESS), and Accommodations to ensure non-discrimination and equal access to all programs and services for students and visitors with disabilities.
Students requiring accommodations for a disability should inform the instructor at the close of the first class meeting or as soon as possible. The instructor will refer you to the ACCESS Coordinator to document your disability, determine eligibility for accommodations under the ADAAA/Section 504, and to request a Faculty Accommodation Form. Disability accommodations or status will not be indicated on academic transcripts. In order to receive accommodations in a class, students with sensory, learning, psychological, physical, or medical disabilities must provide their instructor with a Faculty Accommodation Form to sign. Students must return the signed form to the ACCESS Coordinator. A new form must be requested each semester. Students, with a history of a disability, perceived as having a disability or with a current disability, who do not wish to use academic accommodations are also strongly encouraged to register with the ACCESS Coordinator and request a Faculty Accommodation Form each semester. Student responsibilities can be found at http://studentaffairs.mercer.edu/disabilityservices/students.cfm.

For further information, please contact Carole Burrowbridge, Director and ADA/504 Coordinator, at 478-301-2778 or visit the website at http://studentaffairs.mercer.edu/disabilityservices/ for the ACCESS Coordinator for your campus.

**Mercer University Security**

- Macon Campus: Dispatcher 478-301-HELP (4357); Emergency line 478-301-2911
- Atlanta Campus: Dispatcher 678-547-6358; Emergency line 678-547-6911
- Douglas/Henry/Newnan RACs: Notify the RAC Coordinator on duty of an emergency by either coming to the RAC’s central office or by calling:
  - Douglas: 678-547-6200
  - Henry 678-547-6100
  - Newnan RAC Enrollment Counselor 770-683-6115

**Mercer University Inclement Weather Policy**

The Mercer Alert Website [http://alert.mercer.edu/] provides up-to-date information about campus alerts or closures and openings during inclement weather. Notices are also available through the Emergency Hotline number: Macon (478) 301-5335; Atlanta, Douglas, Henry, and Newnan (678) 547-611. This class will adhere to the University inclement weather decisions.

**Mercer University Credit Hour Policy**

[http://policies.mercer.edu/mu-policies/upload/MU-Credit-Hour-Policy.pdf](http://policies.mercer.edu/mu-policies/upload/MU-Credit-Hour-Policy.pdf)

**Mercer Bookstore**


**Mercer Student Affairs**

- Atlanta- [https://atlstuaffairs.mercer.edu/shac/](https://atlstuaffairs.mercer.edu/shac/)
- Macon- [https://studentaffairs.mercer.edu/counseling/](https://studentaffairs.mercer.edu/counseling/)

**Auxiliary Services**

[http://departments.mercer.edu/auxiliary/BearCard/index.html](http://departments.mercer.edu/auxiliary/BearCard/index.html)

**Mercer Parking**

[https://police.mercer.edu/parking/](https://police.mercer.edu/parking/)
Mercer Mobile

http://about.mercer.edu/mobile/
Section II: Field Experience Overview
Office of Field placement website
http://education.mercer.edu/students/office-of-field-placement/

TOFES (Tift Online Field Experience System)
This is our online system to help students apply for field experience and access materials needed for their experience. Every student that participates in field experience must have an account.

https://apps.mercer.edu/tiftfeapp/login.cfm

Field Experiences

What are field experiences?
Field base experiences help prepare our teacher candidates to be a certified teacher.

How to apply for Field Experience?
All applications are processed online. The Application is found on the Mercer website under Tift College of Education, Office of field placement (TOFES). All additional paperwork must be submitted prior to the documentation due date listed on the application instructions. After you apply, please check the system frequently for messages. These messages will keep you informed about your application status. If you have outstanding documents or if we need more information, you will see our requests on the login page. When we receive confirmation of your school placement, it will be posted in the same place.

There are two windows to apply for Field Experience:
• For Spring Applicants, please apply during September 1-20th*
• For Summer and Fall applicants, please apply during February 1-20th*. Students will have to submit two applications. One for Summer and one for Fall if they are wanting to apply for TWO field experiences.

*Note that dates may vary. For current and updated information, please see the listserv messages and the OFP announcement page.

When are field experiences offered?
Pre-Practicum (IFE), Practicum, and Student Teaching are offered during Fall and Spring semesters every year. Fieldwork I/Fieldwork II/ Pre-Practicum is also offered in the Summer.

How do I receive information about field experiences?
There are five ways:
1. OFP Announcement Page
2. TOFES-Links to FE Calendar
3. Your Mercer Email- as a Mercer Student, you will receive a Mercer email account. Please check your Mercer email on a regular basis. You are responsible for all messages and reminders.
4. Bulletin board outside of the office area
5. Listserv Messages- Once you sign up for this, you will receive important information regarding Field Experience, Certification and Teacher Recruitment, etc. It is your responsibility to sign up.
Fieldwork Sequence
Teacher candidates must follow Field experience in the order of sequence:

Fieldwork I (EDUC 398)/Fieldwork II (EDUC 399)/ Pre-Practicum (EMAT 601)
Professional Practicum (EDUC 485/EMAT 608) or Mentored Practicum (EDUC 488/EMAT 609)
Student Teaching (EDUC 492/EMAT 611) or Internship (EDUC 498/EMAT 612)

Course Descriptions
Click on the blue links to get a detailed description.

<table>
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<th>Holistic Child</th>
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<th>Professional Practicum/ Mentored Practicum</th>
<th>Student Teaching/Internship</th>
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<td>EDUC 398, EDUC 399, EMAT 601</td>
<td>EDUC 485, EDUC 488, EMAT 608, EMAT 609, EDEC 483, EDEC 484, EDEC 486</td>
<td>EDUC 492, EDUC 498, EMAT 611, EMAT 612, EDEC 492</td>
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Cluster Requirements
Students are required to have field experiences in two different placements in terms of school demographics and to have field experiences in different grade level clusters based on the certification that you are seeking.

<table>
<thead>
<tr>
<th>Early Childhood Ed/Sp Ed</th>
<th>Three experiences in three clusters: Pre-K/K; 1st, 2nd or 3rd; 4th or 5th</th>
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<tr>
<td>Middle Grades Ed</td>
<td>Three experiences in two clusters: 4th or 5th; 6th, 7th or 8th; in your concentration areas</td>
</tr>
<tr>
<td>Secondary</td>
<td>Three experiences in two clusters: 6, 7, 8; 9-12; in your specific major</td>
</tr>
</tbody>
</table>

Degree-Seeking Early Childhood/Sp Ed majors who are completing four experiences will repeat a grade cluster.

Additional Field Experience’s may be needed to fulfill missing clusters. This experience is only necessary for Mentored Practicum and Intern students. Please contact the Office of Field Placement for further information and approval.

Will I be allowed to complete my field experience at my place of employment?
You may request to be placed at your place of employment. The school must meet accreditation requirements and requests for placement at your place of employment must be pre-approved by the Associate Director of Field Placement. Additional [paperwork](#) is required.
## CONCEPTUAL FRAMEWORK

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<tr>
<td>1A To Know: The Transforming Educator Knows the foundations of the education profession, content bases for curricula, and characteristics of learners.</td>
<td>3A Engage: The Transforming Educator designs developmentally appropriate lessons; integrates curriculum; engages learners.</td>
<td></td>
</tr>
<tr>
<td>1B To Do: The Transforming Educator does the work of a professional educator in planning and implementing well-integrated curricula using developmentally appropriate and culturally responsive instructional strategies, materials, and technology.</td>
<td>3B Diversity: The Transforming Educator understands needs of diverse Teacher Candidate populations; responds appropriately to diverse groups; provides culturally responsive lessons.</td>
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</tr>
<tr>
<td>1C To Be: The Transforming Educator is a reflective, collaborative, and responsive decision-maker, facilitator, and role model within the classroom, school, community, and global environment.</td>
<td>3C Collaboration: The Transforming Educator models understanding of community; collaborates inside and outside the classroom; interacts effectively with groups.</td>
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<th>Transforming Educator Processes</th>
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<tr>
<td>2A Understanding: The Transforming Educator understands foundations, curriculum, and development.</td>
<td>4A The Transforming Educator is respectful.</td>
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<tr>
<td>2B Practicing: The Transforming Educator plans, implements, and assesses; individualizes, differentiates, and adapts; varies instruction.</td>
<td>4B The Transforming Educator takes responsibility.</td>
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</tr>
<tr>
<td>2C Reflecting: The Transforming Educator reflects, revises, and refines, models professionalism; grows professionally.</td>
<td>4C The Transforming Educator is flexible.</td>
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<tr>
<td></td>
<td>4D The Transforming Educator values collaboration.</td>
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<td></td>
<td>4E The Transforming Educator values reflection.</td>
<td></td>
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<tr>
<td></td>
<td>4F The Transforming Educator is committed to life-long learning.</td>
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<td></td>
<td>4G The Transforming Educator believes in teacher efficacy.</td>
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<td></td>
<td>4H The Transforming Educator engages in effective communication.</td>
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Request for placement in excess of 30 miles from a Mercer Campus

Students who are participating in field experiences will be placed within a 30-mile radius of any of our campus locations. Students who would like to complete their field experience in a county/school system that is outside of this service area must submit a formal request (Placement Exception Form) to do so. This request must be submitted to the Office of Field Placement for Kristin T. Doss, Associate Director of Field Placement, to approve.

Please be advised that there are additional fees which will accompany these requests. All fee information is listed on the Placement Exception Form and can also be found on the Tift College of Education website. Once the form has been approved, all fees are due December 1st or August 1st depending on the semester in which you plan to participate.
Placement Exception Form: Request for placement in excess of 30 miles from a Mercer Campus.

Name: _______________________________________   Student ID: ______________________________

Campus Location: ______________________________ Email: ______________________________________

Field Experience under consideration: _______________________ Semester_______________________

Placement County under consideration: ______________________________________________________

<table>
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<th>Additional Fee for Placement in Excess of 30 miles from Campus</th>
<th>Total Fees</th>
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<tr>
<td>Early Fieldwork Courses</td>
<td>$155</td>
<td>$155</td>
<td>$310</td>
</tr>
<tr>
<td>Practicum</td>
<td>$250</td>
<td>$250</td>
<td>$500</td>
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<tr>
<td>Mentored Practicum</td>
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<tr>
<td>Student Teaching</td>
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<tr>
<td>Internship</td>
<td>$375</td>
<td>$375</td>
<td>$750</td>
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All documentation should be submitted to the Office of Field Placement using one of the following methods:

- Scan documents and e-mail: tiftfieldplacement@mercer.edu
- Fax: 678-547-8600
- Mail to: Mercer University
  Tift College of Education
  Office of Field Placement
  P.O. Box 2140
  McDonough, GA 30253-1730

I, _________________________________, understand that an additional fee will be charged to me if my
Print name
Request to be placed outside the normal radius for field experience is granted. I also understand that, if my
request is granted, the Office of Field Placement will determine the school location for this experience.

_____________________________________________          _______________________
Signature                                                                Date
Course Waiver

Instructions for Requesting a Course Waiver for EDUC 398: Fieldwork I

Please read carefully for information regarding course waiver requests.

Undergraduate degree-seeking candidates can receive a waiver for EDUC 398: Fieldwork I provided there is appropriate previous work experience that could potentially count in place of Fieldwork I. Waivers are not granted automatically; students should apply for course waivers using the Course Waiver Request form. Waiver requests (along with supporting documentation) must be submitted to the Office of Field Placement, to be considered for approval by the Associate Director of Field Placement.

Please note the following when requesting a course waiver:

1. Para-Professionals, like all teacher candidates, are required to have diversity placement in both grade cluster and in school assignment (placement site).

2. Para-Professionals should be prepared to make any necessary arrangement to accommodate personal work needs and field experience when meeting diversity requirements. Para-Professionals must abide by the county/school system policy in regard to working as a Para-Professional while completing requirements for field experiences. The Tift College of Education will always honor the policy established by the county/school system. Again, Para-Professionals should be prepared to make necessary arrangements to meet field experience requirements.

3. Time on the job/fulfilling the contractual responsibilities of the job may not be counted towards fulfilling the requirements of any field experience course; work experience as a long-term sub will not be considered for course waiver requests, or as a substitute for any other field experience course.

4. A Para-Professional in the undergraduate program may request a waiver of EDUC 398: Fieldwork I provided the following minimum requirements are met (these requirements are not all inclusive):
   - The request must be accompanied by supporting documentation of work experience at the grade level appropriate to the certification level being sought by the teacher candidate. The documentation must be on school letterhead stationary and include the name of the school system, the school name, the Principal’s name, the classroom teacher’s name, the grade level, a description of work responsibilities, a description/outline of the time frame of employment and appropriate signatures (Principal and Classroom Teacher) to validate the documentation.
   - Work experience cited in the letter must be recent (within 1-2 years of the date that the waiver request is submitted).
   - Work experience that is noted in the supporting documentation must be in the same field as the candidate’s current program (i.e., candidates who are enrolled in the Early Childhood program who are seeking a waiver of Fieldwork I should provide supporting documentation which cites recent work experience in a regular education elementary school setting; candidates who are enrolled in the Middle Grades Education program should provide supporting documentation which cites recent work experience in a regular education middle school setting. Candidates who are enrolled in the Secondary Education program who are seeking a waiver of Fieldwork I should provide supporting documentation which cites recent work experience in a regular education high school setting.).

5. If the request for a waiver is submitted to the Office of Field Placement during either of the field experience application periods, then the candidate should submit an online application for EDUC 398:
Fieldwork I. If the waiver is approved then the Office of Field Placement will update the online application so that it reflects EDUC 399: Fieldwork II.

6. If the request for a waiver is not approved, the teacher candidate will be registered for and expected to meet the requirements of the Fieldwork I experience.

7. Approved Para-Professional course waivers are expected to participate in all other field experiences (i.e., Fieldwork II, Practicum, and Student Teaching) and to adhere to the policies and procedures established for each experience. Planning ahead is vital in order to meet the diversity placement requirements.

Please pay close attention to the information outlined in #4 above. Documentation that is submitted with course waiver requests must include all information listed. Incomplete requests will not be considered.

All applicants will be contacted (via Mercer Live e-mail accounts only) and given a status of their requests.

*****************************************************************************

All documentation should be submitted to the Office of Field Placement using one of the following methods:

- Scan documents and e-mail: tiftfieldplacement@mercer.edu
- Fax: 678-547-8600
- Mail to: Mercer University
  Tift College of Education
  Office of Field Placement
  P.O. Box 2140
  McDonough, GA 30253-1730
Course Waiver Request for Field Experience
(Based on Previous Work Experience Only)

Student’s Name: ___________________________ MUID# ____________

Address: ____________________________________________ Major: __________
Street ____________________________________ City, State, Zip

Concentration Area(s) if applicable: ____________________________

__________________________________________ Date: __________

Student’s Signature (required)

REQUEST FORM MUST BE SUBMITTED WITH APPROPRIATE DOCUMENTATION.
DO NOT WRITE BELOW THIS LINE: FOR OFFICE USE ONLY.

The Course Waiver request for the above named student has been:

APPROVED
Course Number & Name: EDUC 398: Fieldwork I Term: _____________________________
Rationale: Student has the following work experience:

Position: __________________________ Grade Level: _________________
School: ___________________________ County: ________________

DENIED (applicable reasons checked below): Course __________________________

☐ Incorrect Grade Level       ☐ Does not meet state requirements
☐ Private Institution       ☐ Documentation not provided
☐ Institution not accredited ☐ No waiver allowed for this course
☐ Other

Notes: _______________________________________________________________________

_____________________________________________________________________________

DO NOT WRITE IN THIS BOX

☐ Approved
☐ Denied

Signature__________________________

Associate Director of Field Placement

Cc: Registrar’s Office
Student’s File
Section III: Certification
MEMO

FROM: Carlene Russell
Tift College of Education
Certification Official

RE: Certification application process

The Georgia Professional Standards Commission Office has an online process for certification candidates to submit their own application materials via their MyPSC accounts or through the appropriate HR or certification office in the school system of employment. Please read and follow these instructions very carefully to ensure that your certificate is issued as soon as possible after your graduation.

When you have completed all of the requirements for certification (including passing the required GACE Content Assessments) please follow the instructions below:

1. Instructions on how to submit the application materials can be found at this link:


   http://www.gapsc.com/Certification/ApplicationProcedures.aspx

2. As noted in the procedures, you will need to submit a request to the Mercer registrar to request that an official Mercer transcript be sent directly to the PSC via mail or electronically. If you are completing a degree, please be sure to note on the request that the transcripts should be sent AFTER your degree has been posted – not just after grades have been posted. If you prefer, you can have the transcript mailed to you, and you can then mail it to the PSC yourself. If you choose to mail it yourself, you must submit the official transcript in the original sealed envelope. As noted in the PSC instructions, if you are employed by a school system, another option is to have the transcript sent to your school system so that they can submit your transcripts electronically to the PSC via ExpressLane. Please note that as stated in the instructions, you cannot submit the transcripts online or via fax yourself. You will also need to follow this same procedure for submitting official transcripts from your other previous institutions unless the PSC already has those transcripts on file for you. (i.e., If you already hold a Georgia PSC certificate, then the PSC most likely will have your other previous transcripts on file. You can check your MyPSC account to determine which documents they have on file for you.)

   The request for the Mercer transcript can be accessed at:

   http://registrar.mercer.edu/transcript-requests/

3. The current PSC certification application forms can be downloaded at this link:

   http://www.gapsc.com/Certification/FormsAndApplications.aspx

4. If you are not certain as to which forms to submit, please read the information at this link:


5. In most cases, you will need to complete and submit:

   - The Verification of Lawful Presence (unless you have submitted this form to the PSC previously and have verified that it is on file with the PSC).
• The signed and dated application (3 pages).

[Please note that if you are applying to applying for an upgrade based on completing a higher degree as well as applying for the certificate in Educational Leadership, then you will need to mark both transactions on your application.]

• If you are employed as a teacher in a school, your school system or private school should also be able to submit the Employer Assurance form for you. If you are not employed in a school but have previously been certified or are currently certified, you will need to pay the $20 fee as noted in the application materials. The fee can be paid online through your MyPSC account.

6. We will submit the Approved Program Recommendation form for you electronically based on your email request and verification that you are submitting the other materials by submission of the checklist.

7. As you know, all applicants for certification must pass the required GACE Content Assessments prior to applying for certification. If you have not yet done so, please forward the electronic score report for your GACE Content Assessments to: russell_cs@mercer.edu with a cc to Jenkins_jk@mercer.edu and to Richards_je@mercer.edu.

8. Please note that if you are already certified in Educational Leadership and are applying for an upgrade based on completing a higher degree, you will not need a program recommendation from us. You will submit the required materials for the upgrade through your MyPSC account or through your school system.

Please note that we will submit the program completion / recommendation form electronically after you have submitted the completed checklist via email to: russel_cs@mercer.edu. We cannot submit the program completion form until you have “opened a case” by submitting your application and other materials through your MyPSC account or by having your school system submit those materials for you.
**EDEL Certification Checklist**

Please complete all items on this checklist and submit it to Carlene Russell at russell_cs@mercer.edu when you are ready to apply for certification. Please keep a copy of this for your records.

Name __________________________________________________________date____________________

Mercer Student ID #______________________________________________

PSC Certification ID # (from your MyPSC account) ____________________________

Email address _____________________________________________________

1. _____ Copy of GACE Content Assessment passing scores submitted to Tift.

2. _____ Date GACE Content Assessment was passed.

3._____ Mercer transcripts requested and submitted to PSC.

4._____ All other transcripts (if needed) requested and submitted to PSC.

5._____ Application for certification signed, dated, and submitted to PSC via MyPSC account *(pages 1 – 3)*

6._____ VLP notarized and submitted to PSC with photocopy of DL or passport, etc. *(if not already on file with PSC)*

7._____ Employer Assurance form submitted to PSC  **or**  _____$20 fee paid to PSC if required.

Applying for Building Level or System Level? ____________________________

Name and PSC certificate number for your P-12 mentor for your Educational Leadership PB Internships:

______________________________________________________________________

Additional comments or questions?
Initial Certification Checklist

Please return the completed checklist via email to Carlene Russell at Russell_CS@mercer.edu. The PSC will “open a case” for you when your application and other materials have been submitted through your MyPSC account or by having your school system submit those materials for you.

Name ________________________________________________ Date ______________

Mercer Student ID # ____________________ Certification field: _________________________________

PSC Certification ID # (from your MyPSC account) __________________________________________

Email address ________________________________________________________________

1. _____ Documentation of passing GACE for Program Admission / GACE Basic Skills on file with PSC.
   Date of test: _____________________________ OR
   _____ Exemption criteria used ________________________________
   _____ Is documentation of this exemption criteria already on file with PSC?
   _____ If not, please indicate if you need for Tift to submit a copy to the PSC.

2. _____ Copy of GACE Content Assessment passing scores submitted to Tift.

3. Which GACE Content Assessments did you attempt? _________________________________

4. Which GACE Content Assessments did you pass? _________________________________

5. Date GACE Content Assessments were passed _________________________________

6. Date GACE Ethics for Program exit passed _________________________________

7. Date edTPA was passed _________________________________

8. _____ Mercer transcripts requested and submitted to PSC.

9. _____ All other transcripts (as needed) requested and submitted to PSC.

10. _____ Application for certification signed, dated, and submitted to PSC via MyPSC account (pages 1 – 3)

11. _____ VLP already on file with PSC or notarized and submitted to PSC with copy of photo ID

12. _____ Employer Assurance form submitted to PSC or $20 fee paid to PSC if required

13. _____ N/A If this is your first certificate.

14. Name and Certificate ID number of classroom Cooperating Teacher (please print clearly) _________________________________

Additional comments or questions?
Endorsement Certification Checklist

Please return the completed checklist via email to Carlene Russell at russell_cs@mercer.edu. The PSC will “open a case” for you when your application and other materials have been submitted through your MyPSC account or by having your school system submit those materials for you.

Name __________________________________________________________ Date ____________

Mercer Student ID #____________________________________________

PSC Certification ID # (from your MyPSC account) ____________________________

Endorsement program completed___________________________________________

Email address__________________________________________________________

1. ____Mercer transcripts requested and submitted to PSC.

2. ____Application for certification signed, dated, and submitted to PSC via MyPSC account (pages 1 – 3)

3. ____If not already on file with PSC, VLP notarized and submitted to PSC with copy of DL or passport, etc.

4. ____Employer Assurance form submitted to PSC  or  ____$20 fee paid to PSC if required

5. ____N/A If this is your first certificate.

Additional comments or questions?
Section IV: Field Experience Procedures
LiveText Requirements

1. **A LiveText account.** Required for every Field Experience. If you do not already have a LiveText account, please contact tiftltsupport@mercer.edu for assistance.

2. **LiveText Check-Up.** You can find the list of courses available to you in LiveText in any of three locations: (1) under the Course tab; (2) in the upper right corner when you are on your Dashboard; (3) the available tabs of Active Assignments on your Dashboard (courses only show up there if there is an assignment that is “active”, i.e., awaiting submission or awaiting assessment). Locate your courses in one of these three ways and do the following:
   - Be sure this course section, with the name of your University Supervisor, appears in your list of courses.
   - Be sure that you are enrolled in all courses listed in your account.

3. If you see problems with a field experience course (i.e., you have the wrong supervisor listed or you don’t see the field experience course at all), or if you do not see ANY courses (and you know that you are registered for some that require LT), please notify the Office of Field Placement at tiftltsupport@mercer.edu.

4. **LiveText Assignments.** Courses requiring LiveText are listed in your LiveText account under the Course tab. Within each course, specific LiveText requirements are listed on the Assignments tab.

5. **How to submit required assignments in LiveText:** See the step-by-step instructions in the Help section of LiveText (In Help, under the For Students tab, https://www.livetext.com/c1_help/for_students). Important reminder: If you are submitting an assignment that includes a template for your use, you must use that template; do not simply submit a Word document unless that is clearly an option for the assignment.

6. **Use the Help section in LiveText.** The Help link is located in the upper right corner of your window from within your LiveText account.

7. **Dispositions Assessment.** At the end of the course, you will be provided with formative feedback on your development and on demonstration of the professional dispositions that are important for Transforming Educators. No grade or score from the dispositions assessment will affect your course grade. Even though it will appear in your list of assignments, you do not have to submit anything for this assessment to occur. You can, however, go into the assignment to see the rubric that will be used to give dispositions feedback. The list of professional dispositions will be discussed at a seminar.

ListServ

Please see the ListServ directions below; you will need to sign up with the ListServ so that you will not miss any important information from the education department.

The Tift College of Education has established the Listserv just for you! We will use this Listserv to alert you on notices about financial aid, jobs, scholarships, schedules, registration, advising, and similar information. This email list will be our primary source of communication with students, so you will need to subscribe to the appropriate Listserv as soon as possible. Note: You are required to use your Mercer email account. If you do not have a Mercer email account, please contact our Information Technology Help Desk at 478-301-2922.

Please note that when subscribing to a mailing list, the e-mail message must be created in plain text. HTML and Rich text Format (RTF) messages will not be processed correctly.

Macon Residential Undergraduate Students:
1. Go to your Mercer Live email account
2. Create a new email
3. Then type in the email address mailserv@mercer.edu
4. Do not put anything on the subject line.
5. In the body of the email, type in the following: SUBSCRIBE MacTES-L@lists.mercer.edu. Then click on the SEND button to send your email.
6. You will receive an email shortly stating that you have subscribed to the education listserv MacTes-L@lists.mercer.edu.

Regional Academic Centers. Undergrad/Cert Only students:
1. Go to your Mercer Live email account
2. Create a new email
3. Then type in the email address mailserv@mercer.edu
4. Do not put anything on the subject line.
5. In the body of the email, type in the following: SUBSCRIBE CenterTES-L@lists.mercer.edu. Then click on the SEND button to send your email.
6. You will receive an email shortly stating that you have subscribed to the education listserv CenterTES-L@lists.mercer.edu.

Masters in Art and Teaching. Graduate Students:
1. Send an e-mail message to mailserv@lists.mercer.edu from your Mercer account
2. Subject line should read “Subscribe to a list”
3. The body of the e-mail should read “subscribe AtlTEDStudents-L”. Please make sure you DO NOT include a period at the end of this sentence. DO NOT sign your name—instead, simply type “end”
4. It is very important to check your Mercer Live e-mail account regularly.

Mercer Email
All students who are enrolled in the Teacher Education Programs are required to use Mercer email accounts. Instructions for opening Mercer email accounts are available below:

Mercerlive is Mercer’s web-based student email service, powered by Microsoft. To setup and begin using your new Mercerlive account, follow the steps below:

Setting up your new email account: Within 72 hours of class registration, your email will automatically be generated.

To activate:
2. Type your Mercer University ID number, followed by @live.mercer.edu, in the Windows Live ID field (e.g., 70234567@live.mercer.edu)
3. Type your password in the Password field. Your default (initial) password is your date of birth MercerYYMMDD format, where YY is the last two digits of the year, MM is the two digit month, and DD is the two digit day. For example, if your date of birth is June 25, 1981, your password is Mercer810626. You will be prompted to change your password for security reasons.
4. Click Sign In.

Liability Insurance
Teacher Candidates are required to obtain liability coverage and to enter proof of coverage into TOFES. Each Candidate must maintain liability insurance coverage throughout the entirety of each field.
experience; a Candidate will not be able to participate in a field experience without liability insurance coverage. The Office of Field Placement will verify liability insurance coverage for each Candidate.

Follow these links to apply for coverage (make note of your membership ID and notify the Office of Field Placement with your current information):


GAE: [http://pv.gae2.org/content.asp?CatId=412&ContentType=Membership](http://pv.gae2.org/content.asp?CatId=412&ContentType=Membership)

**Pre-Service Certificates**

Candidates participating in pre-service field experiences in Georgia schools are required by the Georgia Professional Standards Commission to have Pre-Service Certificates. Requirements for the Pre-Service Certificate include, but are not limited to, a successful criminal record check conducted by the Georgia Professional Standards Commission. A Candidate who is employed as the full-time teacher of record while completing an internship field experience to fulfill teacher certification requirements will be required to have a non-renewable or waiver certificate and submit required documentation to the University’s Office of Field Placement.

**Name badges**

Teacher Candidates will receive a name badge to wear during all Field Experiences. Badges are given during your first field experience. Students will only receive one badge, and is responsible to keep up with it for the duration of fieldwork. Students may request a replacement badge for an additional fee. Please contact your site OFP coordinator for ordering.

**Parking**

Park in designated spaces for teachers. Check with your Cooperating Teacher for additional parking, when needed.

**Termination/Remediation**

1. An individual candidate’s field experience assignment will be terminated if school officials (e.g., the Cooperating Teacher, the school principal) and/or the University Supervisor recommend termination. The termination will be justified by official documentation that indicates any of the following: the candidate jeopardizes instructional processes at the school; the candidate has exhibited a lack of professionalism and/or unethical behavior; the candidate has not demonstrated the expected professional dispositions and there are substantial concerns about this area of the candidate’s development. If the documentation also indicates that the candidate had adequate time and opportunity to remedy the problem(s) and has not successfully worked with the school and the University Supervisor to resolve the problem(s), then the candidate is removed from the classroom setting and will not be placed in another setting during the same semester.

2. University Supervisors must discuss any consideration for termination with the Associate Director of Field Placement at the appropriate site who will inform the appropriate Chair. Decisions regarding grade, opportunities for remediation, and subsequent reassignment will be made by the Associate Director after consultation with the University Supervisor and the appropriate Chair.

3. If a joint decision recommends remediation and a new placement for the field experience, a remediation plan that addresses the specific areas of concern will be developed with input from the candidate’s University Supervisor, Cooperating Teacher, Chair, and the Associate Director of Field
Placement. Each remediation plan will be individualized for the teacher candidate, and implementation will be supervised by a University Supervisor and the Associate Director of Field Placement. Specific time limits will be set, and the remediation plan must be successfully completed prior to any new placement. It is important to note that a field experience can be repeated only once.

4. If a joint decision by the Associate Director of Field Placement, the University Supervisor, and the appropriate Chair does not recommend remediation and a new placement, the Chair will inform the appropriate Associate Dean. The Associate Dean will arrange a conference with the candidate to discuss options available and to recommend a course of action.

**Emergencies/Crisis Management**

There are times during fieldwork when students may find themselves in emergency situations. These can include an active shooter on campus; concerns that a client may cause harm to self or harm to others; or the occurrence (or potential occurrence) of a natural or manmade disaster. Fieldwork students are required to read and follow the emergency protocols of their fieldwork site. Each school has a policy/procedure manual and fieldwork students are expected to know and adhere to these policies immediately upon arrival at the fieldwork site. Fieldwork students are also expected to familiarize themselves with the site’s emergency exits and building layout to facilitate staff members in the event of an emergency. Fieldwork students are expected to notify their site and university supervisors immediately if they have a concern, no matter its nature; it is better to be safe than sorry.

**Philosophy Statement**

The *Transforming Educator* embodies the belief of the Tift College of Education that the process of growth and development is inherent in one’s education and professional life. At any level of education, candidates move through a transformation in their knowledge, skills, and disposition. For the Educator, this transformation continues through professional development and life-long learning as one strives to become the most effective educator and professional possible.

Assessment of this transformation must be conducted and must provide evidence of the Teacher Candidate’s growth and development. The Tift College of Education views this assessment process as a positive opportunity to assist and nurture Teachers Candidates in their growth and development toward becoming professionals. This process also provides Teacher Candidates opportunities to define and modify professional and personal goals through self-assessment, self-reflection, and faculty assessment.
Section V: Professionalism
Our teacher candidates are expected to display professionalism at all times. Professionalism consists of the norms values, standards, and practices associated with the school as a learning community in which all stakeholder groups are committed to ensuring student achievement and organizational productivity.

- Demonstrate the dispositions as identified in the Conceptual Framework as evidence of professional behavior.
- Demonstrate professional demeanor in attitude, speech, dress, and conduct.
- Have approval for all activities, lesson plans, letters to parents, following the policies established by the school and the Cooperating Teacher.
- Take the initiative in learning and following the rules and policies of the school and of the classroom. It is critical to know the established routines for fire drills, tornado drills, and other emergency drills.
- Protect the use of the school’s resources (e.g., library, copy machines, consumable supplies, equipment). These resources are not to be used for personal or family convenience.
- Make a genuine effort to build good relationships with the students. However, remember that a Teacher Candidate’s first responsibility is as a teacher.
- Follow through with any agreement made with the Cooperating Teacher relating to the needs of the students, being flexible, and doing the best job possible. Do not make excuses for mistakes; be honest and put forth an extra effort to avoid mistakes in the future.
- Try to work through any problem with the Cooperating Teacher before involving the University Supervisor.
- Avoid the temptation to complain about students, the principal, other teachers. A good way to avoid the temptation is to avoid the Teacher’s Lounge.
- Demonstrate a positive attitude and be positive, agreeable, and courteous.
- Take initiative in the classroom within the expectations and parameters set by the Cooperating Teacher. Offer help in any way that is needed. Try to plan interesting and creative learning experiences for your students.
- Be open to suggestions and constructive criticism and respond to suggestions for improvement.
- Be on time and prepared with any necessary assignments and materials for each seminar.
- Utilize the expertise and resources of the University Supervisor and arrange appropriate times to discuss any issues or problems.
- Work toward developing habits, skills, and attitudes that are positive.

**Code of Ethics**

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


**Dress Code**

Dress professional. Check with the Cooperating Teacher to determine if the school/school system has a dress code. If it does, follow it. If there is no code, the Tift College of Education expects its Teacher Candidates to dress professionally.
Cell Phone
Do not use cell phones during school hours. If in an emergency, please inform your cooperating teacher and ask to step out.

Social Media
- Postings and comments on Mercer University Tift College of Education sites, blogs, and/or pages shall be ethical, honest and accurate.
- Mercer University Tift College of Education reserves the right to correct grammatical or spelling errors in comments or posts.
- Mercer University Tift College of Education reserves the right to delete comments that are profane or inappropriate.
- Mercer University Tift College of Education will remove/delete spam and other inappropriate content.
- Mercer University Tift College of Education reserves the right to reuse comments in other School publications, web sites, etc.

Professional Contact Policy with TCOE Partnering Schools and School Systems
Tift College of Education students should refrain from improper contact with partner schools associated with Mercer University during their enrollment in our program. “Improper Contact” can be defined as contact with partnering schools regarding placement without OFP consent. Further, “improper contact” should not be made using cell phones, social media, telephones, email correspondence or USPS mail services. Students who have grievances regarding their placements, Cooperating Teachers, University Supervisors, or others before, during, or at the conclusion of their experience should contact the Associate Director of Field Placement. The Associate Director will explain the proper channel to file an official grievance, as needed.
Section VI: Syllabi
EDUC 398

Fieldwork I Syllabus
Dear Teacher Candidate:

EDUC 398: Fieldwork I is the first in a series of four field experiences designed to prepare you for the teaching profession. Fieldwork I will focus on observation in a classroom under the direct supervision of a certified classroom teacher (the Cooperating Teacher) and a Mercer University supervisor (the University Supervisor).

You will observe:

I. how students manifest behaviorally the characteristics described at each stage or level of growth and development;
II. the many ways that educational systems plan for and adjust to developmental differences between age groups and also among differing age levels in each classroom;
III. ways to develop/enhance interpersonal skills and professionalism.

Fieldwork I is a required course in your Teacher Education Program. It is expected that you will meet the criteria established for the course, including punctuality and attendance at your assigned school according to your approved schedule, professionalism in demeanor and speech, and professionalism in dress, adhering to any dress code established by the school system and/or school where you are observing. These criteria are consistent with the responsibilities of the profession for which you are preparing. If an emergency necessitates your absence or tardiness, please notify your Cooperating Teacher and your University Supervisor.

The faculty of the Teacher Education Program at Mercer University are committed to helping individuals develop into effective teachers, and joins me in welcoming you to your first experience in the field. You are beginning the process that will prepare you to join a very special group of people--teachers. As you progress through the courses and field experiences that have been designed for you, always keep in mind that you have selected the most important profession for which one can prepare.

Sincerely,

Kristin T. Doss
Associate Director of Field Placement
Tift College of Education
Mercer University
“The Transforming Educator,” the living link between the child and learning, is an educator who is changing internally through understanding, practicing, and reflecting such that, individually and collaboratively, he or she implements for all children appropriate and significant life-changing learning experiences that effectively provide for the needs of the whole child, that actively engage teacher candidates in the learning process, and that promote life-long learning.

Instructor Information

University Supervisor ____________________________ E-mail _________________________________

Phone _________________________________

Purpose of Course

This course relates to each of the three (3) major premises of the Conceptual Framework (CF) of Mercer University’s Tift College of Education: To Know, To Do, To Be, in that it is the initial field experience in the Teacher Education Program, thus beginning the classroom experience of the teacher candidate. Through observation of the Master Teacher in the classroom and through observation of the students, the teacher candidate will develop an awareness of the foundations of the education profession, of the content bases for curricula, and of the characteristics of learners; will build the foundations for doing the work of a professional educator; and will begin the process of defining his/her role as a Transforming Educator.

Course Description

This course provides a school-based experience for teacher education students. Students will be assigned to diverse public schools and will spend a minimum of thirty-five clock (35) hours over the semester observing and participating on a limited basis in classroom-related activities. Students are required to attend Fieldwork I seminars. Students enrolled in EDUC 398 are expected to actively observe in a classroom under the direct supervision of a certified teacher (the Classroom Teacher/the Cooperating Teacher).

However, when planning/negotiating the Fieldwork I schedule with the Classroom Teacher, students are reminded that the Fieldwork I requirements must not be compromised and that the schedule is subject to the approval and/or preference of the Classroom Teacher. The final observation schedule must be approved and must be filed with the University Supervisor by the date for Seminar 1.
Objectives

1. The teacher candidate will determine that students do manifest behaviorally the characteristics described at each stage or level of growth and development. (1A)
2. The teacher candidate will begin to understand the many ways that educational systems plan for and adjust to developmental differences. (1A, 1C, 2A, 2C)
3. The teacher candidate will begin to understand how the ethnicity, gender, religion, and special needs of students impact what a teacher does. (1C, 2A, 3B)
4. The teacher candidate will begin to develop/enhance interpersonal skills and professionalism through interaction with learners, other educators, and members of the learning community. (1C, 3C, 4A, 4B, 4D, 4H)
5. The teacher candidate will begin to develop an awareness of the complexities of public education and relate these complexities to what it means to be a teacher. (1A, 2A, 2C)

In summary, during the Fieldwork I experience, teacher candidates begin the experiences that provide the opportunity to practice (To Do) what they have learned (To Know) and to continue to conceptualize their understanding of a teacher as a Transforming Educator (To Be).

See page 11 in the Resource Guide to refer to the Conceptual Framework

Organizational Requirements

- Teacher candidates must subscribe to the appropriate listserv. Teacher candidates must also check their Mercer e-mail accounts and the Office of Field Placement website’s Announcements regularly for, updates, and individual communications. All teacher candidates in the Teacher Education Programs are required to use their Mercer e-mail accounts. Instructions for opening Mercer e-mail accounts and for subscribing to the listserv are available in the education offices on each campus.

- There will be two (2) online notebook checks scheduled by the University Supervisor: a check for organization and a check during the FW I experience for continued organization and inclusion of appropriate content. Ten (10) points are available for each notebook check.

- Meet with the Classroom Teacher and plan with him/her a calendar for meeting the requirements of this field experience.

- The Cooperating Teacher or other school employee, including a substitute teacher, must be present at all times when the Teacher Candidate is in the presence of children inside or outside the classroom.

Fieldwork I students must complete and submit the following assignments using the required LiveText format:

- a Reflective Journal,
- a Placement Context
- Activity Report 1 and Activity Report 2
- Student Observation Analysis
- Electronic Notebook
LiveText Requirements

1. **A LiveText account.** Required for every Field Experience. If you do not already have a LiveText account, please contact tiftltsupport@mercer.edu for assistance.

2. **LiveText Check-Up.** You can find the list of courses available to you in LiveText in any of three locations: (1) under the Course tab; (2) in the upper right corner when you are on your Dashboard; (3) the available tabs of Active Assignments on your Dashboard (courses only show up there if there is an assignment that is “active”, i.e., awaiting submission or awaiting assessment). Locate your courses in one of these three ways and do the following:
   a. Be sure this course section, with the name of your University Supervisor, appears in your list of courses.
   b. Be sure that you are enrolled in all courses listed in your account.

3. If you see problems with a field experience course (i.e., you have the wrong supervisor listed or you don’t see the field experience course at all), or if you do not see ANY courses (and you know that you are registered for some that require LT), please notify the Office of Field Placement at tiftltsupport@mercer.edu.

4. **LiveText Assignments.** Courses requiring LiveText are listed in your LiveText account under the Course tab. Within each course, specific LiveText requirements are listed on the Assignments tab.

5. **How to submit required assignments in LiveText:** See the step-by-step instructions in the Help section of LiveText (In Help, under the For Students tab, https://www.livetext.com/c1_help/for_students). Important reminder: If you are submitting an assignment that includes a template for your use, you must use that template; do not simply submit a Word document unless that is clearly an option for the assignment.

6. **Use the Help section in LiveText.** The Help link is located in the upper right corner of your window from within your LiveText account.

7. **Dispositions Assessment.** At the end of the course, you will be provided with formative feedback on your development and on demonstration of the professional dispositions that are important for Transforming Educators. No grade or score from the dispositions assessment will affect your course grade. Even though it will appear in your list of assignments, you do not have to submit anything for this assessment to occur. You can, however, go into the assignment to see the rubric that will be used to give dispositions feedback. The list of professional dispositions will be discussed at a seminar.

Instructional Requirements

Fieldwork I students must:

- Prepare a Student Observation Report, which focuses on the growth and developmental stages of one student. The Student Observation Report must follow the prescribed format. The Analysis must be reported in LiveText.
- Choose two fieldwork activities and complete reports on each according to the required LiveText format (See list of Fieldwork I activities).

Evaluation Criteria

Fieldwork I students must:

- Use of standard English in speech and in writing assignments. Failure to do so could lead to an unsatisfactory grade for this course and could require participation in writing workshops.
- Attend and participate in Orientation and in additional seminars as needed. Two (2) are scheduled; absence from a seminar imposes a 5-point penalty per seminar on the final point total.
• Be consistent and punctual in attendance at the assigned school and classroom according to the arrangement agreed upon with the Cooperating Teacher. Teacher Candidates should sign in at the school site each day and should wear their Mercer University name badges to the school. Any absence or tardiness must be reported to the school, to the Cooperating Teacher, and to the University.

Course Evaluation
A grade of Satisfactory (S) or Unsatisfactory (U) is given for this field experience. The course requirements will be evaluated as follows:

1. You must accrue a minimum of 280 points from the following:
   - Orientation Powerpoint and Assignment 50 Points
   - Fieldwork I Electronic Notebook 20 points
   - Fieldwork Journals (six at 10pts each) 60 points
   - Student Observation Report 100 points
   - Placement Context 40 points
   - Fieldwork Activity Report I 30 points
   - Fieldwork Activity Report II 30 points
   - Final Evaluation from the Cooperating Teacher 10 Points
   - Student Demographic Assessment in TOFES 10 Points

   **Total Points possible 350 points**

2. A grade of Satisfactory (S) is required in each of these areas:
   - Completion of all LiveText assignments
   - Use of Standard English: Oral and Written
   - Submission of Dispositions Assessment Form from Cooperating Teacher and the University Supervisor
   - Submission of signed Time Log from the Cooperating Teacher to the University Supervisor. Uploaded in Livetext.
   - Any additional requirements set by the Teacher Education Program or by the University Supervisor
   - End of Semester Course Evaluations (located in LT)

Absence from a seminar imposes a 5-point penalty per seminar and affects the total earned. Arriving more than 15 minutes late or departing more than 15 minutes early constitutes an absence.

In order for a final grade of Satisfactory to be assigned, the point total in Part 1 total must equal 280 or more, and each identified area in Part 2 must be graded S. Failure to accrue a minimum of 280 points (Part 1) and/or failure to receive a grade of S for each category listed in Part 2 will result in a final grade of Unsatisfactory (U) for EDUC 398: Fieldwork I.

Participation and Attendance
Fieldwork I is a required course in the Teacher Education Program. Students are expected to meet the criteria established for the course as described in this syllabus. These criteria include, but are not limited to, punctuality and attendance at the assigned school according to the schedule established by the school/school system and professionalism in manner and dress. These and other policies are consistent with the responsibilities of the profession of teaching for which students are preparing and for which students are accountable. If an emergency necessitates absence or tardiness, please notify the Classroom Teacher and the University Supervisor as soon as possible. More than two absences from school might necessitate an
extension of the field experience to make up the days lost. This must be approved by the Associate Director.

**Methods of Instruction**

The primary means of instruction is student dialogue through class discussions and small group discussions. Other methods of instruction include lecture and independent work. The Teacher Education listserv and the Office of Field Placement website’s Announcements are used to post updates and deadlines. Teacher candidates should use their Mercer e-mail accounts.

**PROFESSIONALISM**

Professionalism consists of the norms, values, standards, and practices associated with the school as a learning community in which all stakeholder groups are committed to ensuring student achievement and organizational productivity.

- Demonstrate knowledge of The Georgia Professional Code of Ethics and agree to hold oneself accountable to developing professional practices that meet or exceed the expectations of The Code of Ethics.
- Have approval for all activities, lesson plans, letters to parents, following the policies established by the school and the Cooperating Teacher.
- Take the initiative in learning and following the rules and policies of the school and of the classroom. It is critical to know the established routines for fire drills, tornado drills, and other emergency drills.
- Protect the use of the school’s resources, e.g., library, copy machines, consumable supplies, equipment. These resources are not to be used for personal or family convenience.
- Make a genuine effort to build good relationships with the students. However, remember that a Teacher Candidate’s first responsibility is as a teacher.
- Follow through with any agreement made with the Cooperating Teacher relating to the needs of the students, being flexible, and doing the best job possible. Do not make excuses for mistakes; be honest, apologize, and put forth an extra effort to avoid mistakes in the future.
- Try to work through any problem with the Cooperating Teacher before involving the University Supervisor.
- Avoid the temptation to complain about students, the principal, other teachers. (A good way to avoid the temptation is to avoid the Teacher’s Lounge.)
- Demonstrate a positive attitude and be positive, agreeable, and courteous.
- Take initiative in the classroom within the expectations and parameters set by the Cooperating Teacher. Offer help in any way that is needed. Try to plan interesting and creative learning experiences for your students.
- Be open to suggestions and constructive criticism and respond to suggestions for improvement.
- Be on time and prepared with any necessary assignments and materials for each seminar.
- Utilize the expertise and resources of the University Supervisor and arrange appropriate times to discuss any issues or problems.
- Work toward developing habits, skills, and attitudes that are positive.
- Determine the professional behavior expectations set by the school system/school where you are employed, and make those expectations a priority.

**Termination/Remediation**

1. An individual candidate’s field experience assignment will be terminated if school officials (e.g., the Cooperating Teacher, the school principal) and/or the University Supervisor recommend termination. The termination will be justified by official documentation that indicates any of the following: the candidate jeopardizes instructional processes at the school; the candidate has exhibited a lack of professionalism and/or unethical behavior; the candidate has not demonstrated the expected professional dispositions and there are substantial concerns about this area of the candidate’s development. If the documentation also indicates that the candidate had adequate time and opportunity to remedy the problem(s) and has not successfully worked with the school and the
University Supervisor to resolve the problem(s), then the candidate is removed from the classroom setting and will not be placed in another setting during the same semester.

2. University Supervisors must discuss any consideration for termination with the Associate Director of Field Placement at the appropriate site who will inform the appropriate Chair. Decisions regarding grade, opportunities for remediation, and subsequent reassignment will be made by the Associate Director after consultation with the University Supervisor and the appropriate Chair.

3. If a joint decision recommends a Improvement Plan (remediation) and a new placement for the field experience, an Improvement plan that addresses the specific areas of concern will be developed with input from the candidate’s University Supervisor, Cooperating Teacher, Chair, and the Associate Director of Field Placement. Each improvement plan will be individualized for the teacher candidate, and implementation will be supervised by a University Supervisor and the Associate Director of Field Placement. Specific time limits will be set, and the improvement plan must be successfully completed prior to any new placement. It is important to note that a field experience can be repeated only once.

4. If a joint decision by the Associate Director of Field Placement, the University Supervisor, and the appropriate Chair does not recommend an improvement plan and a new placement, the Chair will inform the appropriate Associate Dean. The Associate Dean will arrange a conference with the candidate to discuss options available and to recommend a course of action.
Appendices
The Fieldwork I Notebook

Each fieldwork student is required to keep an electronic notebook in LiveText. There will be two checks of the electronic notebook during the semester, and each notebook check is given up to 10 points. Specific requirements are provided in LiveText and include the following criteria:

Fieldwork I Notebook Notebook (20 points)

Class Organization/Structure

- Class Roster
- Daily Schedule for your assigned classroom
- Class policies
- Time Log
Purpose of the Student Observation Report

The purpose of your observation is to see evidence that students do manifest behaviorally the characteristics described at each stage or level of growth and development.

Defining Student Observation Report

A useful framework to enhance understanding of a single student’s life at school is to carry out a systematic observation and recording of the events in the subject’s day. By steady compilation of an anecdotal account at short intervals, usually every five to seven minutes, a student’s behavioral responses to events and activities can be itemized. A follow-up interview gives the observer a chance to gather additional information and to explore questions that may occur during the course of the observation. Once these two tasks have been accomplished, the observer synthesizes the information gathered and produces a summation of the observation. The observation report, then, has three parts: the anecdotal account, the follow-up interview, and the summation.

Organizing the Student Observation Report

The initial step is to inform the Cooperating Teacher that you need to conduct a student observation. Explain that the process you will use is one of documentation and not evaluation. Show your Cooperating Teacher the Student Observation Report form and discuss it with him/her. Ask the Cooperating Teacher to allow you to have about 15 minutes with your subject at the end of the five-day observation period to conduct an interview. Show the Cooperating Teacher the tentative interview questions. After discussing the observation report with the Cooperating Teacher, the following steps should be taken.

1. Choose a subject.
   - You might wish to observe a student who does particularly well or one who doesn’t do well, one who has good social skills or one who doesn’t. You may choose a subject of either gender.
   - Use pseudonyms for all persons involved in your observation report.

2. Carry out the study through observation and documentation.
   - The observation and documentation should be done over a period of five days.
   - The observation time period for each day should be one class period or one complete class (approximately 1 hour).

3. Use the Student Observation Report Form for your documentation. This is your anecdotal account. You will be recording time, behaviors or activities, environment or context descriptions, and impressions, comments and questions. You will not turn this in to your supervisor. You should place your notes in your Field Experience Notebook.

4. Conduct a follow-up interview with your subject.
   a. Before you conduct the interview, it is important to list the things you’d like to know more about; then phrase questions that you think will help you access the desired information.
   b. Use the questions suggested to you and add any questions that might have occurred to you
while observing.
c. The interview should not exceed 15 minutes. Be sure to make note of your subject’s responses. Do not attempt to record an interview without specific permission from your Cooperating Teacher and any other persons who must grant permission.
d. Introduce yourself to your subject and explain you need some help with one of your assignments. Then proceed to ask your questions.
e. Thank your subject for his/her help.

Assimilating, Digesting, and Summarizing

There is no single formula for pulling together the results of an observation; the process is one of looking for things that appear to be characteristic. The following suggestions will help you keep your insights clear.

1. As soon as possible following the close of the follow-up interview, review all of your material. Edit your notes. If it is not possible to do so before you leave school, be sure to do so that night. Immediacy is primary.

2. You will have some dominant impressions about your subject. List your major impressions while they are fresh in your mind. Explain them thoroughly so as not to forget pertinent details.

3. Set the notes aside for a few days. Allow the events and impressions to “settle.” Then, write your analysis/summation.

Writing the Analysis

The analysis should present your perspective on the school life of your subject. Your analysis will be written in LiveText. See FW I assignments in LiveText. In the analysis, you will address the following:

1. What have you learned about how your subject works?
2. What have you learned about how your subject interacts with his/her teacher? With his/her peers?
3. What have you learned about your subject’s attitude(s) about school?
4. What have you learned about how your subject plays/uses free time?
5. What have you learned about what your subject likes/dislikes?
6. What conclusions can you draw about your subject?

Evaluation

The Student Observation Report has a value of 100 points and must have all parts as listed here:
   Observation and Note Taking
   Follow up Interview
   Summation/Analysis

Your report will be evaluated using the criteria given in the Assessment Rubric in LiveText.
Student Observation Report

Anecdotal Account
(This form is for informational purposes only)

SUBJECT: Describe your subject in the space that follows. Include gender, physical characteristics, emotional characteristics, etc.

<table>
<thead>
<tr>
<th>Time</th>
<th>Specific Behavior at 5-7 minutes intervals</th>
<th>Setting</th>
<th>Impression/Comments</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>Time</td>
<td>Event</td>
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<td>------</td>
<td>----------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:05</td>
<td>Kids milling around lockers visiting</td>
<td></td>
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</tr>
<tr>
<td>8:15</td>
<td>Advisory: 9 kids, Mr. M (Teacher) roll call, announcements, Mr. M introduces me as a visitor; talk: soccer game after school, report cards coming J volunteered to take attendance to office; Advisory ends, kids leave cheerfully: “G’day, Mate” (Crocodile Dundee movie?)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:22</td>
<td>J’s homeroom Advisory period Appearance of room organized, but cluttered Mr. M is in charge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30</td>
<td>Study hall, J does math HW, most kids just “hanging out,” minor disruptions squelched by teacher who is grading papers J still doing math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:40</td>
<td>J watching 2 girls to his left look at him, whispering, giggling. Teacher selling lunch tickets Math class, J chooses front row seat, greets teacher.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:48</td>
<td>Reviewing HW, J raises hand often, has correct answers</td>
<td></td>
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<tr>
<td>8:55</td>
<td>Swapped HW papers, going over answers.</td>
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<tr>
<td>9:05</td>
<td>Class work on 2 pages in book, teacher working at his desk.</td>
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<tr>
<td>9:15</td>
<td>Hall outside J’s homeroom</td>
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<tr>
<td>9:25</td>
<td>J chatting, laughing with 3 boys—all shorter than J. He seems to be the central person in the group.</td>
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<tr>
<td>9:35</td>
<td>Why start the day with study hall? This period is mostly wasted time.</td>
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<tr>
<td>9:45</td>
<td>23 in class, only 3 really working Math finished--J “eyeballing,” smiling at girls, being “cool”--his legs wiggling, flicking his pencil. Why is he nervous? J combing his hair</td>
<td></td>
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<tr>
<td></td>
<td>Only 1-2 minutes between classes, kids hurrying but many speak to J. J is good in math. Is there a hard subject for him. J is confident, smiles a lot, comments to kids sitting around him. J seems bored, making hand signals to boy two rows away, legs wiggling. <em>questions in italics are those that occurred to the observer while observing.</em></td>
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</tbody>
</table>
Some questions/issues to think about while observing:

1. Do students talk with each other about their work?
2. Do students exhibit any initiative; have they developed any skill in finding out what they want/need to know?
3. Are students charitable and open in dealing with ideas with which they do not agree?
4. Can students listen -- to the teacher, to each other?
5. Are students willing to express ideas?
6. Are students willing to ask questions?
7. Do students know how to get help when they need it?
8. Do students persist with things that capture their interest?
9. Have students developed any skills in finding out what they need to know?
10. Can students deal with distractions?

Some possible interview questions:

1. What things do you like best about your school?
2. Tell me about ________(topic would grow out of question 1 and/or your observations).
3. What is your best subject? Why?
4. What is your hardest subject? Why?
5. Tell me about______________.
6. How do you like working with girls/boys?
7. How do you like ________ (choose an activity in which you have observed the student participating (e.g. reading, drawing, etc.))
Student Observation Interview Notes

Assigned School: _______________________________ Grade: _______________________

Cooperating Teacher: ___________________________ Date of Interview: ________________

SUBJECT: Describe your subject in the space that follows. Include gender, physical characteristics, emotional characteristics, etc.

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
<th>Impression/Comments</th>
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Fieldwork I Time Log: EDUC 398

_____ Semester  _____Year

Student’s Name_____________________________________________________ MUID ________________

Last    First    M.I.

School____________________________________________________County/System____________________________

Cooperating Teacher__________________________    Grade Level/Subject________________

Please use this form to record your time during this experience. Students are required to attend weekly throughout the course of the semester. Cooperating Teachers are required to sign weekly for your participation.

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Hours on Site</th>
<th>Signature of CT</th>
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<tbody>
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Total Fieldwork Hours______________

Signature of Cooperating Teacher__________________________ Date___________

This form must be signed by the Cooperating Teacher and submitted into your electronic notebook check for review.

Your University Supervisor must have this at the conclusion of the fieldwork experience/the final seminar.
**Dispositions Assessment of Teacher Candidates**

**Cooperating Teacher/Mentor Teacher Assessment**

<table>
<thead>
<tr>
<th>Teacher Candidate</th>
<th>Date</th>
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<table>
<thead>
<tr>
<th>Classroom Teacher Signature</th>
<th>Date</th>
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</tbody>
</table>

**Comments:**

<table>
<thead>
<tr>
<th>Disposition</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
</table>

**Respect**

- Is considerate of the feelings, opinions, knowledge, and abilities of others
- Is receptive to different ideas and to different people
- Recognizes, values, and utilizes assets in the community
- Acknowledges intellectual property of others by giving credit and avoiding plagiarism
- Treats all students with fairness and equity

**Responsibility**

- Is reliable and trustworthy
- Accepts consequences for personal actions or decisions
- Prepares for instruction & meetings with supervisors
- Communicates changes in time or schedule with supervisors
- Demonstrates ethical and professional behavior, such as confidentiality, punctuality, appearance
- Actively participates and attends to tasks without prompting
- Interacts in a positive and professional manner with students, peers, teachers, university personnel, and others; maintains appropriate boundaries
- Represents himself/herself in an appropriate manner via technology (webpage, blogs, chat room, MySpace, Facebook)

**Flexibility**

- Adapts to changing situations in the classroom
- Is open to new ideas
- Deals appropriately with less than ideal situations when necessary
- Maintains a positive attitude when changes occur and adjusts to unexpected events
- Demonstrates resilience
- Maintains composure under stress

**Collaboration**

- Cooperates with peers, CTs/MTs, school professionals, staff, and university personnel
- Works with other professionals to improve the overall learning environment for students
- Shares knowledge and responsibilities with others
- Gives and receives feedback

**Reflection**

- Self-assess knowledge and performance
- Demonstrates accurate self-analysis regarding own strengths and weaknesses
- Responds to constructive feedback by making appropriate changes in instruction or action

**Commitment to Learning**

- Demonstrates intellectual curiosity through his/her willingness to seek out and try out new ideas and teaching strategies.
- Demonstrates enthusiasm for the discipline(s) taught; keeps abreast of new ideas and developments in the field, and sees connections to everyday life
- Explicitly demonstrates a knowledge of the benefits of membership in professional organizations and/or is a member of one or more

**Belief in Teacher Efficacy**

- Demonstrates a belief that all students can learn
- Demonstrates belief that teachers are able to make a difference in the success of students (ex. by looking for ways to succeed rather than accepting defeat)
- Advocates for all learners

**Social Intelligence**

- Engages in socially appropriate and professional behaviors
- Is able to accurately interpret social situations, i.e. is perceptive to the feelings of others; responds appropriately and diplomatically
- Interprets non-verbal communication
- Demonstrates ability to adapt and "fit" in various situations and environments
- Understands one’s role in a group or larger community
- Recognizes self as part of a whole
- Actively listens and responds appropriately to others

**Pts.** | **Rating** | **Descriptors**
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>4</td>
<td>Always</td>
<td>Candidate demonstrates the disposition every time the CT/MT interacts with or observes the candidate.</td>
</tr>
<tr>
<td>3</td>
<td>Usually</td>
<td>Candidate normally demonstrates the disposition, in part or in total, when the CT/MT interacts with or observes the candidate.</td>
</tr>
<tr>
<td>2</td>
<td>Needs Improvement</td>
<td>Candidate occasionally demonstrates the disposition, in part or in total, or occasionally demonstrates inappropriate behavior indicating a deficit in the disposition when the CT/MT interacts with or observes the candidate.</td>
</tr>
<tr>
<td>1</td>
<td>Not Satisfactory</td>
<td>Candidate does not demonstrate the disposition, in part or in total, or frequently demonstrates inappropriate behavior indicating a deficit in the disposition when the CT/MT interacts with or observes the candidate.</td>
</tr>
<tr>
<td>0</td>
<td>Not Able to Observe</td>
<td>Candidate does not have the opportunity to demonstrate a specific disposition when the CT/MT interacts with or observes the candidate.</td>
</tr>
</tbody>
</table>
Cooperating Teacher
Final Evaluation-EDUC 398: Fieldwork I

Student Name____________________________________

Semester_______________Year_____________

Last
First
MI

MUID#______________ Assigned School ____________________________________________________________Grade/Subject__________

County______________________________Principal__________________________

Cooperating Teacher_________________________ University Supervisor___________________________

Please complete this evaluation form and return it to the teacher candidate’s University Supervisor at the end of the term. We encourage you to share your observations with the student.

Please utilize the scale as follows:

2 Proficient standard is met at the level expected of pre-service teachers
1 Developing limited evidence of meeting the standard; viewed as a whole, performance is either inconsistent, partial, inadequate, or incomplete
0 Unacceptable little or no evidence of meeting the standard
N/O Not observed

Section I – To Know
1. Demonstrated awareness that learners manifest behaviorally the characteristics described for stages or levels of
growth and development
2. Demonstrated recognition of the many ways that educational systems plan for and adjust to developmental
differences
3. Demonstrated understanding of difference in ethnicity, gender, religion, special needs of students
4. Demonstrated recognition of and appreciation for the complexities of public education as they relate to the role of a
teacher

Section II – To Do
1. Implemented various stages of the Student Observation Report according to directives
2. Used appropriate voice level and established eye contact with student chosen as the subject for Observation Report
3. Established rapport with student chosen a subject for Observation Report
4. Used appropriate voice level and established eye contact with students in classroom
5. Established rapport with students in classroom while maintaining a professional balance

Section III – To Be
1. Demonstrated characteristics/elements of professional behavior
   □ Punctuality
   □ Dependability
   □ Professional appearance
   □ Poise/Confidence
   □ Enthusiasm for teaching
2. Demonstrated willingness to accept constructive criticism and to act upon suggestions
3. Demonstrated desire to work cooperatively with mentors
4. Modeled positive and effective interpersonal skills while interacting with the total school community/body of learners

Part 2 (Please use the back of this form if needed)
Please comment on the following:
1. In your judgment, what was the student’s attitude toward teaching/the teaching profession?
2. Would you recommend that the student continue in the Teacher Education Program?  ____ Yes  ____ No  ____ Undecided

Comments:

Date of Evaluation_____________________________Signature of University Supervisor__________________________Print Name__________________________
A grade of Satisfactory (S) or Unsatisfactory (U) is given for this field experience. The course requirements will be evaluated as follows:

1. You must accrue a minimum of **280** points from the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Possible Points</th>
<th>Penalty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation Powerpoint and Assignment</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Fieldwork 1 Electronic Notebook</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Fieldwork Journals (six at 10pts each)</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>Student Observation Report</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Placement Context</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Fieldwork Activity Report I</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Fieldwork Activity Report II</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Submission of the Student Demographic Assessment in TOFES</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Final Evaluation completed by Cooperating Teacher</td>
<td>10</td>
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</tbody>
</table>

**Total Points Possible 350**

Penalties -

**Total Points Achieved**

2. You must receive a grade of Satisfactory (S) for each of the following:

- Validated Time Log (signed by Classroom Teacher)
- Use of Standard English: Oral & Written
- Submission of Dispositions Assessment Form from Classroom Teacher to the University Supervisor
- Completion of all LiveText assignments
- Seminar Attendance
- Any additional requirements set by the Teacher Education Program or by the University Supervisor
- End of Semester Course Evaluations (located in LT)

In order for a final grade of Satisfactory to be assigned, the point total in Part 1 total must equal **280** or more, and each identified area in Part 2 must be graded S.

Failure to accrue a minimum of **280** points (Part 1) and/or failure to receive a grade of S for each category listed in Part 2 will result in a final grade of unsatisfactory (U) for EDUC 398: Fieldwork I.

**Final Grade assigned for EDUC 398; Fieldwork I:**

Signature of University Supervisor ___________________________ Date __________________
EDUC 399/EMAT 601
Fieldwork II & Initial Field Experience Syllabus
Dear Candidate:

**EDUC 399 and EMAT 601** are early courses in a series of field experiences designed to prepare you for the teaching profession. These early experiences focus on observation in a classroom under the direct supervision of a certified classroom teacher (the Cooperating Teacher) and a Mercer University Supervisor.

Field experiences are required courses in your Teacher Education Program. It is expected that you will meet the criteria established for each course including punctuality and attendance at your assigned school according to your approved schedule, professionalism in demeanor and speech, and professionalism in dress, adhering to any dress code established by the school system and/or school where you are observing. These criteria are consistent with the responsibilities of the profession for which you are preparing. If an emergency necessitates your absence or tardiness, please notify your Classroom Teacher and your Mercer University Supervisor.

The faculty of the Teacher Education Program at Mercer University are committed to helping individuals develop into effective teachers. You are beginning the process that will prepare you to join a very special group of people — teachers. As you progress through the courses and field experiences that have been designed for you, always keep in mind that you have selected the most important profession for which one can prepare.

Sincerely,

Kristin T. Doss  
Associate Director of Field Placement  
Tift College of Education  
Mercer University
“The Transforming Educator”, the living link between the child and learning, is an educator who is changing internally through understanding, practicing, and reflecting such that, individually and collaboratively, he or she implements for all children appropriate and significant life-changing learning experiences that effectively provide for the needs of the whole child, that actively engage students in the learning process, and that promote life-long learning.

Instructor Information

University Supervisor ___________________________________ E-mail ________________________________

Phone ______________________________________________

Purpose of the Course

This course relates to each of the three major premises of the Conceptual Framework (CF) of Mercer University’s Tift College of Education: To Know, To Do, To Be, in that it is the initial field experience in the Teacher Education Program, thus beginning the classroom experience of the teacher candidate. Through observation of the Master Teacher in the classroom and through observation of the students, the teacher candidate will develop an awareness of the foundations of the education profession, of the content bases for curricula, and of the characteristics of learners; will build the foundations for doing the work of a professional educator; and will begin the process of defining his/her role as a Transforming Educator.

Course Description

This course provides a school-based experience for education students. Students will be assigned to diverse schools and will spend a minimum of thirty-five clock hours over a semester observing and participating, on a limited basis, in classroom-related activities. Students are required to attend seminars. Students enrolled in EDUC 399/EMAT 601 are expected to actively observe in a classroom under the direct supervision of a certified classroom teacher.

However, when planning/negotiating the schedule with the Classroom Teacher, students are reminded that the EDUC 399/EMAT 601 requirements must not be compromised and that the weekly schedule is subject to the approval and/or preference of the Classroom Teacher. The final observation schedule must be approved and must be filed with the University Supervisor by the date for Seminar 1.

Objectives

1. The teacher candidate will develop an awareness of the development of the young child from spiritual, emotional, intellectual, social, and physical perspectives through observation and interaction in a classroom environment.
2. The teacher candidate will determine that children do manifest behaviorally the characteristics described at each stage or level of growth and development.
3. The teacher candidate will recognize the many developmental differences in young children.
4. The teacher candidate will recognize the importance of designing a classroom environment supportive of all learners.
5. The teacher candidate will recognize the importance of using effective classroom organizational strategies.
6. The teacher candidate will recognize how ethnicity, gender, religion, and special needs impact the development of experiences for young children.
7. The teacher candidate will continue to develop/enhance interpersonal skills and professionalism through interaction with learners, other educators, and members of the learning community.

Organizational Requirements

- Teacher candidates must subscribe to the appropriate listserv. Teacher candidates must also check their Mercer e-mail accounts and the Office of Field Placement website’s Announcements regularly for updates and individual communications. All teacher candidates in the Teacher Education Programs are required to use their Mercer e-mail accounts. Instructions for opening Mercer e-mail accounts and for subscribing to the listserv are available in the education offices on each campus.
- There will be two (2) online notebook checks scheduled by the University Supervisor: a check for organization and a check during the FW II experience for continued organization and inclusion of appropriate content. Ten (10) points are available for each notebook check.
- Meet with the Classroom Teacher and plan with him/her a calendar for meeting the requirements of this field experience.
- The Cooperating Teacher or other school employee, including a substitute teacher, must be present at all times when the Teacher Candidate is in the presence of children inside or outside the classroom.

LiveText Requirements

1. A LiveText account. Required for every Field Experience. If you do not already have a LiveText account, please contact tiftltsupport@mercer.edu for assistance.
2. LiveText Check-Up. You can find the list of courses available to you in LiveText in any of three locations: (1) under the Course tab; (2) in the upper right corner when you are on your Dashboard; (3) the available tabs of Active Assignments on your Dashboard (courses only show up there if there is an assignment that is “active”, i.e., awaiting submission or awaiting assessment). Locate your courses in one of these three ways and do the following:
   a. Be sure this course section, with the name of your University Supervisor, appears in your list of courses.
   b. Be sure that you are enrolled in all courses listed in your account.
3. If you see problems with a field experience course (i.e., you have the wrong supervisor listed or you don’t see the field experience course at all), or if you do not see ANY courses (and you know that you are registered for some that require LT), please notify the Office of Field Placement at tiftltsupport@mercer.edu.
4. LiveText Assignments. Courses requiring LiveText are listed in your LiveText account under the Course tab. Within each course, specific LiveText requirements are listed on the Assignments tab.
5. How to submit required assignments in LiveText: See the step-by-step instructions in the Help section of LiveText (In Help, under the For Students tab, https://www.livetext.com/c1_help/for_students). Important reminder: If you are submitting an assignment that includes a template for your use, you
must use that template; do not simply submit a Word document unless that is clearly an option for the assignment.

6. **Use the Help section in LiveText.** The Help link is located in the upper right corner of your window from within your LiveText account.

7. **Dispositions Assessment.** At the end of the course, you will be provided with formative feedback on your development and on demonstration of the professional dispositions that are important for Transforming Educators. No grade or score from the dispositions assessment will affect your course grade. Even though it will appear in your list of assignments, you do not have to submit anything for this assessment to occur. You can, however, go into the assignment to see the rubric that will be used to give dispositions feedback.

**Instructional Requirements**

- Prepare two Observation Reports, which focus on the learning environment, the Cooperating Teacher, and the adaptations for special needs learners. The Observation Reports must follow the prescribed format as given in this syllabus.
- Each observation report must be validated by the Classroom Teacher (his/her signature).

**Evaluation Criteria**

- Use Standard English in speech and in writing assignments. Failure to do so could lead to an unsatisfactory grade for this course.
- Attend and participate in Orientation and in two (2) additional seminars. Absence from a seminar imposes a 5-point penalty per seminar on the final point total.
- Be consistent and punctual in attendance at the assigned school and classroom according to the arrangement agreed upon with the Classroom Teacher. Teacher candidates should sign in at the school site each day upon arrival; Teacher Candidates should wear their Mercer University name badges to the school. Any absence or tardiness must be reported to the school, the Classroom Teacher, and the University Supervisor. If a pattern of absence or tardiness develops, students will be required to make up any lost time and report to the Office of Field Placement for explanations.
- Complete the observation assignments in a satisfactory manner according to the directions.
  - Assignments are due on the dates indicated on the Assignment Due Dates or as indicated by the University Supervisor. An assignment not turned in by its due date will be considered late. “Turned in” means different things for different assignments, so see individual assignment guidelines for details about submission of assignments. **Assignments submitted after the due date will be penalized 10% of the points for the assignment; however, assignments submitted after one week (7 days) will not be accepted for grading and will receive zero (0) points in the evaluation of points for the assignment.** Please note, however, that assignments must be submitted in order to complete LiveText and/or the field experience requirements even if the assignment is submitted after one week and no points/grade is assigned.
- Complete all organizational and instructional assignments in a satisfactory manner* See Notebook Checks.
- Keep a time log according to the required format. The time log must be validated and signed by the Classroom Teacher.
- Complete and submit all assignments. The assignments should be completed in a satisfactory manner. * Satisfactory manner is interpreted to mean following directions, meeting deadlines/due dates, using standard English, and fulfilling the requirements given for the assignment. Assignments are due on the dates indicated in the field experience syllabus or as indicated by the University Supervisor.
A grade of Satisfactory (S) or Unsatisfactory (U) is given for EDUC 399 and a grade of A-F is awarded for EMAT 601. The course requirements will be evaluated as follows for EDUC 399:

1. **EDUC 399**: You must accrue a minimum of 210 points from the following:
   - Orientation powerpoint and Assignment 50
   - Fieldwork Notebook (2 checks of the Notebook) 20
   - Fieldwork Journal* (four entries @ 10 pts. each) 40
   - Placement Context 40
   - Observation Report I 40
   - Observation Report II 40
   - Final Evaluation by Cooperating Teacher* 10
   - Student Demographic Data Assignment (in TOFES) 10
   **Total points possible** 250

**EMAT 601**: You must earn an A or B in order to earn credit for this course; a B requires a minimum of 210 points. Points for EMAT 601 are awarded as follows:

   - Orientation Powerpoint and Assignment 50
   - Fieldwork Notebook (2 checks of the Notebook) 20
   - Fieldwork Journal* (four entries @ 10 pts. each) 40
   - Placement Context 40
   - Observation Report I 40
   - Observation Report II 40
   - Final Evaluation by Cooperating Teacher* 10
   - Student Demographic Data Assignment (in TOFES) 10
   **Total points possible** 250

2. You must have completed/submitted each of the items listed below
   - Time Log: Documented, approved, and signed by the Classroom Teacher
   - Completion of all LiveText assignments
   - Submission of Dispositions Assessment Report from the Classroom Teacher to the University Supervisor
   - Any additional requirements set by the Teacher Education Program or by the University Supervisor
   - End of Course Evaluations (found in Livetext)

* Must reflect either Developing or Proficient Level; any Unacceptable ratings will require the teacher candidate to meet with the Field Director, the Site Chair, the Advisor, and the University Supervisor.

Failure to accrue the required minimum number of points as described in Part 1 and/or failure to complete successfully the requirements described in Part 2 and/or failure to receive a Developing or Proficient Level rating in appropriate areas of Part 2 will result in a final grade of Unsatisfactory (U) for EDUC 399 or Failure for EMAT 601. An Unsatisfactory or failing grade will prevent progression in the Teacher Education Program field experiences.
PROFESSIONALISM

Professionalism consists of the norms, values, standards, and practices associated with the school as a learning community in which all stakeholder groups are committed to ensuring student achievement and organizational productivity.

- Demonstrate knowledge of The Georgia Professional Code of Ethics and agree to hold oneself accountable to developing professional practices that meet or exceed the expectations of The Code of Ethics.
- Have approval for all activities, lesson plans, letters to parents, following the policies established by the school and the Cooperating Teacher.
- Take the initiative in learning and following the rules and policies of the school and of the classroom. It is critical to know the established routines for fire drills, tornado drills, and other emergency drills.
- Protect the use of the school’s resources, e.g., library, copy machines, consumable supplies, equipment. These resources are not to be used for personal or family convenience.
- Make a genuine effort to build good relationships with the students. However, remember that a Teacher Candidate’s first responsibility is as a teacher.
- Follow through with any agreement made with the Cooperating Teacher relating to the needs of the students, being flexible, and doing the best job possible. Do not make excuses for mistakes; be honest, apologize, and put forth an extra effort to avoid mistakes in the future.
- Try to work through any problem with the Cooperating Teacher before involving the University Supervisor.
- Avoid the temptation to complain about students, the principal, other teachers. (A good way to avoid the temptation is to avoid the Teacher’s Lounge.)
- Demonstrate a positive attitude and be positive, agreeable, and courteous.
- Take initiative in the classroom within the expectations and parameters set by the Cooperating Teacher. Offer help in any way that is needed. Try to plan interesting and creative learning experiences for your students.
- Be open to suggestions and constructive criticism and respond to suggestions for improvement.
- Be on time and prepared with any necessary assignments and materials for each seminar.
- Utilize the expertise and resources of the University Supervisor and arrange appropriate times to discuss any issues or problems.
- Work toward developing habits, skills, and attitudes that are positive.
- Determine the professional behavior expectations set by the school system/school where you are employed, and make those expectations a priority.

Participation and Attendance

EDUC 399/EMAT 601 is a required course in the Teacher Education Program. Students are expected to meet the criteria established for the course as described in this syllabus. These criteria include, but are not limited to, punctuality and attendance at the assigned school according to the schedule established by the school/school system and professionalism in manner and dress. These and other policies are consistent with the responsibilities of the profession of teaching for which students are preparing and for which students are accountable.

If an emergency necessitates absence or tardiness, please notify the Cooperating Teacher and the Supervising Teacher as soon as possible. More than two absences from school, other than absences scheduled for seminars, might necessitate an extension of the field experience to make up the days lost.

Methods of Instruction

The primary means of instruction is student dialogue through class discussions and small group discussions. Other methods of instruction include lecture and independent work. The Teacher Education listserv and the Office of Field Placement website’s Announcements are used to post updates and deadlines. Teacher candidates should use their Mercer e-mail accounts.
Termination/Remediation

1. An individual candidate’s field experience assignment will be terminated if school officials (e.g., the Cooperating Teacher, the school principal) and/or the University Supervisor recommend termination. The termination will be justified by official documentation that indicates any of the following: the candidate jeopardizes instructional processes at the school; the candidate has exhibited a lack of professionalism and/or unethical behavior; the candidate has not demonstrated the expected professional dispositions and there are substantial concerns about this area of the candidate’s development. If the documentation also indicates that the candidate had adequate time and opportunity to remedy the problem(s) and has not successfully worked with the school and the University Supervisor to resolve the problem(s), then the candidate is removed from the classroom setting and will not be placed in another setting during the same semester.

2. University Supervisors must discuss any consideration for termination with the Associate Director of Field Placement at the appropriate site who will inform the appropriate Chair. Decisions regarding grade, opportunities for remediation, and subsequent reassignment will be made by the Associate Director after consultation with the University Supervisor and the appropriate Chair.

3. If a joint decision recommends Improvement plan (remediation) and a new placement for the field experience, a improvement plan that addresses the specific areas of concern will be developed with input from the candidate’s University Supervisor, Cooperating Teacher, Chair, and the Associate Director of Field Placement. Each improvement plan will be individualized for the teacher candidate, and implementation will be supervised by a University Supervisor and the Associate Director of Field Placement. Specific time limits will be set, and the improvement plan must be successfully completed prior to any new placement. It is important to note that a field experience can be repeated only once.

4. If a joint decision by the Associate Director of Field Placement, the University Supervisor, and the appropriate Chair does not recommend a improvement plan and a new placement, the Chair will inform the appropriate Associate Dean. The Associate Dean will arrange a conference with the candidate to discuss options available and to recommend a course of action.
APPENDICES
The Field Experience Notebook

Each fieldwork student is required to keep an electronic notebook in LiveText. There will be two checks of the electronic notebook during the semester, and each notebook check is given up to 10 points. Specific requirements are provided in LiveText and include the following criteria:

Fieldwork II/Pre-Practicum Notebook (20 points)
Class Organization/Structure
- Class Roster
- Daily Schedule for your assigned classroom
- Class policies
- Time Log
Observation Report I  
EDUC 399: Fieldwork II/EMAT 601

Student Name ________________________________________ MUID # ___________________

Objective of the Observation: To focus on the learning environment.

A. Descriptions
1. Describe the school facility/campus and community setting.
2. State the mission of the school. To what extent is the school accomplishing its mission?
3. Describe the classroom to which you have been assigned. Include grade level, type(s) of exceptionalities, number of students by gender, and ethnic backgrounds.

B. Observations
1. Describe the general climate or atmosphere of the school and of your classroom or setting. Does your classroom or setting have a Paraprofessional, Teacher's Aide, or co-teacher? If yes, how is he/she utilized in this classroom or setting? Based on your observations, what type of working relationship exists between the teacher and the assistant?

2. Using the knowledge you have gained in our education classes, what have you observed regarding:
   • Physical characteristics of the students at this particular age
   • Behaviors of the students at this particular age
   • Inclusion of special needs students observed your classroom and in the school

3. What resources are available to assist the teacher in providing a desirable learning environment?

4. Is there evidence of the use of Individual Education Plans (IEP)? Explain.

C. Teacher Interview

If you are in a special education/inclusion setting, interview your teacher to determine how he/she identifies students with special needs, what processes are in place to provided support for the special need students, how he/she determines the IEP goals for the students, and how he/she assesses the special needs students.

If you are in a regular education setting, interview the teacher to discover how the current standards (learning objectives) are utilized to determine what he/she will teach each day, how he/she assesses/evaluates learning, what criteria have been established for analysis for learning in the content area or the grade level.

If you are in an after school program or special center supporting post academic or enrichment time, interview the lead teacher or director to find out how he/she assesses the needs for the students coming to that program. What specific criteria are used to make decisions on enrichment material and/or how time is spent?
Student Name: ____________________ MUID# ________________

Objective of the Observation: To determine how school/learning environment promotes student achievement and to examine types of teacher interaction with students in a specific setting.

Instructions to the Observer:

Once you have been in your assigned environment for a minimum of six (6) observation periods, address the topics listed.

Describe the following about the teacher or lead director of the classroom or program you are assigned.

1) What instructional techniques are being used?

2) What types of assignments are given consistently?

3) Does this person/program use grouping strategies? If so, describe the various grouping strategies.

4) Describe the interaction students and teachers have in the assigned class.

5) Describe the teacher’s classroom management, including behavior, environment, expectations, materials, and activities.

6) Describe the types of questions asked by the teacher.

7) Describe the technology used by the teacher and students in the classroom.
EDUC 399/EMAT 601: Time Log

Student’s Name___________________________________________ Semester___________ Year __________

Last   First   M.I.

School___________________________________________County/System____________________________

Classroom Teacher _______________________________Grade Level/Subject_________________________

Note: The teacher’s signature validates the form.
This form must be signed and placed in the appropriate section of the Field Experience Notebook. It must be submitted to the University Supervisor at the conclusion of the fieldwork experience.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Times</th>
<th>Hours on Site</th>
<th>Signature of CT (each visit)</th>
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Total Fieldwork Hours__________________

Signature of Classroom Teacher_____________________________________ Date____________________

This form must be signed by the Cooperating Teacher and submitted into your electronic notebook check for review.

Your University Supervisor must have this at the conclusion of the fieldwork experience/the final seminar.
Dispositions Assessment of Teacher Candidates

Cooperating Teacher/Mentor Teacher Assessment

Teacher Candidate_______________________________________ Date________________

Classroom Teacher Signature________________________________ Date________________

Based on your experiences with the teacher candidate placed in your classroom this semester, please rate the candidate on the following professional disposition, using the indicators on the Professional Dispositions list to guide your assessment. Turn your assessment in to the University Supervisor, who will share it with the teacher candidate. Please add explanatory comments, especially in areas where you have concerns.

<table>
<thead>
<tr>
<th>Pts.</th>
<th>Rating</th>
<th>Descriptors</th>
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<tbody>
<tr>
<td>4</td>
<td>Always</td>
<td>Candidate demonstrates the disposition every time the CT/MT interacts with or observes the candidate.</td>
</tr>
<tr>
<td>3</td>
<td>Usually</td>
<td>Candidate normally demonstrates the disposition, in part or in total, when the CT/MT interacts with or observes the candidate.</td>
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<tr>
<td>2</td>
<td>Needs Improvement</td>
<td>Candidate occasionally demonstrates the disposition, in part or in total, or occasionally demonstrates inappropriate behavior indicating a deficit in the disposition when the CT/MT interacts with or observes the candidate.</td>
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<td>1</td>
<td>Not Satisfactory</td>
<td>Candidate does not demonstrate the disposition, in part or in total, or frequently demonstrates inappropriate behavior indicating a deficit in the disposition when the CT/MT interacts with or observes the candidate.</td>
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<tr>
<td>0</td>
<td>Not Able to Observe</td>
<td>Candidate does not have the opportunity to demonstrate a specific disposition when the CT/MT interacts with or observes the candidate.</td>
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Disposition

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<td>Respect</td>
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<td>Responsibility</td>
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<td>Flexibility</td>
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<td>Collaboration</td>
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<td>Reflection</td>
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<tr>
<td>Commitment to Learning</td>
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<tr>
<td>Belief in Teacher Efficacy</td>
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<tr>
<td>Social Intelligence</td>
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</table>

- Is considerate of the feelings, opinions, knowledge, and abilities of others
- Is receptive to different ideas and to different people
- Recognizes, values, and utilizes assets in the community
- Acknowledges intellectual property of others by giving credit and avoiding plagiarism
- Treats all students with fairness and equity

- Is reliable and trustworthy
- Accepts consequences for personal actions or decisions
- Prepares for instruction & meetings with supervisors
- Communicates changes in time or schedule with supervisors
- Demonstrates ethical and professional behavior, such as confidentiality, punctuality, appearance
- Actively participates and attends to tasks without prompting
- Interacts in a positive and professional manner with students, peers, teachers, university personnel, and others; maintains appropriate boundaries
- Represents him/herself in an appropriate manner via technology (webpage, blogs, chat room, MySpace, FaceBook)

- Adapts to changing situations in the classroom
- Is open to new ideas
- Deals appropriately with less than ideal situations when necessary
- Maintains a positive attitude when changes occur and adjusts to unexpected events
- Demonstrates resilience
- Maintains composure under stress

- Cooperates with peers, CTs/MTs, school professionals, staff, and university personnel
- Works with other professionals to improve the overall learning environment for students
- Shares knowledge and responsibilities with others
- Gives and receives feedback

- Self-assess knowledge and performance
- Demonstrates accurate self-analysis regarding own strengths and weaknesses
- Responds to constructive feedback by making appropriate changes in instruction or action

- Demonstrates intellectual curiosity through his/her willingness to seek out and try out new ideas and teaching strategies.
- Demonstrates enthusiasm for the discipline(s) taught; keeps abreast of new ideas and developments in the field, and sees connections to everyday life
- Explicitly demonstrates a knowledge of the benefits of membership in professional organizations and/or is a member of one or more

- Demonstrates a belief that all students can learn
- Demonstrates belief that teachers are able to make a difference in the success of students (ex. by looking for ways to succeed rather than accepting defeat)
- Advocates for all learners

- Engages in socially appropriate and professional behaviors
- Is able to accurately interpret social situations, i.e. is perceptive to the feelings of others; responds appropriately and diplomatically
- Interprets non-verbal communication
- Demonstrates ability to adapt and “fit” in various situations and environments
- Understands one’s role in a group or larger community
- Recognizes self as part of a whole
- Actively listens and responds appropriately to others
Classroom Teacher / Program Administrator
Final Evaluation
EDUC 399: Fieldwork II/ EMAT 601: Initial Field Experience

Student Name__________________________ Semester__________________Year________
Last First MI

School Assigned ___________________________ Grade/Subject____________________
County (if applicable) ________________________ Principal/Director__________________

Classroom Teacher ___________________________ University Supervisor__________________

Please complete this evaluation form and return it to the prospective teacher’s University Supervisor at the end of the term. We encourage you to share your observations with the student. Please utilize the scale as follows:

2 Proficient: standard is met at the level expected of pre-service teachers
1 Developing: limited evidence of meeting the standard; viewed as a whole, performance is either inconsistent, partial, inadequate, or incomplete
0 Unacceptable: little or no evidence of meeting the standard
N/O Not observed

Section I – To Know
_____ 1. Demonstrated a developing awareness that learners manifest behaviorally the characteristics described for stages or levels of growth and development
_____ 2. Demonstrated recognition of the many ways that educational systems plan for and adjust to developmental differences
_____ 3. Demonstrated a developing understanding of difference in ethnicity, gender, religion, special needs of students
_____ 4. Demonstrated knowledge of content.
_____ 5. Demonstrated good oral and written skills.

Section II – To Do
_____ 1. Implemented various stages of the Observation Reports according to directives
_____ 2. Used appropriate voice level and established eye contact with students in classroom
_____ 3. Established rapport with students in classroom while maintaining a professional balance

Section III – To Be
_____ 1. Demonstrated characteristics/elements of professional behavior
   □ Punctuality _______
   □ Dependability _______
   □ Professional appearance _______
   □ Poise/Confidence _______
   □ Enthusiasm for teaching _______
_____ 2. Demonstrated willingness to accept constructive criticism and to act upon suggestions
_____ 3. Demonstrated desire to work cooperatively with mentors
_____ 4 Modeled positive and effective interpersonal skills while interacting with the total school community/body of learners

Part 2
Please comment on the following:
1. In your judgment, what was the student’s attitude toward his/her assignment? ____________________________________________

2. Would you recommend that the student continue in the Teacher Education Program? □ Yes □ No □ Undecided
   Please explain (use back of form if needed): ________________________________________________________________

Date of Evaluation ___________________________ Signature of Cooperating Teacher ___________________________
Print Name ____________________________________________
Grade Submission Form
EDUC 399: Fieldwork II/ EMAT 601: Initial Field Experience

Student Name____________________________________________ MUID # __________________________

Last First M.I.

School Assigned__________________________________________ Grade/Subject____________________

County _____________________ Principal__________________ Classroom Teacher____________________

University Supervisor ____________________________ Semester __________ Year_____________

Course Evaluation
In order to earn a grade of Satisfactory “S” (EDUC 399) or a grade of “B” or better (EMAT 601), the requirements will be evaluated as follows:

1. You must accrue a minimum of 210 points from the following:

   - Orientation Powerpoint and Assignment 50
   - Fieldwork Notebook (two checks) 20
   - Fieldwork Journal* (four entries @ 10 pts. each) 40
   - Placement Context 40
   - Observation Report I 40
   - Observation Report II 40
   - Final Evaluation by Cooperating Teacher 10
   - Student Demographic Data Assignment (in TOFES) 10

   **Total points possible 250**
   - **Points Accrued**
   - **Penalties (Seminar)**
   - **Total Points**

2. You must have completed/submitted each of the items listed below:

   - Time Log: Documented, approved, and signed by the Classroom Teacher
   - Completion of all LiveText assignments
   - Submission of Dispositions Assessment Form from the Classroom Teacher to the University Supervisor
   - Any additional requirements set by the Teacher Education Program or by the University Supervisor
   - End of Course Evaluations

* Must reflect either Developing or Proficient Level; any Unacceptable ratings will require the teacher candidate to meet with the Field Director, the Site Chair, the Advisor, and the University Supervisor

Failure to accrue the required minimum number of points as described in Part 1 and/or failure to complete successfully the requirements described in Part 2 and/or failure to receive a Developing or Proficient Level rating in appropriate areas of Part 2 will result in a failing final grade. An Unsatisfactory grade will prevent progression in the Teacher Education Program field experiences.

Final Grade: EDUC 399__________  Final Grade: EMAT 601__________

Grading Scale:  A: 201-250 pts; B+: 185-200 pts.; B: 165-184 pts.; C+: 150-164 pts.; C: 140-149 pts.; D: 120-139 pts.; F: 119 points

Comments ______________________________________________________________________________
_______________________________________________________________________________________

Signature: University Supervisor______________________________________ Date_______________
EDUC 480/EDUC 485/EMAT 608:
Professional Practicum Syllabus
Dear Teacher Candidate:

The Practicum field experience (Professional Practicum/Field Component IVA) is designed to give you an intensive field experience just prior to student teaching. Please work with your Cooperating Teacher to establish a schedule that is mutually beneficial and that meets the minimum time requirements. After the orientation each candidate should spend a minimum of two ½ days or one full day per week (same day/days each week) in the classroom for the entire semester. Once during the semester, the candidate will need to spend two consecutive days in the classroom in order to complete the two-day connected learning segment.

So that this Practicum experience may be as beneficial as possible, we have asked that your Cooperating Teacher utilize you to the maximum extent possible in the ongoing classroom program. We recognize, however, that the overriding responsibility is to the students in your assigned classroom, and they must receive priority in all instances. We ask you to apply yourself diligently to assigned tasks and to seek your teaching potential in a professional manner.

The following list has been provided to your Cooperating Teacher to suggest ways he/she might be most helpful during this Practicum experience:

1. Assist you in becoming involved in the daily routine of the teaching/learning environment.
2. Provide as many opportunities as are possible and appropriate for you to observe varied instructional methods.
3. Provide constructive feedback and suggestions in regard to your observed teaching and professional behaviors.
4. Provide constructive feedback and suggestions, when appropriate, in regard to written instructional plans. Critiques should deal with the appropriateness of objectives, instructional procedures and materials, and evaluative procedures for assessments of each objective.

Your Cooperating Teacher and your University Supervisor will each make two classroom observations. The purpose of these observations is to note your progress, to make positive suggestions to you, and to receive feedback from you. The University Supervisor should make the first contact with the Cooperating Teacher within the first two-three weeks of the field experience.

We in the Tift College of Education are proud to see you reach this stage in your preparation to become a teacher. If you have any questions or problems, please contact the Office of Field Placement. Also, be sure to check the appropriate listserv, your Mercer email account, and the Office of Field Placement website frequently for any announcements and other information relative to Practicum.

Sincerely,

Kristin T. Doss  
Associate Director of Field Placement  
Mercer University  
Tift College of Education
The Transforming Educator
To Know       To Do       To Be

“The Transforming Educator,” the living link between the child and learning, is an educator who is changing internally through understanding, practicing, and reflecting such that, individually and collaboratively, he/she implements for all children appropriate and significant life-changing learning experiences that effectively provide for the needs of the whole child, that actively engage students in the learning process, and that promote life-long learning.

Instructor Information

University Supervisor ____________________________ E-mail ____________________________

Phone ____________________________

Purpose of Course

This field experience (Professional Practicum/Field Component IVA) relates to each of the three major premises of the Conceptual Framework (CF) of Mercer University’s Tift College of Education: (1) To Know the foundations of the education profession, (2) To Do the work of a professional educator, (3) To Be a Transforming Educator. The field experience offers a transitional experience from observation and limited teaching to more involved planning and teaching in preparation for the total responsibilities of student teaching/internship.

Objectives

1. Given access to a classroom, the teacher candidate will observe the demographics of the school and classroom and will develop a growing appreciation for the philosophical, historical, sociological, legal, and psychological aspects of education. (1A, 2A)
2. Given access to a classroom, the teacher candidate will demonstrate good communication skills both in planning and in implementing instructional plans. (1B, 2B, 4B, 4H)
3. Given access to a classroom, the teacher candidate will demonstrate an understanding of the content bases for curricula as well as the use of technology in the classroom. (1A, 2A, 1B)
4. Given access to a classroom, the teacher candidate will plan appropriate instruction using a variety of classroom instructional techniques and strategies. (1B, 2B, 3A, 4C)
5. Given access to a classroom, the teacher candidate will demonstrate the ability to work with and instruct students at a variety of rates and work with and instruct students with a variety of abilities and learning styles. (2B, 3B, 4A, 4C, 4G)
6. Given the opportunity to work in a classroom, the teacher candidate will be able to reflect on his/her teaching and its effect on student learning. (1C, 2C, 4E, 4F, 4G)
7. Given the opportunity to work in a classroom, a school, and a school system, the teacher candidate will both analyze and reflect upon his/her role as a decision maker, a facilitator of learning, and a role model within the classroom, the school, and the community. (1C, 2C, 3C, 4D, 4E, 4F, 4G)

In summary, during the Practicum experience, teacher candidates will have the opportunity to practice (To Do) what they have learned (To Know) and to continue to conceptualize their understanding of teachers as Transforming Educators (To Be).

See Page 11 in the Resource Guide to refer to the Conceptual Framework
Course Requirements/Standards

The following requirements/standards have been established for Practicum/Field Component IV A:

Getting Started

- Teacher candidates must subscribe to the appropriate listserv and must check their Mercer e-mail account and Office of Field Placement website’s Announcements regularly for, updates, and other communications. All teacher candidates in the Teacher Education Programs are required to use Mercer e-mail accounts. Instructions for opening Mercer e-mail accounts are available in the education offices on each campus.

- There will be two (2) notebook checks scheduled by the University Supervisor: a check for organization at Seminar 1 and a check during the Practicum experience for continued organization and inclusion of appropriate content, including all lesson plans up to and including the day of the Notebook check. Ten (10) points are available for each notebook check.

- Teacher candidates must meet with their assigned Cooperating Teacher and plan with him/her a calendar for meeting the requirements of this field experience. Candidates must submit the Planning Calendar to the University Supervisor at Seminar 1. Teacher candidates should make a copy of this form for their notebooks. During the first week of the Practicum and prior to the submission of the Planning Calendar, teacher candidates must include one full day or two half-days in the assigned classroom during the first week of the experience.

- The Student Demographic Data Assessment must be submitted in TOFES by the end of the first week in schools.

LiveText Requirements

1. A LiveText account. Required for every Field Experience. If you do not already have a LiveText account, please contact tftiltsupport@mercer.edu for assistance.

2. LiveText Check-Up. You can find the list of courses available to you in LiveText in any of three locations: (1) under the Course tab; (2) in the upper right corner when you are on your Dashboard; (3) the available tabs of Active Assignments on your Dashboard (courses only show up there if there is an assignment that is “active”, i.e., awaiting submission or awaiting assessment). Locate your courses in one of these three ways and do the following:
   a. Be sure this course section, with the name of your University Supervisor, appears in your list of courses.
   b. Be sure that you are enrolled in all courses listed in your account.

3. If you see problems with a field experience course (i.e., you have the wrong supervisor listed or you don’t see the field experience course at all), or if you do not see ANY courses (and you know that you are registered for some that require LT), please notify the Office of Field Placement at tftiltsupport@mercer.edu.

4. LiveText Assignments. Courses requiring LiveText are listed in your LiveText account under the Course tab. Within each course, specific LiveText requirements are listed on the Assignments tab.

5. How to submit required assignments in LiveText: See the step-by-step instructions in the Help section of LiveText (In Help, under the For Students tab, https://www.livetext.com/c1_help/for_students). Important reminder: If you are submitting an assignment that includes a template for your use, you must use that template; do not simply submit a Word document unless that is clearly an option for the assignment.

6. Use the Help section in LiveText. The Help link is located in the upper right corner of your window from within your LiveText account.

7. Dispositions Assessment. At the end of the course, you will be provided with formative feedback on your development and on demonstration of the professional dispositions that are important for Transforming Educators. No grade or score from the dispositions assessment will affect your course grade. Even though it will appear in your list of assignments, you do not have to submit anything for this assessment to occur. You can, however, go into the assignment to see the rubric that will be used to give dispositions feedback. The list of professional dispositions will be discussed at a seminar.
Methods of Instruction

The primary means of instruction is student dialogue through class discussions and small group discussions. Other methods of instruction include lecture and independent work. The Teacher Education listserv and the Office of Field Placement website’s Announcements are used to post updates and deadlines. **Teacher candidates should use their Mercer e-mail accounts.**

Instructional Requirements

- Teacher candidates must complete a Student Demographic Data Form Assessment for the placement school, using the required format. **If not completed on time, candidates will incur a 5-point penalty.**
- Teacher candidates must keep a reflective focused topic Journal (use LiveText template entitled Journal: Practicum). Journals will be submitted electronically via the Practicum teacher candidate’s LiveText account and should be linked to the Portfolio.
- Complete the Placement Context in LiveText. You may consult your Cooperating Teacher.
- Teacher candidates should plan with the Cooperating Teacher to determine opportunities for a **minimum of five (5) instructional lessons AND one two-day connected learning segment.** ECE/SPED candidates should complete at least one literacy and one math lesson; the connected learning segment also needs to be in literacy or math. MG/SEC candidates should develop lessons in your content area.
- All of these instructional lessons must be submitted in filed in your Notebook, and you must use the Mercer Lesson Plan Template included in this handbook. Consult the Cooperating Teacher’s letter for suggested progression of the lessons and learning segment. You will choose two (2) of these lessons AND the two-day connected learning segment to upload to LiveText, after you have delivered/taught the lessons, You may be asked to teach more than five lessons. If so, you may use an informal lesson plan outline for any additional teaching events. **You must have a lesson plan for any teaching event for which you are responsible.** All lesson plans/instructional plans must also indicate that the Cooperating Teacher has approved a lesson before it is taught (CT’s initials and date), and all lesson plans. Informal plans taught must include date, lesson title, standard, diversity, material needed, and procedures.
  - **You will use the Mercer Long Form Lesson Plan Template for the five instructional lessons or for any lesson that includes an observation evaluation.**
  - **You will use the Mercer Connected Learning Segment with Guided Questions Template and the embedded Mercer Short Form Lesson Plan Template for the two-day connected learning segment.**
- Teacher candidates are required to complete an Analysis and Reflection assignment during the Practicum experience. Details for the assignment are given in LiveText. This assignment must be linked to the Portfolio.
- There will be a Dispositions Assessment completed by the Cooperating Teacher and the University Supervisor. At the end of the semester, be sure to review the evaluation that will be based on assessments from your Cooperating Teacher and your University Supervisor. The dispositions assessment will provide you with formative feedback on your development and on your demonstration of the professional dispositions that are important for Transforming Educators. No grade or score from the dispositions assessment will affect your course grade; however, failure to submit the dispositions documents will impact your final grade.
- **Teacher Candidates must submit a video recording of one teaching lesson.** After viewing the video, the teacher candidate will submit a critique of his/her teaching performance using the provided outline. If there are restrictions on recording in the school system, teacher candidates should consult with the Cooperating Teacher and the University Supervisor concerning an alternate plan. The recorded lesson must not be a lesson that is also used for a formal observation by the CT or the US.

Evaluation Standards for Teacher Candidates

Evaluation of a Teacher Candidate is a continuous process involving self-evaluation by the Teacher Candidate, evaluation by the Cooperating Teacher, and evaluation by the University Supervisor. The focus is on growth—becoming the best beginning teacher the Teacher Candidate can become. The rubric, *Field Experience Standards of Performance for Initial*
Certification Candidates, is provided to Teacher Candidates, to Cooperating Teachers, and to University Supervisors as a basis for the assessment of initial certification Teacher Candidates. The standards are adapted from the Georgia Framework for Accomplished Teaching and reflect the principles of Tift College of Education’s Conceptual Framework, “The Transforming Educator.” A grade of Satisfactory (S) or Unsatisfactory (U) is given for EDUC 480/485; letter grades (A-F) are given for EMAT 608.

Self-Evaluation for Teacher Candidates

Probably the most important evaluation is self-evaluation or reflection done by the Teacher Candidate. For the career teacher, self-evaluation is the major vehicle of long-term improvement. Outstanding teachers regularly explore two questions as they teach:

What worked well in the lesson?

What would I change if I were to teach this lesson again to a similar group of students?

The first question provides positive feedback that supports and encourages the teacher. The second becomes the stimulus to look more closely at student development, interests, needs, and learning styles, and to analyze preparation, planning and presentation. Without this kind of reflection, a teacher grows complacent and stale, often inappropriately blaming students for learning problems rather than solving learning problems. Objective, regular self-evaluation helps the Teacher Candidate continue to be a vital, growing professional.

Evaluation by the Cooperating Teacher

The Cooperating Teacher has accepted the responsibility of guiding the growth of a teacher candidate. The Cooperating Teacher or other school employee, including a substitute teacher, must be present at all times when the Teacher Candidate is in the presence of children inside or outside the classroom. He/She will also prepare and submit two formative evaluations throughout the clinical experience with one evaluation occurring during the two-day learning segment. The effectiveness of these efforts, however, depends heavily upon the spirit in which they are received by the Teacher Candidate. A Cooperating Teacher cannot change a Teacher Candidate; the Teacher Candidate must make the changes. A Teacher Candidate should focus on how to be a better teacher. With this focus, a Teacher Candidate is ready to receive feedback that will lead to improvement.

Evaluations are vital for growth, regardless of whether the evaluation is of a student, a Teacher Candidate, or of oneself. If areas of strength or need are not known, change and growth cannot occur. The Cooperating Teacher is asked to evaluate the student teacher candidly, thus providing the kind of feedback that will provide for change and professional growth and clearly assess the student teacher’s performance.

Evaluation by the University Supervisor

The University Supervisor shares in the responsibility for facilitating the growth of a Teacher Candidate. Some of his/her evaluations will be formative in nature* and are designed to encourage professional development. In regular visits with the Cooperating Teacher and the Teacher Candidate, the University Supervisor will assess progress and assist in plans for further improvement. Periodically, he/she will observe the Teacher Candidate in various teaching roles and will provide feedback to facilitate growth.

The University Supervisor also completes a summative evaluation at the end of the semester. This evaluation is also holistic and encompasses all submitted work.
Teacher Candidate Evaluation Criteria

- Teachers are expected to speak and to write in Standard English. Teacher candidates are expected to do so at all times because they serve as models for their students. Failure to speak or to write in English that is grammatically correct may result in remedial work and could prevent progression in the sequence of field experiences.

- There will be a **minimum** of two (2) on-site formative evaluation observations of teaching performance by the University Supervisor, including an observation during the two-day learning segment. In addition, the University Supervisor will review the Electronic Notebook during the semester. The Notebook must include all lesson plans, up to, and including the date of the observation. The specific lesson plan for the observation must be available to the University Supervisor. The University Supervisor will discuss the observations and will give written appraisals (Candidate Assessment on Performance Standard instrument) so that teacher candidates may stay apprised of their status. If more than two formative observations are required, other observations may be scheduled by the University Supervisor after consultation with the Cooperating Teacher. If subsequent observations indicate concerns about the performance of the candidate, the University Supervisor, the Cooperating Teacher, the Principal, and the Associate Director of Field Placement will confer as to any action that might be necessary. Site Chairs and advisors will be notified, and a recommended timeline for redirection will be written.

- If the teacher candidate is **not** prepared for a scheduled observation, **25 points for each occurrence will be deducted** from the final Practicum score earned by the candidate. Being prepared for the observation includes having the lesson plans, written as described in this Handbook, printed and ready for the University Supervisor and teaching a lesson that is appropriate for an observation.

- There will be a minimum of two (2) on-site formative evaluation observations of teaching performance by the Cooperating Teacher during the semester, including an observation during the two-day learning segment. The lessons observed by the CT must not be the same lessons observed by the US or the lesson used for the video critique. The Cooperating Teacher should discuss each observation with the teacher candidate and should provide a copy of the written assessment to the teacher candidate (Candidate Assessment on Performance Standards Instrument).

- Teacher candidates must complete a Time Log. The Time Log must be signed and dated by the Cooperating Teacher **at the end of each week, and at the end of the experience**. The Time Log should be turned in to the University Supervisor at the last seminar. There is a **10-point final grade deduction for failure to submit the time log or for an incomplete time log.**

- **Attendance at all seminars scheduled by the University Supervisor is required.** A five-point penalty will be imposed for each absence. Any problems with attending seminars must be discussed with the University Supervisor **prior** to the seminar.

- The judgments of the Cooperating Teacher and the University Supervisor must indicate satisfactory completion of responsibilities, satisfactory performance in teaching, and an acceptable level of professionalism based on willingness to accept constructive criticism and to initiate change as needed.

- The Summative Evaluations by the Cooperating Teacher and the University Supervisor must reflect either Developing or Proficient Levels; any Unacceptable ratings will require the Practicum teacher candidate to meet with the Field Placement Associate Director, the Site Chair, the Advisor, and the University Supervisor. The CT’s Summative Evaluation must be signed and dated by the Cooperating Teacher and delivered to the University Supervisor by the last seminar.

- All assignments are due when stated. An assignment not turned in by its due date will be considered late. “Turned in” means different things for different assignments; refer to individual assignment guidelines for details about submission of assignments. Assignments submitted after the due date will be penalized 10% of the points for the assignment; however, an assignment submitted after one week (7 days) must be submitted but will not be read or graded. It will receive zero (0) points in the evaluation of points for the assignment. Please note that assignments must be submitted in order to complete the field experience requirements even if the assignment is submitted after one week and no points/grade is assigned.

- Any additional requirements set by the Teacher Education Programs or the University Supervisor must be completed satisfactorily.
PROFESSIONALISM

Professionalism consists of the norms, values, standards, and practices associated with the school as a learning community in which all stakeholder groups are committed to ensuring student achievement and organizational productivity.

- Demonstrate knowledge of The Georgia Professional Code of Ethics and agree to hold oneself accountable to developing professional practices that meet or exceed the expectations of The Code of Ethics.
- Have approval for all activities, lesson plans, letters to parents, following the policies established by the school and the Cooperating Teacher.
- Take the initiative in learning and following the rules and policies of the school and of the classroom. It is critical to know the established routines for fire drills, tornado drills, and other emergency drills.
- Protect the use of the school’s resources, e.g., library, copy machines, consumable supplies, equipment. These resources are not to be used for personal or family convenience.
- Make a genuine effort to build good relationships with the students. However, remember that a Teacher Candidate’s first responsibility is as a teacher.
- Follow through with any agreement made with the Cooperating Teacher relating to the needs of the students, being flexible, and doing the best job possible. Do not make excuses for mistakes; be honest, apologize, and put forth an extra effort to avoid mistakes in the future.
- Try to work through any problem with the Cooperating Teacher before involving the University Supervisor.
- Avoid the temptation to complain about students, the principal, other teachers. (A good way to avoid the temptation is to avoid the Teacher’s Lounge.)
- Demonstrate a positive attitude and be positive, agreeable, and courteous.
- Take initiative in the classroom within the expectations and parameters set by the Cooperating Teacher. Offer help in any way that is needed. Try to plan interesting and creative learning experiences for your students.
- Be open to suggestions and constructive criticism and respond to suggestions for improvement.
- Be on time and prepared with any necessary assignments and materials for each seminar.
- Utilize the expertise and resources of the University Supervisor and arrange appropriate times to discuss any issues or problems.
- Work toward developing habits, skills, and attitudes that are positive.
- Determine the professional behavior expectations set by the school system/school where you are employed, and make those expectations a priority.

Course Evaluation

In order to earn a grade of Satisfactory (S) Academic Centers and Macon Residential Programs or a grade of “B” Atlanta/Macon MAT or Certification Only Program, the requirements will be evaluated as follows:

1. You must accrue a minimum of **265** points (Academic Centers and Macon Residential Programs: EDUC 480, 485) or a minimum of **290** points (Atlanta/Macon: EMAT 608) from among the following:
   - Placement Context (LT) 40 points               **EMAT 608**
   - Practicum Notebook Check 1 10 points 325 – 350 = A
   - Practicum Notebook Check 2 10 points 312 – 324 = B+
   - Analysis and Reflection Assignment (LT) 50 points 290 – 311 = B
   - Formal Lesson Plan 1 and 2 (15 pts. each) 30 points 280 – 289 = C+
   - Two-Day Connected Learning Segment 30 points 265 – 279 = C
   - Video Lesson Critique (LT) 40 points 228 – 264 = D
   - Focused Topic Journal (3 entries LT) 30 points 0 – 263 = F
   - Submitted Student Demographic Data Assignment 10 points
   - Summative Evaluation: Cooperating Teacher & University Supervisor 100 points

   **Total points possible** 350 points

2. Other:
• Time Log: Documented, approved and signed by the Cooperating Teacher (**-10 points if not completed appropriately or on time**)
• Completion of all LiveText assignments/Including the following required forms: Planning Calendar (**-5 points if not completed on time**)
• Submission of Dispositions Assessment Form from the Cooperating Teacher to the University Supervisor
• Summative Evaluation by the Cooperating Teacher
• Summative Evaluation by the University Supervisor
• Correct use of Standard English: Written and Oral
• Seminar Attendance (5 for each seminar not attended)
• Satisfactory Evaluations by the Cooperating Teacher and University Supervisor (2 evaluations each)
• End of Course Semester Surveys (found in Livetext)

Failure to accrue the required minimum number of points as described in Part 1 and/or failure to complete successfully the requirements described in Part 2 and/or failure to receive a Developing or Proficient Level rating in appropriate areas of Part 2 will result in a final grade of Unsatisfactory (U) for EDUC 480/485 or a grade below the B required for EMAT 608. An Unsatisfactory grade (EDUC 480/485) or a grade below B (EMAT 608) will require repeating the Practicum experience prior to progression to Student Teaching or Internship.

**Participation and Attendance**

Practicum is a required course in the Teacher Education Program. Teacher candidates are expected to meet the criteria established for the course as described in the syllabus. These criteria include, but are not limited to, punctuality and attendance at the assigned school according to the schedule established by the school/school system, and professionalism in manner and dress. These and other policies outlined in this syllabus are consistent with the responsibilities of the profession of teaching for which teacher candidates are preparing and for which they are accountable.

If an emergency necessitates absence or tardiness by a teacher candidate, please notify the Cooperating Teacher and the University Supervisor as soon as possible. **More than two (2) absences from school, other than absences scheduled by the Tift College of Education, may necessitate an extension of the field experience to make up the days lost.**

Seminar attendance is required of all teacher candidates participating in a field experience. Arriving late (15 minutes or more) or departing early (15 minutes or more) constitutes an absence. Failure to attend the seminars could have a negative effect on the final grade. **Failure to attend the Orientation Seminar for the Practicum/Field Component IVA experience will prevent a teacher candidate from participating in the field experience.**

**Termination/Remediation**

1. An individual candidate’s field experience assignment will be terminated if school officials (e.g., the Cooperating Teacher, the school principal) and/or the University Supervisor recommend termination. The termination will be justified by official documentation that indicates any of the following: the candidate jeopardizes instructional processes at the school; the candidate has exhibited a lack of professionalism and/or unethical behavior; the candidate has not demonstrated the expected professional dispositions and there are substantial concerns about this area of the candidate’s development. If the documentation also indicates that the candidate had adequate time and opportunity to remedy the problem(s) and has not successfully worked with the school and the University Supervisor to resolve the problem(s), then the candidate is removed from the classroom setting and will not be placed in another setting during the same semester.

2. University Supervisors must discuss any consideration for termination with the Associate Director of Field Placement at the appropriate site who will inform the appropriate Chair. Decisions regarding grade, opportunities for remediation, and subsequent reassignment will be made by the Associate Director after consultation with the University Supervisor and the appropriate Chair.
3. If a joint decision recommends remediation and a new placement for the field experience, a remediation plan that addresses the specific areas of concern will be developed with input from the candidate's University Supervisor, Cooperating Teacher, Chair, and the Associate Director of Field Placement. Each remediation plan will be individualized for the teacher candidate, and implementation will be supervised by a University Supervisor and the Associate Director of Field Placement. Specific time limits will be set, and the remediation plan must be successfully completed prior to any new placement. It is important to note that a field experience can be repeated only once.

4. If a joint decision by the Associate Director of Field Placement, the University Supervisor, and the appropriate Chair does not recommend remediation and a new placement, the Chair will inform the appropriate Associate Dean. The Associate Dean will arrange a conference with the candidate to discuss options available and to recommend a course of action.

Professional Contact Policy with TCOE Partnering Schools and School Systems

Tift College of Education students should refrain from improper contact with partner schools associated with Mercer University during their enrollment in our program. “Improper Contact” can be defined as contact with partnering schools regarding placement without OFP consent. Further, “improper contact” should not be made using cell phones, social media, telephones, email correspondence or USPS mail services. Students who have grievances regarding their placements, Cooperating Teachers, University Supervisors, or others before, during, or at the conclusion of their experience should contact the Associate Director of Field Placement. The Associate Director will explain the proper channel to file an official grievance, as needed.

Resources

- GACE, http://gace.ets.org/
The Practicum/Field Component IVA Notebook

Each fieldwork student is required to keep an electronic notebook in LiveText. There will be two checks of the electronic notebook during the semester, and each notebook check is given up to 10 points. Specific requirements are provided in LiveText and include the following criteria:

**Practicum Notebook (20 points)**

Class Organization/Structure
- Class Roster
- Daily Schedule for your assigned classroom
- Class policies
- Timelog
- Instructional Planning
  - Planning Calendar OR Daily Teaching Schedule (Mentored Practicum only)
  - Learning Segments/Lesson Plans (all lesson plans must be signed by the CT and electronically scanned and uploaded to the electronic notebook in LiveText)

**Total points possible**  
**20 points**
Practicum/Field Component IVA
Planning Calendar

Teacher Candidate Name_____________________________________School______________________________________________

CP = Co-Plan  O = Observe  A = Assist  CT=Co-Teach  T = Teaching

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<tr>
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<th>Monday</th>
<th>Tuesday</th>
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| Week Two |                |                |           |          |           |
| Week Three |            |                |           |          |           |
| Week Four |                |                |           |          |           |
| Week Five |                |                |           |          |           |
| Week Six |                |                |           |          |           |</p>
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The Chart below is a guide or sample. Work with your University Supervisor and Cooperating Teacher for the best model. You may have to teach more than two lessons per week to achieve the minimum of 10. You will need to add specific dates to your on-site task calendar.

**Example:**

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<thead>
<tr>
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<th>On-Site Task</th>
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<tbody>
<tr>
<td>1</td>
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<td>A/CT</td>
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<td>4</td>
<td>CT/T</td>
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<td>15</td>
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</tbody>
</table>

CP = Co-Plan   O = Observe   A = Assist   CT=Co-Teach   T = Teaching
**Practicum Time Log**

____ EDUC 485 ____ EDUC 480 _____ EMAT 608  

Semester/Year: ________________________________

Teacher Candidate Name______________________________________________________________

Last First MI

School________________________________ Countiy/System______________________

Cooperating Teacher _____________________________ Grade/Subject ____________________

*Note: The teacher’s signature validates the form. This form must be signed and given to the University Supervisor at the conclusion of the field experience, i.e., at the final seminar.*

<table>
<thead>
<tr>
<th>Dates</th>
<th>Times</th>
<th>Hours on Site</th>
<th>Cooperating Teacher Signature</th>
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<tbody>
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<td>Please sign at the end of each week.</td>
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<td>Please indicate absences.</td>
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</tbody>
</table>
Practicum Time Log Continued.

*Note: The teacher’s signature validates the form. This form must be signed and given to the University Supervisor at the conclusion of the field experience, i.e., at the final seminar.*

<table>
<thead>
<tr>
<th>Dates</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Please sign at the end of each week. Please indicate absences.</td>
</tr>
</tbody>
</table>

Total Practicum Hours_________

Signature of Cooperating Teacher____________________________________
Create a video recording of yourself teaching a learning segment. Review the recording and respond to the prompts that are provided. Refer to examples in your video clips(s) in your explanations.

I. **Introduction**
The introduction briefly describes the lessons and provides a context for understanding your critique. Include a brief description of the class and the content/skills that are addressed in the learning segment.

If you experienced a technological issue with your video recording, please explain here.

II. **Student Engagement**
A. Explain how your instruction engaged students in developing essential skills and building foundational knowledge.

B. Describe how your instruction connected students’ prior knowledge and personal and cultural assets with new learning.

III. **Enhancing Student Learning**
A. Describe how you engaged students and promoted critical thinking.

B. Explain how you supported students to scaffold their learning. You will want to provide examples from each lesson in the learning segment.

IV. **Analysis of Teaching**
A. How did your instruction support learning for the entire class and for students who need additional support? How did you differentiate instruction? How did you utilize the co-teacher(s) in the classroom?

B. What did you learn about your strengths?

C. What changes would you make to your instruction in order to better support student learning of the objectives addressed in your learning segment?

D. How would these changes improve student learning? Use student examples and theoretical principles and/or research to support your thinking.

Submit the following to LiveText:
- Video critique
- The learning segment plan AND each lesson plan

The video clip(s) must be unedited and submitted to your University Supervisor for evaluation. Students who have not submitted the school district’s media release form should not be included in the video clips.

If the school district does not use a media release form for video recordings or if you need a permission form, please contact the Office of Field Placement at tiftfieldplacement@mercer.edu.
Connected Learning Segment (CLS) Commentary

Note: To be used by students during fieldwork

Mercer Connected Learning Segment (CLS) Commentary Template

Teacher Candidate:

Grade Level:

Date:

Unit/Subject:

Compose a narrative response describing the effectiveness of the strategies you included in your connected learning segment (CLS) in each of the sections listed below. The purpose is to explain the rationale for choosing your strategies and analyze what went well and what you might do to improve student learning. You may use the guiding questions to help in developing your response. You do not have to respond to all of the questions. However, make sure your response is clear, concise and includes some evidence of theory and/or research.

Standards Correlation and Central Content Focus:

• How effective was your planning in terms of developing the central focus over the course of the learning segment? How well did students grasp the central focus of this learning segment by the final day?

Learning Targets:

• How effective were the learning targets that you used in this segment? Did the students understand the targets? Is there anything you would change about the way you designed or implemented the learning targets across the learning segment?

Academic Language:

• How did you scaffold the learning segment to support the demands of academic language so that students could learn, participate and engage in meaningful ways with the content?
• How did your CLS support the students’ receptive language skills (e.g., listening, reading) and productive language skills (e.g., discourse/speaking, syntax/writing)? Cite specific examples from the CLS.
• How well did students grasp the specific language function (usually identified from the verb in your standard) that students will need to engage in the content? Cite a specific task from your CLS that demonstrated opportunities for students to practice the language function.
• How did your learning segment promote a connection between reading and writing?
• Describe the learning strategies you used in your lesson plan to build knowledge of essential content-related vocabulary.

Learning Segment Scope and Sequence:

• How did your learning targets and tasks show a progression of learning over time and support the development of reasoning, problem solving, and/or critical thinking skills?
• How did your role and the students’ roles change over time to promote increased student ownership of the learning?
Differentiation/Planned Support (Context for Learning)

- How did you utilize the information you included in the context for learning (knowledge about your students) to inform critical decisions about what and how you taught? Provide specific examples.
- How did the lessons in your segment support the social, cultural, knowledge, skills, and/or interests of your students? Provide specific examples.
- How did the lessons in your segment support students with specific learning needs?
- What research based instructional strategies/theoretical principles did you utilize to ensure the learning needs of your students?

Assessment

- Describe both the formative and summative assessment measures you used in your CLS.
- What research based assessment strategies/theoretical principles helped guide you in your selection of assessment techniques?
- How did the results from these assessments provide specific information about student mastery of the skills identified in your central content focus?
- How were the assessments differentiated to address the needs of the various individuals or groups of students identified in your context for learning?
- How did you provide specific feedback to your students?
- How did you determine each student’s level of mastery of your central content focus?
- Will additional review be needed to help students grasp the content of your CLS?

Overall Reflection

- What part of your learning segment did you think was most effectiveness in terms of enhancing student learning?
- What would you change/improve about the way you taught this learning segment?
- What is one specific goal you would like to set to help you grow in your effectiveness as a teacher?
Teacher Candidate:

Grade Level:

Date:

Unit/Subject:

Standard Correlation:

Use the GSE or GPS standards and any other standards that are required in the county/school system in which you are placed. Write the whole standard and any element that will be used. Include all standards and elements that will be addressed during the CLS.

Central Content Focus:

Describe the central concept(s) or understanding(s) that you want students to gain by the end of this learning segment. Add an essential question for each day to reflect those concepts and understandings.

Learning Targets:

List what you want the students to know (knowledge) and be able to do (skills) at the end of this learning segment. These learning targets should help students grasp the central content focus.

Context for Learning:

List any special features of your school and/or classroom setting that will affect your teaching in this learning segment. Summarize the required or needed supports, accommodations, or modifications for your students that will affect your instruction. Also discuss how you will consider the cultural, social, emotional, developmental and interest needs of your students.

Academic Language:

Detail the specific academic language demands (language function, discourse and/or syntax) that will be used by students to participate in learning tasks through reading, writing, listening, and/or speaking to demonstrate understanding of the central lesson focus.

Key Vocabulary:

Identify specific academic vocabulary that students will need to understand the central content focus of the learning segment.

Materials/Instructional Technology:
List any materials needed (teacher/student) including technology, supplies, textbooks, and other resources particular to this learning segment.

Differentiated Strategies:
List specific strategies that will be used to meet the varied learning needs of the students as described in your context for learning.

Assessment Strategies:
Detail the ways that you will be checking for student understanding continuously throughout the learning segment. Give examples of specific uses of formative and/or summative assessments.

Learning Segment Scope and Sequence:
Provide an overview of the progression of your central content focus over time. Make a list including each day of the CLS and the key learning target(s) that will be addressed each day. The scope and sequence should demonstrate how skills and activities will become increasingly more complex over time.

Theoretical Principles and/or Research Based Best Practices:
Explain the educational theory and/or research used for planning the learning segment.

Step-by-step Procedures: Complete this section for EACH day of the CLS.

Standard(s): List the specific standard(s) and element(s) that will be addressed on this day of the CLS.

Learning Targets: List what you want the students to know (knowledge) and be able to do (skills) at the end of this lesson. These learning targets should help students grasp the central content focus.

Introduction: (_____minutes)
Explain how students will be involved in the opening of the lesson including elements such as prior knowledge check, review of previous learning targets and activating interest in the lesson content.

Instruction: (_____minutes)
Explain how you will present and engage students in the lesson content. Elements that might be detailed in this section include direct instruction, modeling, guided practice, demonstrations, directions for tasks, etc.

Practice: (_____minutes)
Explain how you will engage students in learning tasks to work towards mastery of the central focus. This might be done through strategies such individual or flexible groups, learning centers, performance tasks, etc. These tasks should specifically support your lesson learning targets and provide content application.
Closing: (_____ minutes)

Detail how students will be involved in strategies to review key concepts, summarize learning, clarify misconceptions and complete a final check of understanding.
Mercer Stand Alone Lesson Plan Template

Teacher Candidate:

Grade Level:

Date:

Unit/Subject:

Standard Correlation:

Use the GSE or GPS standard(s) and any other standards that are required in the county/school system in which you are placed. Write the whole standard and any element that will be used.

Central Content Focus:

Describe the central concept(s) or understanding(s) that you want students to gain by the end of this lesson. Add an essential question for each day to reflect those concepts or understandings.

Learning Targets:

List what you what the students to know (knowledge) and be able to do (skills) at the end of this lesson. These learning targets should help students grasp the central content focus.

Context for Learning:

List any special features of your school and/or classroom setting that will affect your teaching in this lesson. Summarize the required or needed supports, accommodations, or modifications for your students that will affect your instruction. Discuss how you will consider the cultural, social, emotional, developmental and interest needs of your students.

Academic Language:

Detail the specific academic language demands (language function, discourse and/or syntax) that will be used by students to participate in learning tasks through reading, writing, listening, and/or speaking to demonstrate understanding of the content focus of the lesson.

Key Vocabulary:

Identify specific academic vocabulary that students will need to understand the content focus of the lesson.

Materials/Instructional Technology:

List any materials needed (teacher/student) including technology, supplies, textbooks, and other resources particular to this lesson.
Differentiated Strategies:

List specific strategies that will be used to meet the varied learning needs of the students as described in your context for learning.

Assessment Strategies:

Detail the ways that you will be checking for student understanding continuously throughout the lesson. Give examples of specific uses of formative and/or summative assessments.

Step-by-step Procedures:

Introduction: (_____minutes)

Explain how students will be involved in the opening of the lesson including elements such as prior knowledge checks, review of learning targets and activating interest in the lesson content.

Instruction: (_____minutes)

Explain how you will present and engage students in the lesson content. Elements that might be detailed in this section include direct instruction, modeling, guided practice, demonstrations, directions for tasks, etc.

Practice: (_____minutes)

Explain how you will engage students in learning tasks to work towards mastery of the central focus. This might be done through strategies such individual or small flexible groups, learning centers, performance tasks, etc. These tasks should specifically support your lesson learning targets and provide content application.

Closing: (_____minutes)

Detail how students will be involved in strategies to review key concepts, summarize learning, clarify misconceptions and complete a final check of understanding.
Tift College of Education
Grade Submission Form: University Supervisor

Check one:  ____ EDUC 480: Holistic Child  ____ EDUC 485  ____ EMAT 608

Teacher Candidate Name_________________________________________ MercerID#__________________________

Campus Location_________________________________ Semester_____ Year_______

Assigned School_________________________________________ Grade/Subject___________________________

County/School System_________________________________ Principal__________________________

Cooperating Teacher_________________________________ University Supervisor________________________

Part 1: You must accrue a minimum of 265 points (Macon Residential & RACs) or a minimum of 290 points (Atlanta) from among the following in order to earn a grade of Satisfactory (S) (Macon Residential & RACs EDUC 480/485) or a grade of "B" (Atlanta EMAT 608):

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Possible Points</th>
<th>Penalty</th>
<th>Awarded Points</th>
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<tbody>
<tr>
<td>Placement Context</td>
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<tr>
<td>Practicum Notebook Check</td>
<td>20</td>
<td></td>
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<tr>
<td>(10 Points Each)</td>
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<tr>
<td>Analysis and Reflection Assignment</td>
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<td>Forma Lesson Plan 1 and 2 (15 points each)</td>
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<tr>
<td>Two-Day Connected Learning Segment</td>
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<tr>
<td>Video Lesson Critique</td>
<td>40</td>
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<tr>
<td>Focused Topic Journals (3 at 10pts each)</td>
<td>30</td>
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<tr>
<td>Summative Evaluation CT and US</td>
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<tr>
<td>Student Demographic Data Assessment (TOFES)</td>
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<tr>
<td>Observation I -25 point penalty if student is not prepared</td>
<td>S/U</td>
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<tr>
<td>Observation II -25 point penalty if student is not prepared</td>
<td>S/U</td>
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<tr>
<td>Total Possible Points</td>
<td>350</td>
<td>Total Penalty Points:</td>
<td>Total Accrued Points:</td>
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Part 2: Please check off that the following has been completed:

____ Time Log: Documented, approved, and signed by the Cooperating Teacher
____ Completion of all LiveText assignments and Submission of all required forms (Planning Calendar)
____ Submission of Dispositions Assessment Form from the CT to the US **
____ Summative Evaluation by the Cooperating Teacher **
____ Summative Evaluation by the University Supervisor **
____ End of Course Evaluations. Located in Livetext

**Must reflect either Developing or Proficient Level; any Unacceptable ratings will require the Teacher Candidate to meet with the Associate Director of Field Placement, the Site Chair, the Advisor, and the University Supervisor.

Grade Equivalency Atlanta EMAT 608:

<table>
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<th>Points Range</th>
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<tbody>
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<td>312-324</td>
<td>B+</td>
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<td>B</td>
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<td>280-289</td>
<td>C+</td>
</tr>
<tr>
<td>265-279</td>
<td>C</td>
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<tr>
<td>0-264</td>
<td>F</td>
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FINAL GRADE ASSIGNED:________

University Supervisor Signature ______________________________________ Date ________________
EDUC 488/EMAT 609:
Mentored Practicum Syllabus
Dear Mentored Practicum Teacher Candidate:

The Mentored Practicum is an intensive field experience designed for the initial certification student who is involved in completing a teacher preparation program but who has been hired as a full-time classroom teacher by a school system or by an approved accredited private school. Such a teaching position implies that you have an undergraduate degree and that you have a valid non-renewable certificate issued by the Professional Standards Commission appropriate to the grade/subject being taught; you are teaching in a setting appropriate to the certification you are seeking.

During this Mentored Practicum experience, you are asked to bring together theoretical learning and earlier preparatory experiences to facilitate learning in your own classroom while still actively pursuing the completion of coursework for initial certification. As a result, a Mentored Practicum provides an on the job opportunity for reviewing, analyzing, evaluating, and integrating theory and practice.

The Mentored Practicum brings together the three strands of the Conceptual Framework that are the premises on which the Mercer University Teacher Education Program is based and is described in the syllabus within this handbook. The Mentored Practicum classroom provides an environment that enables you to merge together a knowledge base, pedagogical skills and abilities, and reflective and professional abilities that you are gaining through the teacher preparation program. In your teaching position, you will encounter, address, resolve, and reflect on issues related to the body of diverse students, to the subject(s) taught, to the tasks of working with colleagues in the education profession and in school systems, and to growth in the profession of teaching. Experience gained through the Mentored Practicum experience should result in a deeper understanding of the many personal and professional aspects of teaching. Reward and challenge will be offered during the experience as questions are raised and solutions are sought.

With the support and supervision of a University Supervisor and a Mentor Teacher from the school in which you work, you are expected to demonstrate initiative, responsibility, perseverance, professionalism, and competence in all areas of teaching. The growth and achievement necessary for a level of teaching competence appropriate for beginning and completing an internship are the ultimate goals of the Mentored Practicum experience.

If you have any questions or problems, please contact the Office of Field Placement. Also, be sure to check the appropriate listserv, your Mercer e-mail account, and the Office of Field Placement website frequently for any announcements and other information relative to the Mentored Practicum. You will be held responsible for all information that is sent either to your Mercer e-mail account or that is posted to the listserv or website.

We in the Tift College of Education are proud to see you reach this stage in your preparation to become a teacher.

Sincerely,

Kristin T. Doss
Associate Director of Field Placement
Tift College of Education
Mercer University
The Transforming Educator
To Know  To Do  To Be

“The Transforming Educator,” the living link between the child and learning, is an educator who is changing internally through understanding, practicing, and reflecting such that, individually and collaboratively, he or she implements for all children appropriate and significant life-changing learning experiences that effectively provide for the needs of the whole child, that actively engage teacher candidate s in the learning process, and that promote life-long learning.

Instructor Information

University Supervisor ____________________________ E-mail _________________________________

Phone _____________________________________

Purpose of Course

The Mentored Practicum relates to each of the three major premises of the Conceptual Framework (CF) of Mercer University’s Tift College of Education: (1) To Know the foundations of the education profession, (2) To Do the work of a professional education, (3) To Be a Transforming Educator. Mentored Practicum offers a transitional experience from observation and limited teaching to more involved planning and teaching in preparation for the total responsibilities of internship.

Objectives

1. Given access to a classroom, the teacher candidate will observe the demographics of the school and classroom and will develop a growing appreciation for the philosophical, historical, sociological, legal, and psychological aspects of education. (1A, 2A)
2. Given access to a classroom, the teacher candidate will demonstrate good communication skills both in planning and in implementing instructional plans. (1B, 2B, 4B, 4H)
3. Given access to a classroom, the teacher candidate will demonstrate an understanding of the content bases for curricula as well as the use of technology in the classroom. (1A, 2A, 1B)
4. Given access to a classroom, the teacher candidate will plan appropriate instruction using a variety of classroom instructional techniques and strategies. (1B, 2B, 3A, 4C)
5. Given access to a classroom, the teacher candidate will demonstrate the ability to work with and instruct students at a variety of rates and work with and instruct students with a variety of abilities and learning styles. (2B, 3B, 4A, C, G)
6. Given the opportunity to work in a classroom, the teacher candidate will be able to reflect on his/her teaching and its effect on student learning. (1C, 2C, 4E, F, G)
7. Given the opportunity to work in a classroom, a school, and a school system, the teacher candidate will both analyze and reflect upon his/her role as a decision maker, a facilitator of learning, and a role model within the classroom, the school, and the community. (1C, 2C, 3C, 4D, E, F, G)

In summary, during the Mentored Practicum experience, teacher candidates will have the opportunity to practice (To Do) what they have learned (To Know) and to continue to conceptualize their understanding of a teacher as a Transforming Educator (To Be).

See Page 11 in the Resource Guide to refer to the Conceptual Framework
Getting Started

- Teacher candidates enrolled in the Mentored Practicum must subscribe to the appropriate listserv and must check their Mercer e-mail accounts and Office of Field Placement website’s Announcements regularly for updates, and other communications. All students in the Teacher Education Programs of the Tift College of Education are required to use Mercer e-mail accounts. Instructions for opening Mercer e-mail accounts are available in the education offices on each campus.

- Teacher candidates enrolled in the Mentored Practicum must have a Mentored Practicum Notebook. Follow the directions given in this handbook for organizing the Notebook. There will be two (2) notebook checks scheduled by the University Supervisor: a check for organization at Seminar 1 and a check during the Practicum experience for continued organization and inclusion of appropriate content, including all lesson plans up to and including the day of the Notebook check. Ten (10) points are available for each notebook check.

- Teacher candidates enrolled in the Mentored Practicum must meet with their assigned Mentor Teacher and plan with him/her a calendar for meeting the Mentored Practicum requirements.

- The Student Demographic Data Assessment must be submitted in TOFES by the end of the first week in schools.

LiveText Requirements

1. **A LiveText account.** Required for every Field Experience. If you do not already have a LiveText account, please contact tiftltsupport@mercer.edu for assistance.

2. **LiveText Check-Up.** You can find the list of courses available to you in LiveText in any of three locations: (1) under the Course tab; (2) in the upper right corner when you are on your Dashboard; (3) the available tabs of Active Assignments on your Dashboard (courses only show up there if there is an assignment that is “active”, i.e., awaiting submission or awaiting assessment). Locate your courses in one of these three ways and do the following:
   a. Be sure this course section, with the name of your University Supervisor, appears in your list of courses.
   b. Be sure that you are enrolled in all courses listed in your account.

3. If you see problems with a field experience course (i.e., you have the wrong supervisor listed or you don’t see the field experience course at all), or if you do not see ANY courses (and you know that you are registered for some that require LT), please notify the Office of Field Placement at tiftltsupport@mercer.edu.

4. **LiveText Assignments.** Courses requiring LiveText are listed in your LiveText account under the Course tab. Within each course, specific LiveText requirements are listed on the Assignments tab.

5. **How to submit required assignments in LiveText:** See the step-by-step instructions in the Help section of LiveText (In Help, under the For Students tab, [https://www.livetext.com/c1_help/for_students](https://www.livetext.com/c1_help/for_students)). **Important reminder:** If you are submitting an assignment that includes a template for your use, you must use that template; do not simply submit a Word document unless that is clearly an option for the assignment.

6. **Use the Help section in LiveText.** The Help link is located in the upper right corner of your window from within your LiveText account.

7. **Dispositions Assessment.** At the end of the course, you will be provided with formative feedback on your development and on demonstration of the professional dispositions that are important for Transforming Educators. No grade or score from the dispositions assessment will affect your course grade. Even though it will appear in your list of assignments, you do not have to submit anything for this assessment to occur. You can, however, go into the assignment to see the rubric that will be used to give dispositions feedback. The list of professional dispositions will be discussed at a seminar.

Methods of Instruction

The primary means of instruction is student dialogue through class discussions and small group discussions. Other methods of instruction include lecture and independent work. The Teacher Education listserv and the Office of Field Placement website’s Announcements are used to post updates and deadlines. **Teacher candidates should use their Mercer e-mail accounts.**

Instructional Requirements

- Teacher candidates must complete a Student Demographic Data Assessment for the placement school, using the required format. **If not completed on time, candidates will incur a 5-point penalty.**
Teacher candidates must keep a reflective focused topic Journal (use LiveText template entitled Journal: Practicum). Journals will be submitted electronically via the Practicum teacher candidate’s LiveText account and should be linked to the Portfolio.

Complete the Placement Context in LiveText. You may consult your Cooperating Teacher.

Teacher candidates should plan with the Cooperating Teacher to determine opportunities for a **minimum of five (5) instructional lessons and one two-day connected learning segment**. ECE/SPED candidates should complete at least one literacy and one math lesson; the connected learning segment also needs to be in literacy or math. MG/SEC candidates should develop lessons in your content area.

All of these instructional lessons must be submitted in filed in your Notebook, and you must use the Mercer Lesson Plan Template included in this handbook. (Template is in Live Text). Consult the Cooperating Teacher’s letter for suggested progression of the lessons and learning segment. You will choose two (2) of these lessons AND the two-day connected learning segment to upload to LiveText, after you have delivered/taught the lessons. You may be asked to teach more than five lessons. If so, you may use an informal lesson plan outline for any additional teaching events. You must have a lesson plan for any teaching event for which you are responsible. All lesson plans/instructional plans must also indicate that the Cooperating Teacher has approved a lesson before it is taught (CT’s initials and date), and all lesson plans. Informal plans taught must include date, lesson title, standard, diversity, material needed, and procedures.

- **You will use the Mercer Long Form Lesson Plan Template for the five instructional lessons or for any lesson that includes an observation evaluation.**
- **You will use the Mercer Connected Learning Segment with Guided Questions Template and the embedded Mercer Short Form Lesson Plan Template for the two-day connected learning segment.**

Teacher candidates are required to complete an Analysis and Reflection assignment during the Mentored Practicum experience. Details for the assignment are given in Livetext. This assignment must be linked to the Portfolio.

There will be a Dispositions Assessment completed by the Mentor Teacher and the University Supervisor. At the end of the semester, be sure to review the evaluation that will be based on assessments from your Mentor Teacher and from your University Supervisor. The dispositions assessment will provide you with formative feedback on your development and on your demonstration of the professional dispositions that are important for Transforming Educators. No grade or score from the dispositions assessment will affect your course grade; however, failure to submit the dispositions documents will impact your final grade.

Teacher candidates must submit a video recording of one teaching lesson. After viewing the videotape, teacher candidates will submit a critique of their teaching performance using the LiveText format. If there are restrictions on videotaping in the school system, teacher candidates should consult with the Mentor Teacher and the University Supervisor concerning an alternate plan. The alternate plan could be a third observation. The videotaped lesson must not be a lesson that is also used for a formal observation by the MT or the US.

A written formative assessment, using the *Candidate Assessment on Performance Standards* (Evaluation Rubric) as criteria, will document these formative assessments (Use CAPS.) and a written reflection will follow. This assignment is based on a LiveText template and is to be submitted to your University Supervisor. The person who is observed must be actively engaged in teaching.

**Evaluation Standards for Teacher Candidates**

Evaluation of a Teacher Candidate is a continuous process involving self-evaluation by the Teacher Candidate, evaluation by the Mentor Teacher, and evaluation by the University Supervisor. The focus is on growth—becoming the best beginning teacher the Teacher Candidate can become. The rubric, *Field Experience Standards of Performance for Initial Certification Candidates*, is provided to Teacher Candidates, to Cooperating Teachers, and to University Supervisors as a basis for the assessment of initial certification Teacher Candidates. The standards are adapted from the Georgia Framework for Accomplished Teaching and reflect the principles of Tift College of Education’s Conceptual Framework, “The Transforming Educator.” A grade of **Satisfactory (S) or Unsatisfactory (U)** is given for EDUC 488; **letter grades (A-F)** are given for EMAT 609.
Self-Evaluation for Teacher Candidates

Probably the most important evaluation is self-evaluation or reflection done by the Teacher Candidate. For the career teacher, self-evaluation is the major vehicle of long-term improvement. Outstanding teachers regularly explore two questions as they teach:

What worked well in the lesson?

What would I change if I were to teach this lesson again to a similar group of students?

The first question provides positive feedback that supports and encourages the teacher. The second becomes the stimulus to look more closely at student development, interests, needs, and learning styles, and to analyze preparation, planning and presentation. Without this kind of reflection, a teacher grows complacent and stale, often inappropriately blaming students for learning problems rather than solving learning problems. Objective, regular self-evaluation helps the Teacher Candidate continue to be a vital, growing professional.

The University Supervisor also completes a summative evaluation at the end of the semester. This evaluation is also holistic and encompasses all submitted work.

Teacher Candidate Evaluation Criteria

- Teachers are expected to speak and to write in Standard English. Teacher candidates are expected to do so at all times because they serve as models for their students. Failure to speak or to write in English that is grammatically correct may result in remedial work and could prevent progression in the sequence of field experiences.

- There will be a minimum of two (2) on-site formative evaluation observations of teaching performance by the University Supervisor, including a review of the Notebook, during the semester. The Notebook must include all lesson plans, both formal and informal, up to and including the date of the observation. The specific lesson plan for the observation must be available to the University Supervisor. The University Supervisor will discuss the observations and will give written appraisals (Formative Evaluation Observation Instrument) so that teacher candidates may stay apprised of their status. If more than two formative observations are required, a third may be scheduled by the University Supervisor after consultation with the Mentor Teacher. If the third observation indicates concerns about the performance of the candidate, the University Supervisor, the Mentor Teacher, the Principal, and the Associate Director of Field Placement will confer as to any action that might be necessary. Site Chairs and advisors will be notified.

- If the teacher candidate is not prepared for a scheduled observation, 25 points for each occurrence will be deducted from the final Mentored Practicum score earned by the candidate. Being prepared for the observation includes having the lesson plans printed and ready for the University Supervisor and teaching a lesson that is appropriate for an observation.

- There will be a minimum of two (2) on-site formative evaluation observations of teaching performance by the Mentor Teacher during the semester with one evaluation occurring during the two-day learning segment. The lessons observed by the MT must not be the same lessons observed by the US or the lesson used for the video critique. The Mentor Teacher should discuss each observation with the teacher candidate and should provide a copy of the written assessment to the teacher candidate.(Formative Evaluation Observation Instrument)

- Attendance at all seminars scheduled by the University Supervisor is required. A five-point penalty will be imposed for each absence. Any problems with attending seminars must be discussed with the University Supervisor prior to the seminar.

- The judgments of the Mentor Teacher and the University Supervisor must indicate satisfactory completion of responsibilities, satisfactory performance in teaching, and an acceptable level of professionalism based on willingness to accept constructive criticism and to initiate change as needed.

- The Summative Evaluations by the Mentor Teacher and the University Supervisor must reflect either Developing or Proficient Levels; any Unacceptable ratings will require the Mentored Practicum teacher candidate to meet with the Associate Director of Field Placement, the Site Chair, the Advisor, and the University Supervisor. The MT’s Summative Evaluation must be signed and dated by the Mentor Teacher, and delivered to the University Supervisor at the last seminar.

- All assignments are due when stated. An assignment not turned in by its due date will be considered late. “Turned in” means different things for different assignments: so see individual assignment guidelines for details.
about submission of assignments. Assignments submitted after the due date will be penalized 10% of the points for the assignment; however, an assignment submitted after one week (7 days) must be submitted but will not be read or graded. It will receive 0 points in the evaluation of points for the assignment. Please note that assignments must be submitted in order to complete the field experience requirements even if the assignment is submitted after one week and no points/grade is assigned.

- Any additional requirements set by the Teacher Education Programs or the University Supervisor must be completed satisfactorily.

**Evaluation by the Mentor Teacher**

The Mentor Teacher has accepted the responsibility of guiding the growth of a teacher candidate on a day-to-day basis. He/she will also prepare and submit formative evaluations throughout the teacher candidate’s classroom experience. The effectiveness of these efforts, however, depends heavily upon the spirit in which they are received by the teacher candidate. A Mentor Teacher cannot change a teacher candidate; the teacher candidate must make the changes. A teacher candidate should focus on how to be a better teacher. With this focus, a teacher candidate is ready to receive feedback that will lead to improvement.

Evaluations are vital for growth, regardless of whether the evaluation is of a student, a teacher candidate, or of oneself. If areas of strength or need are not known, change and growth cannot occur. The Mentor Teacher is asked to evaluate the teacher candidate with honesty, thus providing the kind of feedback that will provide for change and professional growth.

The behaviors evaluated by formative and summative evaluations are clearly delineated in the rubric provided. The *Candidate Assessment on Performance Standards* is located in TOFES. Consulting this rubric while completing the forms will help the Mentor Teacher and the University Supervisor provide evaluation that is consistent and equitable.

The dispositions assessment may be unfamiliar to the Mentor Teacher. It is not an assessment that affects the teacher candidate’s grade, nor is it a punitive evaluation. It is, however, an important assessment that helps shape growth in the professional dispositions of the teacher candidate. The descriptors for the categories will provide helpful information and guidance on how to complete this assessment.

**Evaluation by the University Supervisor**

The University Supervisor shares in the responsibility for facilitating the growth of a teacher candidate. Most of his/her evaluations will be formative in nature and are designed to encourage professional development. In regular visits with the Mentor Teacher and the Mentored Practicum Teacher Candidate, the University Supervisor will assess progress and assist in plans for further improvement. Periodically, he/she will observe the Mentored Practicum teacher candidate in various teaching roles and will provide feedback to facilitate growth.

**ROLES AND RESPONSIBILITIES**

**The Mentored Practicum Student**

A Mentored Practicum is designed for those students who are employed in an approved accredited school setting on a provisional/non-renewable teaching certificate. Prerequisites: Full admission to the Certification Only Program within the Tift College of Education; documentation of a provisional/non-renewable certificate and a contract for current employment for a full time position appropriate for the certificate area; eligibility for the Mentored Practicum based on current program requirements; and approval by the Associate Director of Field Placement. Students who wish to complete a Mentored Practicum must apply for the experience through the Office of Field Placement and must provide documentation of the above listed criteria to the Associate Director of Field Placement. Mentored Practicum students will be registered for EDUC 488 (RAC) or for EMAT 609 (Atlanta) by the appropriate office of Field Placement. Grades of S/U are assigned for EDUC 488; Grades of A-F are assigned for EMAT 609. A special fee is assessed.

**The Mentor Teacher**

The Mentor Teacher is selected by the principal from among full-time Master Teachers in the school. Mentor Teachers must be fully certified in the field for which they are serving as mentors and must have a minimum of three years teaching experience. TSS training is highly desirable but is not required.

The Mentor Teacher is asked:
1. To cooperate and work with the University Supervisor to provide a successful experience.
2. To visit the teacher candidate’s classroom a minimum of two (2) times during the semester to make adequate and appropriate observations and to offer help as needed. Mentor Teachers are asked to use the Formative Evaluation Observation instruments provided by the Tift College of Education to provide written records of the observations. Copies of the observation instrument should be submitted to the University Supervisor.
3. To meet with and counsel the Mentored Practicum teacher candidate regarding problems and concerns and to make suggestions as required.
4. To submit the Dispositions Assessment Form near the end of the semester. This form is located in TOFES under the Mentor Teachers account.
5. To complete a Summative Evaluation at the end of the semester. This form should be completed in the Mentor Teachers TOFES account.
6. To meet with the University Supervisor to provide input for assignment of a final grade for the experience.

**The University Supervisor**

The University Supervisors are selected from among full-time professors in the Tift College of Education and/or approved adjunct instructors.

The University Supervisor is expected:

- To cooperate and work with the Associate Director of Field Placement to develop cooperative relationships with schools/school systems, administrators, and other personnel to facilitate mutual understanding of policies and procedures.
- To visit the classroom a minimum of two (2) times to make adequate and appropriate observations and evaluations and to offer help as needed. University Supervisors will use the Formative Evaluation Observation instruments for these visits.
- To meet with and counsel teacher candidates regarding problems and concerns and to make suggestions as required.
- To maintain written records to aid in directing and evaluating the progress of the Mentored Practicum teacher candidate.
- To collect, review, and evaluate data and assignments as submitted by the Mentored Practicum teacher candidate as required.
- To provide timely feedback to the Mentored Practicum teacher candidate following observations of lessons taught by him/her.
- To work with the Mentor Teacher to provide a successful experience.
- To keep the Associate Director of Field Placement aware of the progress/non-progress of each student.
- To complete the Dispositions Assessment form for the teacher candidate.
- To complete a Summative Evaluation at the end of the semester.
- To assign a final grade for the specific experience and to submit the Grade Submission Form to the appropriate Field Experience.

**PROFESSIONALISM**

Professionalism consists of the norms values, standards, and practices associated with the school as a learning community in which all stakeholder groups are committed to ensuring student achievement and organizational productivity.

- Demonstrate knowledge of The Georgia Professional Code of Ethics and agree to hold oneself accountable to developing professional practices that meet or exceed the expectations of The Code of Ethics.
- Have approval for all activities, lesson plans, letters to parents, following the policies established by the school and the Cooperating Teacher.
- Take the initiative in learning and following the rules and policies of the school and of the classroom. It is critical to know the established routines for fire drills, tornado drills, and other emergency drills.
- Protect the use of the school’s resources, e.g., library, copy machines, consumable supplies, equipment. These resources are not to be used for personal or family convenience.
o Make a genuine effort to build good relationships with the students. However, remember that a Teacher Candidate’s first responsibility is as a teacher.
o Follow through with any agreement made with the Cooperating Teacher relating to the needs of the students, being flexible, and doing the best job possible. Do not make excuses for mistakes; be honest, apologize, and put forth an extra effort to avoid mistakes in the future.
o Try to work through any problem with the Cooperating Teacher before involving the University Supervisor.
o Avoid the temptation to complain about students, the principal, other teachers. (A good way to avoid the temptation is to avoid the Teacher’s Lounge.)
o Demonstrate a positive attitude and be positive, agreeable, and courteous.
o Take initiative in the classroom within the expectations and parameters set by the Cooperating Teacher. Offer help in any way that is needed. Try to plan interesting and creative learning experiences for your students.
o Be open to suggestions and constructive criticism and respond to suggestions for improvement.
o Be on time and prepared with any necessary assignments and materials for each seminar.
o Utilize the expertise and resources of the University Supervisor and arrange appropriate times to discuss any issues or problems.
o Work toward developing habits, skills, and attitudes that are positive.
o Determine the professional behavior expectations set by the school system/school where you are employed, and make those expectations a priority.

Course Evaluation

In order to earn a grade of Satisfactory (S) (Academic Centers and Macon Residential Programs) or a grade of “B” (Atlanta/Macon MAT or Certification Only Program), the requirements will be evaluated as follows:

1. You must accrue a minimum of 265 points (Academic Centers and Macon Residential Programs: EDUC 488) or a minimum of 290 points (Atlanta/Macon: EMAT 609) from among the following:

- Placement Context (LT) 40 points
- Practicum Notebook Check 1 10 points
- Practicum Notebook Check 2 10 points
- Analysis and Reflection Assignment (LT) 50 points
- Formal Lesson Plans 1 and 2 (15 pts. each) 30 points
- Two-Day Connected Learning 30 points
- Video Lesson Critique (LT) 40 points
- Focused Topic Journal (3 entries LT) 30 points
- Summative Evaluation: Cooperating Teacher & University Supervisor 100 points
- Submission of Student Demographic Data Assessment 10 Points

Total points possible 350 points

2. Other:

- Completion of all LiveText assignments
- Submission of the following required forms: Teaching Schedule
- Submission of Dispositions Assessment Form from the Cooperating Teacher to the University Supervisor
- Summative Evaluation by the Mentor Teacher
- Summative Evaluation by the University Supervisor
- Correct use of Standard English: Written and Oral
- Seminar Attendance (-5 for each seminar not attended)
- Satisfactory Evaluations by the Cooperating Teacher and University Supervisor (2 evaluations each)
- End of Course Semester Surveys (found in Livetext)

Failure to accrue the required minimum number of points as described in Part 1 and/or failure to complete successfully the requirements described in Part 2 and/or failure to receive a Developing or Proficient Level rating in appropriate areas of Part 2 will result in a final grade of Unsatisfactory (U) for EDUC 488 or a grade below the B required for EMAT.
An Unsatisfactory grade (EDUC 488) or a grade below B (EMAT 609) will require repeating the Mentored Practicum experience prior to progression to Student Teaching or Internship.

**Participation and Attendance**

Practicum or Mentored Practicum is a required course in the initial certification Teacher Education Program. Teacher candidates are expected to meet the criteria established for the course as described in this syllabus. These criteria include, but are not limited to, punctuality and attendance at the assigned school according to the schedule established by the school/school system, and professionalism in manner and dress. These and other policies outlined in this syllabus are consistent with the responsibilities of the profession of teaching for which teacher candidates are preparing and for which they are accountable.

If an emergency necessitates absence or tardiness by a Mentored Practicum teacher candidate, he/she is expected to follow the policies of the school system in which the teacher candidate is employed, and he/she is expected to notify the University Supervisor as soon as possible. **Excessive or extended absence may jeopardize the completion of a Mentored Practicum in a given semester.**

Seminar attendance is required of all Mentored Practicum teacher candidates. Arriving late (15 minutes or more) or departing early (15 minutes or more) constitutes an absence. Failure to attend the seminars could have a negative effect on the final grade. **Failure to attend the Mentored Practicum Orientation Seminar will prevent a teacher candidate from participating in the Mentored Practicum experience.**

**TERMINATION/REMEDICATION**

1. An individual candidate’s field experience assignment will be terminated if school officials (e.g., the Cooperating Teacher, the school principal) and/or the University Supervisor recommend termination. The termination will be justified by official documentation that indicates any of the following: the candidate jeopardizes instructional processes at the school; the candidate has exhibited a lack of professionalism and/or unethical behavior; the candidate has not demonstrated the expected professional dispositions and there are substantial concerns about this area of the candidate’s development. If the documentation also indicates that the candidate had adequate time and opportunity to remedy the problem(s) and has not successfully worked with the school and the University Supervisor to resolve the problem(s), then the candidate is removed from the classroom setting and will not be placed in another setting during the same semester.

2. University Supervisors must discuss any consideration for termination with the Associate Director of Field Placement at the appropriate site who will inform the appropriate Chair. Decisions regarding grade, opportunities for remediation, and subsequent reassignment will be made by the Associate Director after consultation with the University Supervisor and the appropriate Chair.

3. If a joint decision recommends remediation and a new placement for the field experience, a remediation plan that addresses the specific areas of concern will be developed with input from the candidate’s University Supervisor, Cooperating Teacher, Chair, and the Associate Director of Field Placement. Each remediation plan will be individualized for the teacher candidate, and implementation will be supervised by a University Supervisor and the Associate Director of Field Placement. Specific time limits will be set, and the remediation plan must be successfully completed prior to any new placement. It is important to note that a field experience can be repeated only once.

4. If a joint decision by the Associate Director of Field Placement, the University Supervisor, and the appropriate Chair does not recommend remediation and a new placement, the Chair will inform the appropriate Associate Dean. The Associate Dean will arrange a conference with the candidate to discuss options available and to recommend a course of action.
Professional Contact Policy with TCOE Partnering Schools and School Systems

Tift College of Education students should refrain from improper contact with partner schools associated with Mercer University during their enrollment in our program. “Improper Contact” can be defined as contact with partnering schools regarding placement without OFP consent. Further, “improper contact” should not be made using cell phones, social media, telephones, email correspondence or USPS mail services. Students who have grievances regarding their placements, Cooperating Teachers, University Supervisors, or others before, during, or at the conclusion of their experience should contact the Associate Director of Field Placement. The Associate Director will explain the proper channel to file an official grievance, as needed.

Resources

- GACE, http://gace.ets.org/
APPENDICES
The Mentored Practicum Notebook

Each fieldwork student is required to keep an electronic notebook in LiveText. There will be two checks of the electronic notebook during the semester, and each notebook check is given up to 10 points. Specific requirements are provided in LiveText and include the following criteria:

Mentored Practicum Notebook (20 points)

1. Class Organization/Structure
2. Class Roster
3. Daily Schedule for your assigned classroom
4. Class policies

Instructional Planning

   Planning Calendar OR Daily Teaching Schedule (Mentored Practicum only)

   • Learning Segments/Lesson Plans (all lesson plans must be signed by the Mentor Teacher and electronically scanned and uploaded to the electronic notebook in LiveText)

Total points possible 20 points
Mercer Connected Learning Segment (CLS) Commentary Template

Teacher Candidate:
Grade Level:
Date:
Unit/Subject:

Compose a narrative response describing the effectiveness of the strategies you included in your connected learning segment (CLS) in each of the sections listed below. The purpose is to explain the rationale for choosing your strategies and analyze what went well and what you might do to improve student learning. You may use the guiding questions to help in developing your response. You do not have to respond to all of the questions. However, make sure your response is clear, concise and includes some evidence of theory and/or research.

Standards Correlation and Central Content Focus:

- How effective was your planning in terms of developing the central focus over the course of the learning segment? How well did students grasp the central focus of this learning segment by the final day?

Learning Targets:

- How effective were the learning targets that you used in this segment? Did the students understand the targets? Is there anything you would change about the way you designed or implemented the learning targets across the learning segment?

Academic Language:

- How did you scaffold the learning segment to support the demands of academic language so that students could learn, participate and engage in meaningful ways with the content?
- How did your CLS support the students’ receptive language skills (e.g., listening, reading) and productive language skills (e.g., discourse/speaking, syntax/writing)? Cite specific examples from the CLS.
- How well did students grasp the specific language function (usually identified from the verb in your standard) that students will need to engage in the content? Cite a specific task from your CLS that demonstrated opportunities for students to practice the language function.
- How did your learning segment promote a connection between reading and writing?
- Describe the learning strategies you used in your lesson plan to build knowledge of essential content-related vocabulary.

Learning Segment Scope and Sequence:

- How did your learning targets and tasks show a progression of learning over time and support the development of reasoning, problem solving, and/or critical thinking skills?
- How did your role and the students’ roles change over time to promote increased student ownership of the learning?
Differentiation/Planned Support (Context for Learning)

- How did you utilize the information you included in the context for learning (knowledge about your students) to inform critical decisions about what and how you taught? Provide specific examples.
- How did the lessons in your segment support the social, cultural, knowledge, skills, and/or interests of your students? Provide specific examples.
- How did the lessons in your segment support students with specific learning needs?
- What research based instructional strategies/theoretical principles did you utilize to ensure the learning needs of your students?

Assessment

- Describe both the formative and summative assessment measures you used in your CLS.
- What research based assessment strategies/theoretical principles helped guide you in your selection of assessment techniques?
- How did the results from these assessments provide specific information about student mastery of the skills identified in your central content focus?
- How were the assessments differentiated to address the needs of the various individuals or groups of students identified in your context for learning?
- How did you provide specific feedback to your students?
- How did you determine each student’s level of mastery of your central content focus?
- Will additional review be needed to help students grasp the content of your CLS?

Overall Reflection

- What part of your learning segment did you think was most effectiveness in terms of enhancing student learning?
- What would you change/improve about the way you taught this learning segment?
- What is one specific goal you would like to set to help you grow in your effectiveness as a teacher?
Connected Learning Segment (CLS) Template (3-5 days)

Teacher Candidate:

Grade Level:

Date:

Unit/Subject:

Standard Correlation:

Use the GSE or GPS standards and any other standards that are required in the county/school system in which you are placed. Write the whole standard and any element that will be used. Include all standards and elements that will be addressed during the CLS.

Central Content Focus:

Describe the central concept(s) or understanding(s) that you want students to gain by the end of this learning segment. Add an essential question for each day to reflect those concepts and understandings.

Learning Targets:

List what you want the students to know (knowledge) and be able to do (skills) at the end of this learning segment. These learning targets should help students grasp the central content focus.

Context for Learning:

List any special features of your school and/or classroom setting that will affect your teaching in this learning segment. Summarize the required or needed supports, accommodations, or modifications for your students that will affect your instruction. Also discuss how you will consider the cultural, social, emotional, developmental and interest needs of your students.

Academic Language:

Detail the specific academic language demands (language function, discourse and/or syntax) that will be used by students to participate in learning tasks through reading, writing, listening, and/or speaking to demonstrate understanding of the central lesson focus.

Key Vocabulary:

Identify specific academic vocabulary that students will need to understand the central content focus of the learning segment.

Materials/Instructional Technology:
List any materials needed (teacher/student) including technology, supplies, textbooks, and other resources particular to this learning segment.

**Differentiated Strategies**:  
List specific strategies that will be used to meet the varied learning needs of the students as described in your context for learning.

**Assessment Strategies**:  
Detail the ways that you will be checking for student understanding continuously throughout the learning segment. Give examples of specific uses of formative and/or summative assessments.

**Learning Segment Scope and Sequence**:  
Provide an overview of the progression of your central content focus over time. Make a list including each day of the CLS and the key learning target(s) that will be addressed each day. The scope and sequence should demonstrate how skills and activities will become increasingly more complex over time.

**Theoretical Principles and/or Research Based Best Practices**:  
Explain the educational theory and/or research used for planning the learning segment.

**Step-by-step Procedures**: Complete this section for EACH day of the CLS.

**Standard(s)**: List the specific standard(s) and element(s) that will be addressed on this day of the CLS.

**Learning Targets**: List what you want the students to know (knowledge) and be able to do (skills) at the end of this lesson. These learning targets should help students grasp the central content focus.

**Introduction: (_____minutes)**  
Explain how students will be involved in the opening of the lesson including elements such as prior knowledge check, review of previous learning targets and activating interest in the lesson content.

**Instruction: (_____minutes)**  
Explain how you will present and engage students in the lesson content. Elements that might be detailed in this section include direct instruction, modeling, guided practice, demonstrations, directions for tasks, etc.

**Practice: (_____minutes)**  
Explain how you will engage students in learning tasks to work towards mastery of the central focus. This might be done through strategies such individual or flexible groups, learning centers, performance tasks, etc. These tasks should specifically support your lesson learning targets and provide content application.
Closing: (______ minutes)

Detail how students will be involved in strategies to review key concepts, summarize learning, clarify misconceptions and complete a final check of understanding.
Mercer Stand Alone Lesson Plan Template

Teacher Candidate:

Grade Level:

Date:

Unit/Subject:

Standard Correlation:

Use the GSE or GPS standard(s) and any other standards that are required in the county/school system in which you are placed. Write the whole standard and any element that will be used.

Central Content Focus:

Describe the central concept(s) or understanding(s) that you want students to gain by the end of this lesson. Add an essential question for each day to reflect those concepts or understandings.

Learning Targets:

List what you want the students to know (knowledge) and be able to do (skills) at the end of this lesson. These learning targets should help students grasp the central content focus.

Context for Learning:

List any special features of your school and/or classroom setting that will affect your teaching in this lesson. Summarize the required or needed supports, accommodations, or modifications for your students that will affect your instruction. Discuss how you will consider the cultural, social, emotional, developmental and interest needs of your students.

Academic Language:

Detail the specific academic language demands (language function, discourse and/or syntax) that will be used by students to participate in learning tasks through reading, writing, listening, and/or speaking to demonstrate understanding of the content focus of the lesson.

Key Vocabulary:

Identify specific academic vocabulary that students will need to understand the content focus of the lesson.

Materials/Instructional Technology:

List any materials needed (teacher/student) including technology, supplies, textbooks, and other resources particular to this lesson.
Differentiated Strategies:

List specific strategies that will be used to meet the varied learning needs of the students as described in your context for learning.

Assessment Strategies:

Detail the ways that you will be checking for student understanding continuously throughout the lesson. Give examples of specific uses of formative and/or summative assessments.

Step-by-step Procedures:

Introduction: (_____ minutes)

Explain how students will be involved in the opening of the lesson including elements such as prior knowledge checks, review of learning targets and activating interest in the lesson content.

Instruction: (_____ minutes)

Explain how you will present and engage students in the lesson content. Elements that might be detailed in this section include direct instruction, modeling, guided practice, demonstrations, directions for tasks, etc.

Practice: (_____ minutes)

Explain how you will engage students in learning tasks to work towards mastery of the central focus. This might be done through strategies such individual or small flexible groups, learning centers, performance tasks, etc. These tasks should specifically support your lesson learning targets and provide content application.

Closing: (_____ minutes)

Detail how students will be involved in strategies to review key concepts, summarize learning, clarify misconceptions and complete a final check of understanding.
Practicum: Video Critique Assignment Guidelines  
Spring 2016

Create a video recording of yourself teaching a learning segment. Review the recording and respond to the prompts that are provided. Refer to examples in your video clips(s) in your explanations.

V. Introduction  
The introduction briefly describes the lessons and provides a context for understanding your critique. Include a brief description of the class and the content/skills that are addressed in the learning segment.

If you experienced a technological issue with your video recording, please explain here.

VI. Student Engagement  
A. Explain how your instruction engaged students in developing essential skills and building foundational knowledge.

B. Describe how your instruction connected students’ prior knowledge and personal and cultural assets with new learning.

VII. Enhancing Student Learning  
C. Describe how you engaged students and promoted critical thinking.

D. Explain how you supported students to scaffold their learning. You will want to provide examples from each lesson in the learning segment.

VIII. Analysis of Teaching  
E. How did your instruction support learning for the entire class and for students who need additional support? How did you differentiate instruction? How did you utilize the co-teacher(s) in the classroom?

F. What did you learn about your strengths?

G. What changes would you make to your instruction in order to better support student learning of the objectives addressed in your learning segment?

H. How would these changes improve student learning? Use student examples and theoretical principles and/or research to support your thinking.

Submit the following to LiveText:  
- Video critique  
- The learning segment plan AND each lesson plan

The video clip(s) must be unedited and submitted to your University Supervisor for evaluation. Students who have not submitted the school district’s media release form should not be included in the video clips. If the school district does not use a media release form for video recordings or if you need a permission form, please contact the Office of Field Placement at tiftfieldplacement@mercer.edu.
Dispositions Assessment of Teacher Candidates  
Cooperating Teacher/Mentor Teacher Assessment

Candidate Name_____________________
Mentor Teacher__________________________

Based on your experiences with the teacher candidate placed in your classroom this semester, please rate the candidate on the following professional disposition, using the indicators on the Professional Dispositions list to guide your assessment. Turn your assessment in to the University Supervisor, who will share it with the teacher candidate. Please add explanatory comments, especially in areas where you have concerns.

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<tr>
<th>Pts.</th>
<th>Rating</th>
<th>Descriptors</th>
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<tbody>
<tr>
<td>4</td>
<td>Always</td>
<td>Candidate demonstrates the disposition every time the CT interacts with or observes the candidate.</td>
</tr>
<tr>
<td>3</td>
<td>Usually</td>
<td>Candidate normally demonstrates the disposition, in part or in total, when the CT/MT interacts with or observes the candidate.</td>
</tr>
<tr>
<td>2</td>
<td>Needs Improvement</td>
<td>Candidate occasionally demonstrates the disposition, in part or in total, or occasionally demonstrates inappropriate behavior indicating a deficit in the disposition when the CT/MT interacts with or observes the candidate.</td>
</tr>
<tr>
<td>1</td>
<td>Not Satisfactory</td>
<td>Candidate does not demonstrate the disposition, in part or in total, or frequently demonstrates inappropriate behavior indicating a deficit in the disposition when the CT/MT interacts with or observes the candidate.</td>
</tr>
<tr>
<td>0</td>
<td>Not Able to Observe</td>
<td>Candidate does not have the opportunity to demonstrate a specific disposition when the CT/MT interacts with or observes the candidate.</td>
</tr>
</tbody>
</table>

Disposition

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<th>3</th>
<th>2</th>
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<tr>
<td>Respect</td>
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<td>Collaboration</td>
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<td>Reflection</td>
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<td>Commitment to Learning</td>
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<td>Social Intelligence</td>
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- **Respect**
  - Is considerate of the feelings, opinions, knowledge, and abilities of others
  - Is receptive to different ideas and to different people
  - Recognizes, values, and utilizes assets in the community
  - Acknowledges intellectual property of others by giving credit and avoiding plagiarism
  - Treats all students with fairness and equity

- **Responsibility**
  - Is reliable and trustworthy
  - Accepts consequences for personal actions or decisions
  - Prepares for instruction & meetings with supervisors
  - Communicates changes in time or schedule with supervisors
  - Demonstrates ethical and professional behavior, such as confidentiality, punctuality, appearance
  - Actively participates and attends to tasks without prompting
  - Interacts in a positive and professional manner with students, peers, teachers, university personnel, and others; maintains appropriate boundaries
  - Represents him/herself in an appropriate manner via technology (webpage, blogs, chat room, MySpace, Facebook)

- **Flexibility**
  - Adapts to changing situations in the classroom
  - Is open to new ideas
  - Deals appropriately with less than ideal situations when necessary
  - Maintains a positive attitude when changes occur and adjusts to unexpected events
  - Demonstrates resilience
  - Maintains composure under stress

- **Collaboration**
  - Cooperates with peers, CTs, school professionals, staff, and university personnel
  - Works with other professionals to improve the overall learning environment for students
  - Shares knowledge and responsibilities with others
  - Gives and receives feedback

- **Reflection**
  - Self-assess knowledge and performance
  - Demonstrates accurate self-analysis regarding own strengths and weaknesses
  - Responds to constructive feedback by making appropriate changes in instruction or action

- **Commitment to Learning**
  - Demonstrates intellectual curiosity through his/her willingness to seek out and try out new ideas and teaching strategies
  - Demonstrates enthusiasm for the discipline(s) taught; keeps abreast of new ideas and developments in the field, and sees connections to everyday life
  - Explicitly demonstrates a knowledge of the benefits of membership in professional organizations and/or is a member of one or more

- **Belief in Teacher Efficacy**
  - Demonstrates a belief that all students can learn
  - Demonstrates belief that teachers are able to make a difference in the success of students (ex. by looking for ways to succeed rather than accepting defeat)
  - Advocates for all learners

- **Social Intelligence**
  - Engages in socially appropriate and professional behaviors
  - Is able to accurately interpret social situations, i.e. is perceptive to the feelings of others; responds appropriately and diplomatically
  - Interprets non-verbal communication
  - Demonstrates ability to adapt and “fit” in various situations and environments
  - Understands one’s role in a group or larger community
  - Recognizes self as part of a whole
  - Actively listens and responds appropriately to others
Tift College of Education

Grade Submission Form: University Supervisor

Check one:  _____ EDUC 480: Holistic Child  _____ EDUC 488  _____ EMAT 609

Teacher Candidate Name_________________________ MercerID#_____________________

Campus Location Last  First  MI  Semester  Year

Assigned School________________________________  Grade/Subject________________

County/School System____________________________  Principal_____________________

Cooperating Teacher_____________________________ University Supervisor______________

Part 1: You must accrue a minimum of 265 points (Macon Residential & RACs) or a minimum of 290 points (Atlanta) from among the following in order to earn a grade of Satisfactory (S) (Macon Residential & RAC’s EDUC 488) or a grade of “B” (Atlanta EMAT 609):

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Possible Points</th>
<th>Penalty</th>
<th>Awarded Points</th>
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<tbody>
<tr>
<td>Placement Context</td>
<td>40</td>
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<tr>
<td>Practicum Notebook Check (10 Points Each)</td>
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<tr>
<td>Analysis and Reflection Assignment</td>
<td></td>
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<tr>
<td>Formal Lesson Plan 1 and 2 (15 points each)</td>
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<tr>
<td>Two-Day Connected Learning Segment</td>
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<tr>
<td>Video Lesson Critique</td>
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<tr>
<td>Focused Topic Journals (3 at 10pts each)</td>
<td></td>
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<tr>
<td>Summative Evaluation CT and US</td>
<td>100</td>
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<tr>
<td>Student Demographic Data Assessment (TOFES)</td>
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<tr>
<td>Observation I -25 point penalty if student is not prepared</td>
<td>S/U</td>
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<tr>
<td>Observation II -25 point penalty if student is not prepared</td>
<td>S/U</td>
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<tr>
<td>Total Possible Points</td>
<td>350</td>
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<tr>
<td>Total Penalty Points:</td>
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Part 2: Please check off that the following has been completed:

____ Completion of all LiveText assignments and Submission of all required forms (Planning Calendar)
____ Submission of Dispositions Assessment Form from the CT to the US **
____ Summative Evaluation by the MentorTeacher **
____ Summative Evaluation by the University Supervisor **
____ End of Course Evaluations. Located in Livetext

**Must reflect either Developing or Proficient Level; any Unacceptable ratings will require the Teacher Candidate to meet with the Associate Director of Field Placement, the Site Chair, the Advisor, and the University Supervisor.

Grade Equivalency Atlanta EMAT 609:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>325-350</td>
<td>A</td>
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<tr>
<td>312-324</td>
<td>B+</td>
</tr>
<tr>
<td>290-311</td>
<td>B</td>
</tr>
<tr>
<td>280-289</td>
<td>C+</td>
</tr>
<tr>
<td>265-279</td>
<td>C</td>
</tr>
<tr>
<td>0-264</td>
<td>F</td>
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</table>

FINAL GRADE ASSIGNED:__________

University Supervisor Signature___________________________________________  Date__________________
EDUC 492 EDUC 496 & EMAT 611:
Student Teaching Syllabus
Dear Teacher Candidate:

Student teaching is an intensive field experience during which you, the Teacher Candidate, bring together all previous theoretical learning and preparatory experiences to facilitate learning effectively. As a result, student teaching provides an opportunity for reviewing, analyzing, evaluating, and integrating theory and practice.

As the culmination of preparation to be a teacher, student teaching brings together the three strands of the Conceptual Framework that are the premises on which the Mercer University Teacher Education Program is based: To Know, To Do, To Be. The Conceptual Framework is described in this syllabus. Student teaching should provide an environment that enables you to merge the acquired knowledge base, the learned and experienced pedagogical skills, and the reflective and professional abilities gained through the teacher preparation program. You will encounter, address, resolve, and reflect on issues related to student diversity, the subject(s) taught, the teacher, and the profession. Experience gained through student teaching should result in a deeper understanding of the many personal and professional aspects of teaching. Reward and challenge will be offered during the experience as questions are raised and solutions are sought.

Under supervision of a Cooperating Teacher and a University Supervisor, you will become fully involved daily in planning, organizing, and implementing instruction over a sustained period of time. During this time, you are expected to demonstrate initiative, responsibility, perseverance, professionalism, and competence in all areas of teaching.

The growth and achievement necessary for a level of teaching competence appropriate for entering the teaching field as a new professional are the ultimate goals of the student teaching experience.

The faculty of the Teacher Education Program at Mercer University also congratulate you on reaching this culminating level in your program. We, like you, look forward to the day when you complete your program and join us as professional educators who make positive differences in the lives of students, their families, and communities.

Sincerely,

Kristin T. Doss
Associate Director of Field Placement
Tift College of Education
Mercer University
Tift College of Education  
Syllabus  
EDUC 492, EDUC 496, EMAT 611: Student Teaching  
The Transforming Practitioner  
To Know  To Do  To Be

“The Transforming Practitioner”, the living link between the child and learning, is an educator who is changing internally through understanding, practicing, and reflecting such that, individually and collaboratively, he/she implements for all children appropriate and significant life-changing learning experiences that effectively provide for the needs of the whole child, that actively engage students in the learning process, and that promote life-long learning.

Purpose of Course
Student Teaching is the culminating experience of the Teacher Education Program, and as such provides a means for the Teacher Candidate to demonstrate that he/she knows and understands the foundations of the education profession, knows and understands the content bases for curricula, and knows and understands the characteristics of learners. Further, the Teacher Candidate is given the opportunity to practice the work of a professional educator through planning and implementing well integrated curricula using developmentally appropriate and culturally responsive instructional strategies, materials, and technology. Finally, the Teacher Candidate is able to actualize the role of a professional educator within the classroom, the school, and the community so that he/she emerges as a “Transforming Practitioner.”

CONCEPTUAL FRAMEWORK

<table>
<thead>
<tr>
<th>Transforming Practitioner Framework Elements</th>
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<tbody>
<tr>
<td><strong>1</strong> Transforming Practitioner Principles</td>
<td><strong>3</strong> Transforming Practitioner Characteristics</td>
</tr>
<tr>
<td>1A To Know: The Transforming Practitioner knows the foundations of the education profession, content bases for curricula, and characteristics of learners.</td>
<td>3A Engagement: The Transforming Practitioner designs developmentally appropriate lessons; integrates curriculum; engages learners.</td>
</tr>
<tr>
<td>1B To Do: The Transforming Practitioner does the work of a professional educator in planning and implementing well-integrated curricula using developmentally appropriate and culturally responsive instructional strategies, materials, and technology.</td>
<td>3B Diversity: The Transforming Practitioner understands needs of diverse Teacher Candidate populations; responds appropriately to diverse groups; provides culturally responsive lessons.</td>
</tr>
<tr>
<td>1C To Be: The Transforming Practitioner is a reflective, collaborative, and responsive decision-maker, facilitator, and role model within the classroom, school, community, and global environment.</td>
<td>3C Collaboration: The Transforming Practitioner models understanding of community; collaborates inside and outside the classroom; interacts effectively with groups.</td>
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**2** Transforming Practitioner Processes

<table>
<thead>
<tr>
<th>Transforming Practitioner Dispositions</th>
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<tr>
<td>2A Understanding: The Transforming Practitioner understands foundations, curriculum, and development.</td>
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<tr>
<td>2B Practicing: The Transforming Practitioner plans, implements, and assesses; individualizes, differentiates, and adapts; varies instruction.</td>
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<tr>
<td>2C Reflecting: The Transforming Practitioner reflects, revises, and refines, models professionalism; grows professionally.</td>
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<tr>
<td>4D The Transforming Practitioner values collaboration.</td>
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<tr>
<td>4F The Transforming Practitioner values reflection.</td>
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<tr>
<td>4H The Transforming Practitioner engages in effective communication.</td>
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STUDENT TEACHING
Overview

Student teaching has a generally recognized range of experiences that can be broken into five phases that frequently overlap. The phases are:

Orientation: getting acquainted
Observation: looking very carefully at what goes on
Participation: getting involved
Instruction: facilitating learning
Culmination: winding things down

Orientation
The first few days of student teaching are often devoted to acquainting the Teacher Candidate with the school setting. During this period, Teacher Candidates may find themselves engaged in such activities as:

- Meeting administration, faculty, staff members and other support personnel
- Becoming acquainted with school policies
- Becoming familiar with the physical plant
- Discovering materials available for use in the classroom, such as those in materials and media centers
- Identifying available community resources

Observation and Participation
Observation of the Cooperating Teacher and other teachers will be required of the Teacher Candidate. The amount of time spent in observation will vary from situation to situation. Opportunities for observation of other teachers are included in the last two weeks of the student teaching experience.

While observing, the Teacher Candidate should be aware of such things as:

- Planning and preparing materials
- Procedures
- Team Meetings (if applicable)
- Performing clerical duties
- Working with individual students or small groups
- Participating in other activities deemed valuable by the Cooperating Teacher

Instruction
Many times before giving a Teacher Candidate full responsibility for a class, the Cooperating Teacher will ask the Teacher Candidate to take one class or unit for a period of time. He/She may then gradually give the Teacher Candidate more responsibility until he/she has a full load. Sometime during the experience, the Teacher Candidate will be given full responsibility for the class. The amount of time will vary from situation to situation. University Supervisors and Cooperating Teachers may prefer different amounts of time and different patterns of activities. There may also be a variety of situations in which a Cooperating Teacher cannot give the student full responsibility for the class. The student may not be ready for such, or the dynamics of the class may be such that it is impractical to shift the responsibility to the Teacher Candidate. In all cases, the well being of students takes precedence over student teaching experiences.

Culmination
The final part of the student teaching experience generally provides for a lightening of the Teacher Candidate’s load. This period may include:
• A gradual transition of the instructional and non-instructional activities from the Teacher Candidate back to the Cooperating Teacher
• Preparation of students for the departure of the Teacher Candidate
• Finalization of all assigned responsibilities
• An in-depth analysis of the experience by the Teacher Candidate, Cooperating Teacher, and University Supervisor

Individual differences in Teacher Candidates, Cooperating Teachers, University Supervisors, and classrooms affect the length of particular phases of the student teaching experience. What is possible in one classroom may be impossible in another. Sometimes Teacher Candidates compare the stages of their experiences and become concerned because they are not doing the same things at the same times. Individual differences are to be expected. The most important task a Teacher Candidate can do is to ask for feedback from his/her Cooperating Teacher and from the University Supervisor as to what is expected of him/her throughout the experience.

ROLES AND RESPONSIBILITIES

The Teacher Candidate

A. Policies
1. Employment
   a. It is strongly recommended that Teacher Candidates not engage in any significant employment while student teaching. Significant employment is interpreted to mean 20 hours or more per week.
   b. If part-time employment is considered imperative, the matter should be discussed in advance with the Associate Director of Field Placement and documentation of the employment site and hours must be filed with Office of Field Placement (OFP). Approval must be granted before continuing employment.
   c. If such employment adversely affects effectiveness in the classroom, regardless of number of hours, the Teacher Candidate will be asked to terminate employment or to terminate student teaching.

2. Daily Time Schedule
   a. A Teacher Candidate is expected to observe the same daily time schedule as regular teachers at the cooperating school. He/She will attend professional meetings, faculty meetings, parent meetings, workshops, conferences, and games required of all teacher. The Teacher Candidate will adhere to the same holiday schedule as the public school system to which he/she is assigned, not to the holiday schedule of the University.
   b. Time requirements for the student teaching experience are five (5) days per week for the full school day during the semester scheduled for student teaching. Teacher Candidates are expected to be punctual and to sign in at the school office each day. Seminar attendance is also required.
   c. Time Distribution Forms signed by the Cooperating Teacher each week and at the conclusion of the experience. This form must be submitted into you electronic notebook to validate regular and consistent attendance.

3. Absences
   a. It is critical to record the telephone number and email address of the Cooperating Teacher, cooperating school, and the University Supervisor. Each must be informed of any intended absences, or if an emergency occurs—any unplanned absences.
b. The Teacher Candidate should call/email the Cooperating Teacher and the University Supervisor the night prior to absence, if possible, and call the cooperating school early in the morning of the absence. In case of an emergency, contact with the above should be made as quickly as possible. Candidates should not engage in texting their Cooperating Teacher as a form of communication.

c. It is the responsibility of the Cooperating Teacher and the University Supervisor to determine a make-up schedule for any absences. More than two absences, other than those scheduled by the Tift College of Education, will require that the Teacher Candidate make up the time missed from the classroom.

4. Other
   a. A Teacher Candidate may not serve as a substitute teacher. A school employee (including a substitute teacher) must be in the presence of the Candidate and students inside and outside the classroom if the Cooperating Teacher is absent.
   b. Teacher Candidates may not take courses while student teaching, other than courses that are co-requisite with student teaching. All coursework required for certification must be completed prior to student teaching.
   c. Teacher Candidates are required to obtain liability coverage and to show proof of such coverage. Current documentation must be on file in the appropriate field office.
   d. Dress like a professional. Check with the Cooperating Teacher to determine if the school/school system has a dress code. If it does, follow it. If there is no code, the Tift College of Education expects its Teacher Candidates to dress professionally.
   e. Park in designated spaces for teachers. Check with your Cooperating Teacher for additional parking, when needed.

5. Mercer’s Expectations
   a. Follow the policies established by the school and the Cooperating Teacher and have approval for all activities, lesson plans, letters to parents, and related documents.
   b. Take the initiative in learning and following the rules and policies of the school and of the classroom. It is critical to know the established routines for fire drills, tornado drills, and other emergency drills.
   c. Protect the use of the school’s resources (e.g., library, copy machines, consumable supplies, equipment). These resources are not to be used for personal or family convenience.
   d. Make a genuine effort to build good relationships with the students. However, remember that a Teacher Candidate’s first responsibility is to be the professional teacher.
   e. Follow through with any agreement made with the Cooperating Teacher relating to the needs of the students, being flexible, and doing the best job possible. Do not make excuses for mistakes; be honest, apologize, and put forth an extra effort to avoid mistakes in the future.
   f. Try to work through any problem with the Cooperating Teacher before involving the University Supervisor. If needed, contact the University Supervisor before contacting the Associate Director of Field Placement.
   g. Avoid the temptation to complain about students, other teachers, administrators, school staff, and parents. A good way to avoid the temptation is to avoid unprofessional conversations unrelated to instruction.
   h. Demonstrate a positive attitude and be positive, agreeable, and courteous. Do not be confrontational or argumentative.
   i. Take initiative in the classroom within the expectations and parameters set by the Cooperating Teacher. Offer help in any way that is needed. Try to plan content-rich, engaging, and creative learning experiences for your students.
   j. Be open to suggestions and constructive criticism and respond positively to suggestions for improvement.
   k. Be on time and prepared with any necessary assignments and materials for each seminar.
I. Utilize the expertise and resources of the University Supervisor and arrange appropriate times to discuss any issues or problems.

m. Work toward developing habits, skills, and attitudes that are positive.

6. Professional Contact Policy with TCOE Partnering Schools and School Systems

Tift College of Education students should refrain from improper contact with partner schools associated with Mercer University during their enrollment in our program. “Improper Contact” can be defined as contact with partnering schools regarding placement without OFP consent. Further, “improper contact” should not be made using cell phones, social media, telephones, email correspondence or USPS mail services. Students who have grievances regarding their placements, Cooperating Teachers, University Supervisors, or others before, during, or at the conclusion of their experience should contact the Associate Director of Field Placement. The Associate Director will explain the proper channel to file an official grievance, as needed.

7. Working with the Cooperating Teacher

1) When the student teaching period begins, the Cooperating Teacher should be observed carefully. Areas of observation should include the techniques and methods of instruction, the techniques of motivating, guiding and stimulating learning, evaluation devices, the handling of problems, classroom management, and use of equipment and materials used in teaching.

2) Professional theory should be reviewed periodically to refresh knowledge of techniques for teaching and classroom management.

3) With his/her consent, the Teacher Candidate is expected to assist the Cooperating Teacher with all the teaching tasks, other class activities, and school activities for which the teacher is responsible. Examples include:
   - Recording attendance and grades
   - Preparing instructional materials
   - Grading tests and daily work
   - Working with individual students
   - Working with small groups
   - Researching
   - Selecting library/media materials
   - Making seating charts
   - Working with students on special projects
   - Planning/Facilitating field trips
   - Preparing bulletin boards
   - Duplicating materials
   - Operating computers and other classroom equipment
   - Arranging classroom furniture
   - Managing classroom behavior

4) The Teacher Candidate is expected to develop and assess instructional plans, using the organization and outline for plans that conform to the Tift College of Education format. See Appendix.

5) The Teacher Candidate is expected to plan with the Cooperating Teacher for long-range teaching, make weekly plans from the long-range plan, and prepare daily lesson plans from the weekly plans.

6) The Teacher Candidate is expected to evaluate each lesson and discuss strengths and weaknesses with the Cooperating Teacher.

7) The Teacher Candidate is expected to attend and participate in meetings with the Cooperating Teacher. Examples include:

8) Faculty meetings

9) Departmental meetings
10) In-service and other professional meetings (if invited)
11) School-community organizations and activities (as often as possible)
12) Parent meetings
13) The Teacher Candidate is expected to practice and master the operation of all audio-visual and technological equipment used by the Cooperating Teacher.
14) The Teacher Candidate is expected to confer with the Cooperating Teacher daily and meet once each week to plan the coming week. Therefore, all plans should be written at least one week in advance. These meetings/conferences do not preclude informal talks following a class. The Teacher Candidate should:
15) Make notes and list questions that need to be discussed or asked
16) Accept criticism graciously
17) Keep a record of any suggestions for improvement and follow through on the suggestions

8. Working with Students
1. The Teacher Candidate should know his/her students.
   a. Learn the names of students; prepare seating charts.
   b. Study records to obtain information about students for planning if school policy permits. The following information may be provided:*
      o I.Q. and other standardized test scores
      o achievement tests
      o subject grades
      o home background information
      o physical or psychological history
      o reports from social work or school specialists

*Such information is highly confidential; Teacher Candidates are expected to treat it as such and may be limited to certain information.

2. The Teacher Candidate is expected to observe the reactions of the class or the reactions of individual students in the class, identifying leaders, followers, cliques, and friends, and to use this information for planning class activities and for classroom management purposes.
3. The Teacher Candidate should keep anecdotal records or notes for special student information. Such notes should be treated as confidential information.
4. Any written communication from the Teacher Candidate to his/her assigned students or to the parents or guardians of his/her assigned students must be approved and co-signed by the Cooperating Teacher.
5. NEVER under any circumstances discuss a student outside of the school setting. It is a violation of federal law to reveal confidential information (test scores, grades, behavior problems) to anyone other than the parents or specified school officials. If there is a need to discuss a problem with anyone other than the Cooperating Teacher, the principal, the parents, or the counselor, the student should not be identified in any way.

9. Working with the University Supervisor
1. The University Supervisor acts as liaison among the Teacher Candidate, the Cooperating Teacher, the cooperating school, and the University. The assigned supervisor will make a minimum of three (3) visits to the classroom to observe the Teacher Candidate and to discuss progress with both the Teacher Candidate and with the Cooperating Teacher.
2. Teacher Candidate seminars may be scheduled periodically during the term to provide time for questioning, discussing, and assisting the Teacher Candidate with problems encountered during this directed teaching experience. At any other time during the term, if a Teacher Candidate wishes to discuss a matter with his/her University Supervisor, the Teacher Candidate should contact the University Supervisor.
3. Teacher Candidates must communicate regularly with the University Supervisor. This communication is critical. The University Supervisor must be informed of any issues or concerns so that those issues/concerns may be addressed in a timely and appropriate manner.

10. Code of Ethics for Teacher Candidates
Teacher Candidates must abide by the standards of conduct established by the school/school system in which he/she is placed as well as by the standards established by the Georgia Professional Standards Commission in The Code of Ethics for Educators (http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf). In addition to the Georgia PSC Code of Ethics for Educators, the teacher candidate wishing to gain competence in teaching skills and to develop professional integrity needs to consider and accept these responsibilities valued by Mercer University’s Tift College of Education:

1. Responsibility to the Student
   a. The Teacher Candidate is a professional practitioner in his/her relationship with students. All data concerning the school and the students must be kept confidential.
   b. The Teacher Candidate is an example to his/her students physically, mentally, intellectually, morally, and ethically.
   c. The Teacher Candidate refrains from imposing religious or political views upon the students.
   d. The Teacher Candidate recognizes the continuing need for understanding child growth and development. On the basis of this understanding, he/she seeks to develop a learning program oriented to the individual capacities, individual needs, and developmental stages of the students.
   e. The Teacher Candidate strives to establish a social climate which encourages personal integrity and societal responsibility.
   f. The Teacher Candidate deals with each student without prejudice or partiality.

2. Responsibility to the Host School
   a. The Teacher Candidate acts only through accepted channels of communication and authority in the school system.
   b. The Cooperating Teacher is legally responsible for and in control of the class; therefore, the Teacher Candidate assumes only the authority that has been delegated to him/her.
   c. The Teacher Candidate recognizes his/her duties, responsibilities, and privileges.
   d. The Teacher Candidate respects the professional rights and personal dignity of the Cooperating Teacher.
   e. The Teacher Candidate, having difficulty in a professional situation, first consults the Cooperating Teacher. If additional guidance is needed, the Teacher Candidate should contact his/her University Supervisor.

3. Responsibility to Mercer University and the Tift College of Education
   a. The Teacher Candidate recognizes that any misconduct is a reflection upon Mercer University. Having voluntarily chosen the Teacher Education Program, the Teacher Candidate upholds the standards of the University in his/her professional conduct.
   b. The Teacher Candidate approaches the learning situation with a positive attitude.
   c. The Teacher Candidate makes constructive use of the assistance of the University Supervisor in adjusting to professional practice.

4. Responsibility to the Profession
   a. The Teacher Candidate is considered a member of the profession and acts according to the established ethics in all matters.
   b. The Teacher Candidate remains aware of current professional matters.

11. Lesson Planning and Lesson Segment Planning
1. For effective facilitation of learning, initial planning is ESSENTIAL. Careful planning is especially important for the inexperienced Teacher Candidate. Because of the experience of the Cooperating
Teacher, the Teacher Candidate should not expect his/her Cooperating Teacher to write out plans in the detail that will be needed/required by the Teacher Candidate. Templates are provided in the Appendix of the syllabus and LiveText.

2. When the decision is made that the Teacher Candidate will teach a small group for a block of time or teach the entire class, a lesson plan must be written in advance. The Teacher Candidate should show the plan to the Cooperating Teacher, ask for his/her suggestions, evaluate the lesson with him/her, and jot down notes to guide future planning and instruction. All lesson plans should be filed in the appropriate section of the Student Teaching Electronic Notebook and should be available to the University Supervisor when he/she visits the classroom.

3. While lesson plan formats may vary based on subject area or objectives, it is critical to remember that no matter what format is used, an essential characteristic of good planning is flexibility. The Teacher Candidate may need to adjust the teaching pace to take advantage of unanticipated opportunities or to allow for interruptions. A good plan should enable a Teacher Candidate to maintain direction while adapting to daily situations.

4. In addition to day-to-day planning for teaching, Teacher Candidates need the experience of planning for and teaching a series of lessons that represent connected learning and extend over a period of time. This type of planning and teaching is usually done during the weeks of full-time solo teaching. The Teacher Candidate must receive feedback and approval for this planning and teaching from the Cooperating Teacher and the University Supervisor.

**The Cooperating Teacher**

A. **Selection**

   Principals usually select a Cooperating Teacher to work with a Teacher Candidate because of his/her competence as a person and as a skillful teacher. Although the Cooperating Teacher’s first responsibility is to the students in the class, the role with the Teacher Candidate also is highly significant. The role requires considerable professional commitment and extra time and energy. Much of the success of the Teacher Candidate’s experience rests with the Cooperating Teacher. Patience, friendliness, open-mindedness, and frankness are but a few of the qualities which are needed to establish a healthy working relationship with the beginning professional.

B. **Expectations**

   The Cooperating Teacher is expected to:
   1. Have the legal and moral responsibility for the students at all times.
   2. Be directly responsible for the Teacher Candidate. The Cooperating Teacher or other school employee, including a substitute teacher, must be present at all times when the Teacher Candidate is in the presence of children inside or outside the classroom.
   3. Return to Mercer University the completed Voucher Form after Week Two. This form can be found online in your Cooperating Teacher Resource Guide.
   4. Provide the Teacher Candidate with a desk and working area.
   5. Help the Teacher Candidate to interpret the philosophy of the school system and the school system’s programs, both curricular and extra-curricular.
   6. Help the Teacher Candidate as a co-worker, a colleague, or another teacher.
   7. Help the Teacher Candidate know what has been taught, what methods have been used, and what remains to be taught during the Teacher Candidate’s term of teaching (both long-range and day-by-day).
   8. Acquaint the Teacher Candidate with materials to be use (e.g., textbooks, guidelines, visual aids, technology).
   9. Interpret standards of discipline and give necessary help in achieving those standards.
10. Inform the Teacher Candidate in advance as to what is being taught in the current lesson, how and why it is to be taught, and how it is to be evaluated so that the observation period can be more meaningful.

11. Give the Teacher Candidate an opportunity to learn the names of students, to take attendance, to help arrange physical facilities, to help with bulletin boards, to answer individual questions, and other classroom activities during the initial days of observation.

12. Confer orally with the Teacher Candidate concerning his/her lesson plans (long-range and day-by-day), approve a written plan, help him/her know how to improve the plan, and encourage creativity, initiative, and originality.

13. Help the Teacher Candidate progress from the simple to the complex by delegating some responsibility prior to full-time solo teaching.

14. Teach lessons which the Teacher Candidate will observe, and then give the Teacher Candidate an opportunity to teach. After conferring with the Teacher Candidate, then the Cooperating Teacher teaches again while the Teacher Candidate observes. Through this repetition, the Teacher Candidate should gain much insight for improvement.

15. Maintain for the Teacher Candidate a good balance of experiences in observation, participation, and actual teaching.

16. Help the Teacher Candidate evaluate lessons taught and give suggestions and constructive feedback. This evaluation can be one of the most valuable phases of the student teaching program. If the Teacher Candidate is to assume responsibility for personal growth, both Cooperating Teacher evaluation and self-evaluation are necessary.

17. Provide an opportunity for the Teacher Candidate to help evaluate students’ progress.

18. Help the Teacher Candidate to be aware of the individual needs of students and ways to meet those needs.

19. Acquaint the Teacher Candidate with the Guidance/Counseling Program and other such programs.

20. Provide opportunities, when possible, for the Teacher Candidate to assist with or attend extra-curricular activities.

21. Provide an opportunity for the Teacher Candidate to share in parent-teacher conferences when possible.

22. Assist the Teacher Candidate in developing the understanding and skills necessary for effective human relations.

23. Assist the Teacher Candidate in developing an awareness of the importance of good community relations and an awareness of the laboratory services a community can render.

24. Impart knowledge of professional responsibility and encourage a willingness to accept these responsibilities.

25. Evaluate the Teacher Candidate with periodic progress checks, confer with the University Supervisor, and be available to provide oral or written comments to prospective employers.

26. Be loyal to the Teacher Candidate and so refrain from negative comments about him/her in talking with students and other teachers.

C. Evaluation

1. The Cooperating Teacher will meet regularly with the Teacher Candidate to provide feedback regarding observations and written plans/units.

2. The Cooperating Teacher will prepare and submit to the University Supervisor all necessary assessments and observation forms.

3. If deficiencies in content, professional or pedagogical knowledge, or professionalism are indicated in the Formative Evaluation Observation Instruction, or if such are expressed by the school administrators and/or the Cooperating Teacher, additional conferences and/or observations may be scheduled. If necessary, the University Supervisor, the Cooperating Teacher, the Principal, and the Director of Field Placement and Certification, will confer as to any action that might be necessary. The student teaching experience could be extended or terminated.
The School Principal

A. Placement
Arrangements for the placement of Teacher Candidates are made through the county offices at the request of the Associate Director of Field Placement. Students should not attempt to arrange their placements with school systems or with school principals. The Tift College of Education has established partnerships with several school systems. If a partnership arrangement is in place, the central office contacts the principals of the partner schools with specific grade/teacher requests. The principal fills the requests according to the arrangements in the partnership agreement. If no partnership is in place, the central office contacts school principals who are asked to select as Cooperating Teachers those who are interested in working with Teacher Candidates. All Cooperating Teachers selected must be fully certified in field and must have a minimum of three (3) years teaching experience in order to supervise Teacher Candidates. TSS training is highly desirable but not necessary.

B. Involvement/Participation
1. It is desirable that the Principal be involved with the student teaching program in the school and associated with all who are responsible for the progress of Teacher Candidates.
2. The Principal helps the Teacher Candidate to understand the philosophy underlying the school regulations, teacher assignments, conduct at assemblies, and other whole school activities.
3. The Principal encourages the treatment of the Teacher Candidate as a member of the profession. The Principal may wish to give recognition to any contributions made by the Teacher Candidate to the whole school program.
4. The Principal may plan to observe the Teacher Candidate teach and confer about the lesson or may even assist in formal evaluation of the Teacher Candidate.

The University Supervisor

A. Selection
The University Supervisor serves as the liaison between the Office of Field Placement and the school. University Supervisors are selected from among full-time professors in the Teacher Education Program and/or from approved adjunct instructors.

B. Expectations
The University Supervisor is expected:
1. To cooperate and work with the Associate Director of Field Placement and Certification to develop cooperative relationships with schools/school systems, administrators, and other personnel to facilitate mutual understanding of policies and procedures.
2. To visit the classroom a minimum of three (3) times to make adequate and appropriate observations and evaluations and to offer help as needed. The rubric, Candidate Assessment on Performance Standards, is provided in TOFES as a basis for the assessment of teacher certification candidates.
3. To meet with and counsel students regarding problems and concerns and to make suggestions as required.
4. To consult with the Cooperating Teacher to arrange for a mid-term conference with the Teacher Candidate so that the Teacher Candidate can be apprised of his/her progress, areas of strength/weakness, and strategies for improvement.
5. To maintain written records to aid in directing and evaluating the progress of the student.
6. To collect, review, and evaluate data and assignments as submitted by the student in fulfillment of the requirements for student teaching.
7. To provide timely feedback to the Teacher Candidate following observations of lessons taught by the Teacher Candidate.
8. To work with the Cooperating Teacher to provide a successful student teaching experience.
9. To submit data as required by the Offices of Field Placement, including LiveText data.
10. To keep the Associate Director of Field Placement aware of the progress/non-progress of each Teacher Candidate assigned to him/her.
11. To complete Summative Evaluations and assign a final grade for the student teaching experience. The rubric, Candidate Assessment on Performance Standards is provided in TOFES as a basis for the holistic assessment of teacher certification candidates.
12. Schedule seminars throughout the course of the semester.

The Offices of Field Placement

A. Responsibilities
The Associate Director of Field Placement serves as the liaison between the University and the school systems/schools, coordinates the field placements for student teaching, consults with University Supervisors regarding the progress/non-progress of each Teacher Candidate, keeps the site Chairs informed as to the progress/non-progress of each Teacher Candidate, and collects and files data as submitted by the University Supervisors.

B. Expectations
The Offices of Field Placement are expected to:
1. Make requests for placements.
2. Furnish specific information about the dates Teacher Candidates will begin and complete their assignment.
3. Furnish the appropriate school personnel with information as requested.
4. Conduct orientation sessions for the Teacher Candidates prior to the beginning of the student teaching experience.
5. Inform the Teacher Candidates of their confirmed placements.
6. Confer with school system/school personnel about any problems, details, or changes in the student teaching experience.
7. Make arrangements for assignments of University Supervisors.
8. Identify professional literature which will help Classroom Teachers/Cooperating Teachers, University Supervisors, and Teacher Candidates.
9. Provide the rubric, Candidate Assessment on Performance Standards, to the Cooperating Teachers and University Supervisors.
10. Arrange periodic seminars with Teacher Candidates to discuss concerns, questions, professional issues, and other needs.
11. Collect, record, and file data related to each Teacher Candidate.

EVALUATIONS

Evaluation of a Teacher Candidate is a continuous process involving self-evaluation by the Teacher Candidate, evaluation by the Cooperating Teacher, and evaluation by the University Supervisor. The focus is on growth—becoming the best beginning teacher the Teacher Candidate can become. The rubric, Field Experience Standards of Performance for Initial Certification Candidates, is provided to Teacher Candidates, to Cooperating Teachers, and to University Supervisors as a basis for the assessment of initial certification Teacher Candidates. The standards are adapted from the Georgia Framework for Accomplished Teaching and reflect the principles of Tift College of Education’s Conceptual Framework, “The Transforming Practitioner.”
Self-Evaluation

Probably the most important evaluation is self-evaluation or reflection by the Teacher Candidate. For the career teacher, self-evaluation is the major vehicle of long-term improvement. Outstanding teachers regularly explore two questions as they teach:

What worked well in the lesson?
What would I change if I were to teach this lesson again to a similar group of students?

The first question provides positive feedback that supports and encourages the teacher. The second becomes the stimulus to look more closely at student development, interests, needs, and learning styles, and to analyze preparation, planning and presentation. Without this kind of reflection, a teacher grows complacent and stale, often inappropriately blaming students for learning problems rather than solving learning problems. Objective, regular self-evaluation helps the Teacher Candidate continue to be a vital, growing professional.

Evaluation by the Cooperating Teacher

The Cooperating Teacher has accepted the responsibility of guiding the growth of a Teacher Candidate on a day-to-day basis. He/She will also prepare and submit formative evaluations throughout the student teaching experience. The effectiveness of these efforts, however, depends heavily upon the spirit in which they are received by the Teacher Candidate. A Cooperating Teacher cannot change a Teacher Candidate; the Teacher Candidate must make the changes. A Teacher Candidate should focus on how to be a better teacher. With this focus, a Teacher Candidate is ready to receive feedback that will lead to improvement.

Evaluations are vital for growth, regardless of whether the evaluation is of a student, a Teacher Candidate, or of oneself. If areas of strength or need are not known, change and growth cannot occur. The Cooperating Teacher is asked to evaluate the student teacher candidly, thus providing the kind of feedback that will provide for change and professional growth and clearly assess the student teacher’s performance.

Evaluation by the University Supervisor

The University Supervisor shares in the responsibility for facilitating the growth of a Teacher Candidate. Some of his/her evaluations will be formative in nature and are designed to encourage professional development. In regular visits with the Cooperating Teacher and the Teacher Candidate, the University Supervisor will assess progress and assist in plans for further improvement. Periodically, he/she will observe the Teacher Candidate in various teaching roles and will provide feedback to facilitate growth. The University Supervisor also completes a summative evaluation at the end of the semester. This evaluation is also holistic and encompasses all submitted work.

Objectives

1. Given access to a classroom, the Teacher Candidate will observe the demographics of the school and classroom and will develop a growing appreciation for the philosophical, historical, sociological, legal, and psychological aspects of education. (1A, 2A)
2. Given access to a classroom, the Teacher Candidate will demonstrate good communication skills both in planning and in implementing instructional plans. (1B, 2B, 4B, 4H)
3. Given access to a classroom, the Teacher Candidate will demonstrate an understanding of the content bases for curricula as well as the use of technology in the classroom. (1A, 2A, 1B)
4. Given access to a classroom, the Teacher Candidate will observe, understand, and respect the instructional and management techniques demonstrated by the Cooperating Teacher as related to cognitive and social developmental stages, gender issues, individual needs, and learning styles of all learners. (1C)
5. Initially given assistance by the Cooperating Teacher, the Teacher Candidate will plan, implement, and assess well-integrated, developmentally appropriate, and culturally responsive lessons. (3A, IB, 3B, 3B, 4A)

6. Given access to a classroom, the Teacher Candidate will individualize, differentiate, and adapt instruction to meet the needs of all learners through the use of a wide variety of teaching methods, strategies, technology, and materials. (3A, 3B, 4G)

7. Given access to a classroom, the Teacher Candidate will plan and implement strategies to develop positive self-concepts in students by giving supportive corrections, by personalizing instruction, by giving positive reinforcements, and by recognizing student effort. (3A, 3B, 4G)

8. Given the opportunity to work in a classroom, the Teacher Candidate will be able to reflect on his/her teaching and its effect on student learning. (1C, 2C, 4E, 4F, 4G)

9. Given the opportunity to work in a classroom, a school, and a school system, the Teacher Candidate will both analyze and reflect upon his/her role as decision maker, a facilitator of learning, and a role model within the classroom, the school, and the community. (1C, 2C, 3C, 4D, 4E, 4F, 4G)

10. Given the opportunity to work in a classroom, a school, and a school system, the Teacher Candidate will engage in effective collaboration with students, other educators, parents, and the community. (1C, 3C, 4D)

11. Given the opportunity to work in a classroom, a school, and a school system, the Teacher Candidate will be able to strengthen knowledge about the school and community, research, professional roles in the teaching profession, and the responsibilities of the teacher practitioner. (1A, 2A, 3C)

12. Given the opportunity to work in a classroom, a school, and a school system, the Teacher Candidate will reflect upon and then revise and/or refine his/her understanding of a teacher as a Transforming Practitioner. (1C, 2C, 4E)

In summary, during the student teaching experience, Teacher Candidates have the opportunity to put into practice (To Do) all that they have learned (To Know) in the programs of study. Student Teaching allows these Teacher Candidates to take the initial steps in becoming professional educators and to continue the learning experiences that began in their college classrooms (To Be)

See page 11 in the Resource Guide to refer to the Conceptual Framework

Course Requirements and Evaluation

A grade of Satisfactory (S) or Unsatisfactory (U) is given for EDUC 492, 496; letter grades (A-F) are given for EMAT 611.

Grades are not determined by the national score received on your edTPA portfolio; however, submission of the portfolio is a requirement for certification. Candidates will pay a $300 fee for external portfolio evaluation that is included as a Special Fee in your tuition; each candidate will be given a voucher number for portfolio submission. Grades are determined by the number of points associated with the performance on your assignments, successful completion of all observations, evaluations, and other requirements listed on the final grade submission form located in the appendix section of this syllabus.

For successful completion of Student Teaching, the following requirements have been established.

Organizational Requirements

1. Teacher Candidates must subscribe to the appropriate listserv and must check their Mercer email account and the Office of Field Placement website regularly for announcements, updates, and other communications. All students who are enrolled in the Teacher Education Programs are required to use Mercer email accounts. Instructions for opening Mercer email accounts are available in the education offices on each campus.
2. Teacher Candidates must have a Student Teaching Notebook. Follow the directions given in this syllabus for organizing the Notebook.

3. Teacher Candidates must meet with their assigned Cooperating Teacher and plan with him/her a calendar for meeting the Student Teaching requirements. This should take place prior to beginning the experience. The candidate MUST complete the planning calendar and submit it to his/her university supervisor by the FIRST seminar.

4. The Student Demographic Data Assessment be completed in TOFES and submitted as a part of the candidate’s Assignments by the assigned due date. (-5 points for failure to submit)

**LiveText Requirements**

1. A **LiveText account**. If you do not already have a LiveText account, please contact tiftltsupport@mercer.edu for assistance.

2. **LiveText Check-Up.** You can find the list of courses available to you in LiveText in any of three locations: (1) under the Course tab; (2) in the upper right corner when you are on your Dashboard; (3) the available tabs of Active Assignments on your Dashboard (courses only show up there if there is an assignment that is “active”, i.e., awaiting submission or awaiting assessment). Locate your courses in one of these three ways and do the following:
   
   a. Be sure this course section, with the name of your University Supervisor, appears in your list of courses.
   
   b. Be sure that you are enrolled in all courses listed in your account.

3. If you see problems with a field experience course (i.e., you have the wrong supervisor listed or you don’t see the field experience course at all), or if you do not see ANY courses (and you know that you are registered for some that require LT), please notify the Office of Field Placement at tiftltsupport@mercer.edu.

4. **LiveText Assignments.** Courses requiring LiveText are listed in your LiveText account under the Course tab. Within each course, specific LiveText requirements are listed on the Assignments tab.

5. **How to submit required assignments in LiveText:** See the step-by-step instructions in the Help section of LiveText (In Help, under the For Students tab, https://www.livetext.com/c1_help/for_students). Important reminder: If you are submitting an assignment that includes a template for your use, you must use that template; do not simply submit a Word document unless that is clearly an option for the assignment.

6. **Use the Help section in LiveText – it is excellent.** The Help link is located in the upper right corner of your window from within your LiveText account.

7. **Dispositions Assessment.** At the end of the course, you will be provided with formative feedback on your development and on demonstration of the professional dispositions that are important for Transforming Educators. No grade or score from the dispositions assessment will affect your course grade. Even though it will appear in your list of assignments, you do not have to submit anything for this assessment to occur. You can, however, go into the assignment to see the rubric that will be used to give dispositions feedback. The list of professional dispositions will be discussed at a seminar.

The assignments for student teaching, and details about each, including due dates, are within this course in LiveText. An explanation of each assignment follows:

1. The Teacher Candidate must satisfactorily complete and submit an Instructional/Learning segment for a minimum of 3-5 days of connected learning, along with a planning commentary. (edTPA TASK 1, Parts B-E) Both the Cooperating Teacher and the University Supervisor must receive the outline of the learning segment in advance of teaching the lessons for any revisions or adaptations that either might identify. Teacher Candidates should NOT begin teaching any lesson that has not been approved by both the Cooperating Teacher and the University Supervisor. Failure to gain approval prior to
teaching the learning segment could lead to requiring an additional learning segments and/or an extension of time.

2. Teacher Candidates should plan with the Cooperating Teacher to determine the content of the learning segment and the number of teaching days/instructional lessons for the learning. These lesson plans must follow the edTPA format in conjunction with the Mercer approved lesson plan format. All lesson plans must indicate that the Cooperating Teacher has approved the lesson before it is taught (CT’s initials and date).

3. Teacher Candidates must satisfactorily plan for and teach classes as assigned and approved by the Cooperating Teacher according to the program calendar devised by the Teacher Candidate and the Cooperating Teacher. Any teaching plans not part of the formal learning segment should be written using the Mercer Lesson Plan format. (See appendix section) All lesson plans should be kept in the Student Teaching Notebook and should be available to the University Supervisor at any time.

4. **During the period of three-to-five weeks of teaching full time (solo teaching), Teacher Candidates must assume the role of the Cooperating Teacher, fulfilling all teaching responsibilities.** Lesson plans should be completed using the Mercer Lesson Plan format and must be kept in the Electronic Student Teaching Notebook. (See Appendices.) Teacher Candidates must also assume all routine responsibilities, including such responsibilities as daily planning, evaluating, and daily duties such as recess duty, bus duty, etc.

5. There will be a minimum of three (3) on-site Formative Evaluation Observations of teaching performance by the University Supervisor, including a check of the Student Teaching Notebook, during the semester. The University Supervisor will discuss the observations and will give written appraisals so that Teacher Candidates may stay apprised of their status. The University Supervisor must judge these observations at the Developing or Proficient levels. If more than three formative observations are required, or if an observation is unsatisfactory, the University Supervisor may schedule a conference, after consultation with the Cooperating Teacher. If necessary, the University Supervisor, the Cooperating Teacher, the Principal, and the Associate Director of Field Placement will confer as to any action that might be necessary. The Student Teaching experience could be extended or terminated.

6. If the Teacher Candidate is not prepared for a scheduled observation, 25 points for each occurrence will be deducted from the candidate’s earned final student teaching score. Being prepared for the observation includes having the lesson plans written as described in this syllabus, printed and ready for the supervisor, and teaching a lesson that is appropriate for an observation.

7. There will also be a minimum of three (3) formal Formative Evaluation Observations by the Cooperating Teacher. The Cooperating Teacher must judge these observations at the Developing or Proficient levels. The Cooperating Teacher should discuss the formative evaluations with the Teacher Candidate to offer suggestions in areas needing improvement and/or to affirm performance.

All Lesson Plans taught in a classroom must have the cooperating teachers approval prior to implementation. Failure to seek approval will result in a 25 point deduction.

**Other Graded Requirements**

1. Teacher Candidates must satisfactorily complete the Building Relationships assignment: Teacher Candidate Profile, Letter of Introduction to Students, and Letter of Introduction to Parents/Guardians. The Profile should be completed after Orientation and should be submitted to the Cooperating Teacher on the first day the Teacher Candidate meets with him/her. A copy of the Profile presented to the Cooperating Teacher should be sent to the University Supervisor on or before the due date given in the assignment calendar. The Letters of Introduction should be submitted to the University Supervisor on or before the due date given so that you can prepare the letter for presentation to your Cooperating Teacher for his/her approval and signature and for distribution to the students/parents. This assignment is to be submitted to the University Supervisor via LiveText and to the Cooperating
Teacher via email. The assignment in LiveText contains additional information and details about this assignment.

2. Teacher Candidates must complete Task 1, Part A: Context for Learning Information and Demographic Report for the school where each is assigned using the required LiveText format. The assignment must be linked to the Portfolio.

3. Teacher Candidates must complete Task 2, Parts A-B: Video Clips & Commentary, using the template in LiveText.

4. Teacher Candidates must complete and submit Task 3 Parts A-E: Assessment & Analyzing of Teaching, using the template in LiveText. This assignment must be linked to the Portfolio.

5. Teacher Candidates must complete and submit Task 4: Parts A-E: Math Re-Engagement (Elementary Education Only), using the templates in LiveText.

6. Teacher Candidates must complete and submit a Transforming Philosophy of Education paper, using the templates in LiveText. This assignment must be linked to the Portfolio.

**Additional Evaluation Criteria**

1. Teachers are expected to speak and to write in Standard English. Teacher candidates are expected to do so at all times, because they serve as models for their students. Failure to speak or to write in English that is grammatically correct may result in remedial work and could prevent progression in the sequence of field experiences.

2. There will be a Content Knowledge Assessment for each Teacher Candidate. Teacher Candidates must submit the Content Knowledge Assessment form to the University Supervisor by the due date. This is found in TOFES under the Cooperating Teachers account.

3. There will be a Mid-Term Conference (Teacher Candidate, Cooperating Teacher, and University Supervisor) to determine the Teacher Candidate’s progress, strengths, and areas for improvement.

4. There will be a Dispositions Assessment completed by the Cooperating Teacher and the University Supervisor. At the end of the semester, be sure to review these evaluations that will be based on assessments from your Cooperating Teacher and your University Supervisor. The dispositions assessment will provide you with formative feedback on your development and demonstration of the professional dispositions that are important for Transforming Practitioners. No grade or score from the dispositions assessment will affect your course grade, but failure to submit the Dispositions assessment from the CT will result in a grade of Incomplete.

5. All forms from the Cooperating Teacher should be submitted in TOFES by the designated due dates given by the University Supervisor.

6. Teacher Candidates must complete a Student Teaching Time Distribution Form. The form must be signed and dated by the Cooperating Teacher, sealed in an envelope provided by the Teacher Candidate, and delivered to the University Supervisor by the date given in the chart that appears in the Cooperating Teacher’s letter.

7. Attendance at all scheduled seminars is required. A five-point penalty will be imposed for each absence. Any problems with attending seminars must be discussed with the University Supervisor prior to the seminar.

8. The Summative Evaluations from the Cooperating Teacher and the University Supervisor must indicate satisfactory completion of responsibilities and satisfactory performance in teaching while under his/her supervision. Ratings must be at the Proficient or Developing levels.

9. All assignments are due when stated. An assignment not turned in by its due date will be considered late. “Turned in” varies for different assignments, so refer to individual assignment guidelines for details about submissions. Assignments submitted after the due date will be penalized 10% of the points for the assignment; however, assignments submitted after one week (7 days) must be submitted but will not be read or graded. Such assignments will receive 0 points in the evaluation of points for the assignment. Please note that assignments must be submitted in order to complete the
field experience requirements even if the assignment is submitted after one week and no points are assigned.

10. Any additional requirements set by the Teacher Education Programs or the University Supervisor must be completed satisfactorily.*

*Satisfactory completion of written assignments is interpreted to mean following directions, meeting deadlines/due dates, using Standard English, and fulfilling the requirements given for the assignment.

Course Evaluation

In order to earn a grade of Satisfactory “S” (Regional Academic Centers and Macon Residential Programs) or a grade of “B” (Atlanta Certification Only Program or MAT), the requirements will be evaluated as follows:

1. Teacher Candidates must accrue a minimum of 450 points (Regional Academic Centers and Macon Residential Programs) or a minimum of 498 points (Atlanta Certification Only Program or MAT) from among the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Formula</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Relationships Assignment</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>TASK 1B &amp; 1C Design/Plan and Lesson Plans</td>
<td>100</td>
<td>558—600 = A</td>
</tr>
<tr>
<td>Student Teaching Notebook</td>
<td>20</td>
<td>534—557 = B+</td>
</tr>
<tr>
<td>TASK 1 A Context for Learning &amp; Demographic Report</td>
<td>20</td>
<td>498—533 = B</td>
</tr>
<tr>
<td>TASK 2 Video &amp; Instruction Commentary</td>
<td>60</td>
<td>480—497 = C+</td>
</tr>
<tr>
<td>Philosophy of Education Paper</td>
<td>40</td>
<td>450—479 = C</td>
</tr>
<tr>
<td>TASK 3 &amp; 4 Assessment Tasks &amp; Commentary</td>
<td>100</td>
<td>390—449 = D</td>
</tr>
<tr>
<td>Summative Evaluation (CT + US)</td>
<td>240</td>
<td></td>
</tr>
</tbody>
</table>

   Total points possible 600 points

2. Teacher Candidates must successfully complete and/or earn a satisfactory rating:
   - Three (3) on-site visits/Formative Evaluation Observations: University Supervisor
   - Three (3) on-site visits/Formative Evaluation Observations: Cooperating Teacher
   - Submission of the completed Content Knowledge Assessment form to University Supervisor by due date
   - Submission of Student Demographic Data Assessment (SDDA) in TOFES (-5 points if not submitted or not submitted correctly)
   - Satisfactory completion of all LiveText requirements/assignments
   - Seminar Attendance (penalty points deducted from above total)
   - Validated Time Distribution Form for Student Teaching
   - Any additional requirements set by University Supervisor
   - Any written assignments not named above
   - Use of Standard English in oral and written communication
   - End of Semester Course Evaluations

Failure to accrue the minimum number of points as described in Part 1 and/or failure to meet the Student Teaching time requirements and/or failure to receive an evaluation of successful completion for Part 2 will result in a failing grade and will prevent recommendation for certification by the Tift College of Education.

Certification
The certification process will be outlined and explained in the scheduled seminars. Please note, however, that in order to complete the certification process and to be recommended for certification, Teacher Candidates
must receive a passing grade for Student Teaching, must have taken and received a passing score on the appropriate GACE tests, and must pass the Georgia Educator Ethics – Program Exit (Code 360) Test. Students must receive a passing score on the edTPA portfolio for teacher certification.

Resources
- GACE, http://gace.ets.org/

The Office of Field Placement reserves the right to revise the course syllabus as required by either judgment or circumstance.
The Student Teaching Notebook

Each fieldwork student is required to keep an electronic notebook in LiveText. There will be two checks of the electronic notebook during the semester, and each notebook check is given up to 10 points. Specific requirements are provided in LiveText and include the following criteria:

**Student Teaching (20 points)**

Class Organization/Structure
- Class Roster
- Daily Schedule for your assigned classroom
- Class policies

Instructional Planning
- Planning Calendar OR Daily Teaching Schedule (Interns only)
- Learning Segments/Lesson Plans (all lesson plans must be signed by the CT and electronically scanned and uploaded to the electronic notebook in LiveText)
- Timelog
Connected Learning Segment (CLS) Commentary

Note: To be used by students during fieldwork

Mercer Connected Learning Segment (CLS) Commentary Template

Teacher Candidate:
Grade Level:
Date:
Unit/Subject:

Compose a narrative response describing the effectiveness of the strategies you included in your connected learning segment (CLS) in each of the sections listed below. The purpose is to explain the rationale for choosing your strategies and analyze what went well and what you might do to improve student learning. You may use the guiding questions to help in developing your response. You do not have to respond to all of the questions. However, make sure your response is clear, concise and includes some evidence of theory and/or research.

Standards Correlation and Central Content Focus:

- How effective was your planning in terms of developing the central focus over the course of the learning segment? How well did students grasp the central focus of this learning segment by the final day?

Learning Targets:

- How effective were the learning targets that you used in this segment? Did the students understand the targets? Is there anything you would change about the way you designed or implemented the learning targets across the learning segment?

Academic Language:

- How did you scaffold the learning segment to support the demands of academic language so that students could learn, participate and engage in meaningful ways with the content?
- How did your CLS support the students’ receptive language skills (e.g., listening, reading) and productive language skills (e.g., discourse/speaking, syntax/writing)? Cite specific examples from the CLS.
- How well did students grasp the specific language function (usually identified from the verb in your standard) that students will need to engage in the content? Cite a specific task from your CLS that demonstrated opportunities for students to practice the language function.
- How did your learning segment promote a connection between reading and writing?
- Describe the learning strategies you used in your lesson plan to build knowledge of essential content-related vocabulary.

Learning Segment Scope and Sequence:

- How did your learning targets and tasks show a progression of learning over time and support the development of reasoning, problem solving, and/or critical thinking skills?
- How did your role and the students’ roles change over time to promote increased student ownership of the learning?
Differentiation/Planned Support (Context for Learning)

- How did you utilize the information you included in the context for learning (knowledge about your students) to inform critical decisions about what and how you taught? Provide specific examples.
- How did the lessons in your segment support the social, cultural, knowledge, skills, and/or interests of your students? Provide specific examples.
- How did the lessons in your segment support students with specific learning needs?
- What research based instructional strategies/theoretical principles did you utilize to ensure the learning needs of your students?

Assessment

- Describe both the formative and summative assessment measures you used in your CLS.
- What research based assessment strategies/theoretical principles helped guide you in your selection of assessment techniques?
- How did the results from these assessments provide specific information about student mastery of the skills identified in your central content focus?
- How were the assessments differentiated to address the needs of the various individuals or groups of students identified in your context for learning?
- How did you provide specific feedback to your students?
- How did you determine each student’s level of mastery of your central content focus?
- Will additional review be needed to help students grasp the content of your CLS?

Overall Reflection

- What part of your learning segment did you think was most effectiveness in terms of enhancing student learning?
- What would you change/improve about the way you taught this learning segment?
- What is one specific goal you would like to set to help you grow in your effectiveness as a teacher?
Teacher Candidate:
Grade Level:
Date: 
Unit/Subject:

Standard Correlation:
Use the GSE or GPS standards and any other standards that are required in the county/school system in which you are placed. Write the whole standard and any element that will be used. Include all standards and elements that will be addressed during the CLS.

Central Content Focus:
Describe the central concept(s) or understanding(s) that you want students to gain by the end of this learning segment. Add an essential question for each day to reflect those concepts and understandings.

Learning Targets:
List what you want the students to know (knowledge) and be able to do (skills) at the end of this learning segment. These learning targets should help students grasp the central content focus.

Context for Learning:
List any special features of your school and/or classroom setting that will affect your teaching in this learning segment. Summarize the required or needed supports, accommodations, or modifications for your students that will affect your instruction. Also discuss how you will consider the cultural, social, emotional, developmental and interest needs of your students.

Academic Language:
Detail the specific academic language demands (language function, discourse and/or syntax) that will be used by students to participate in learning tasks through reading, writing, listening, and/or speaking to demonstrate understanding of the central lesson focus.

Key Vocabulary:
Identify specific academic vocabulary that students will need to understand the central content focus of the learning segment.

Materials/Instructional Technology:
List any materials needed (teacher/student) including technology, supplies, textbooks, and other resources particular to this learning segment.

**Differentiated Strategies:**

List specific strategies that will be used to meet the varied learning needs of the students as described in your context for learning.

**Assessment Strategies:**

Detail the ways that you will be checking for student understanding continuously throughout the learning segment. Give examples of specific uses of formative and/or summative assessments.

**Learning Segment Scope and Sequence:**

Provide an overview of the progression of your central content focus over time. Make a list including each day of the CLS and the key learning target(s) that will be addressed each day. The scope and sequence should demonstrate how skills and activities will become increasingly more complex over time.

**Theoretical Principles and/or Research Based Best Practices:**

Explain the educational theory and/or research used for planning the learning segment.

**Step-by-step Procedures: Complete this section for EACH day of the CLS.**

**Standard(s):** List the specific standard(s) and element(s) that will be addressed on this day of the CLS.

**Learning Targets:** List what you want the students to know (knowledge) and be able to do (skills) at the end of this lesson. These learning targets should help students grasp the central content focus.

**Introduction: (_____minutes)**

Explain how students will be involved in the opening of the lesson including elements such as prior knowledge check, review of previous learning targets and activating interest in the lesson content.

**Instruction: (_____minutes)**

Explain how you will present and engage students in the lesson content. Elements that might be detailed in this section include direct instruction, modeling, guided practice, demonstrations, directions for tasks, etc.

**Practice: (_____minutes)**

Explain how you will engage students in learning tasks to work towards mastery of the central focus. This might be done through strategies such individual or flexible groups, learning centers, performance tasks, etc. These tasks should specifically support your lesson learning targets and provide content application.
Closing: (_____ minutes)

Detail how students will be involved in strategies to review key concepts, summarize learning, clarify misconceptions and complete a final check of understanding.
Mercer Stand Alone Lesson Plan Template

Teacher Candidate:

Grade Level:

Date:

Unit/Subject:

Standard Correlation:

Use the GSE or GPS standard(s) and any other standards that are required in the county/school system in which you are placed. Write the whole standard and any element that will be used.

Central Content Focus:

Describe the central concept(s) or understanding(s) that you want students to gain by the end of this lesson. Add an essential question for each day to reflect those concepts or understandings.

Learning Targets:

List what you want the students to know (knowledge) and be able to do (skills) at the end of this lesson. These learning targets should help students grasp the central content focus.

Context for Learning:

List any special features of your school and/or classroom setting that will affect your teaching in this lesson. Summarize the required or needed supports, accommodations, or modifications for your students that will affect your instruction. Discuss how you will consider the cultural, social, emotional, developmental and interest needs of your students.

Academic Language:

Detail the specific academic language demands (language function, discourse and/or syntax) that will be used by students to participate in learning tasks through reading, writing, listening, and/or speaking to demonstrate understanding of the content focus of the lesson.

Key Vocabulary:

Identify specific academic vocabulary that students will need to understand the content focus of the lesson.

Materials/Instructional Technology:

List any materials needed (teacher/student) including technology, supplies, textbooks, and other resources particular to this lesson.
Differentiated Strategies:

List specific strategies that will be used to meet the varied learning needs of the students as described in your context for learning.

Assessment Strategies:

Detail the ways that you will be checking for student understanding continuously throughout the lesson. Give examples of specific uses of formative and/or summative assessments.

Step-by-step Procedures:

Introduction: (____ minutes)

Explain how students will be involved in the opening of the lesson including elements such as prior knowledge checks, review of learning targets and activating interest in the lesson content.

Instruction: (____ minutes)

Explain how you will present and engage students in the lesson content. Elements that might be detailed in this section include direct instruction, modeling, guided practice, demonstrations, directions for tasks, etc.

Practice: (____ minutes)

Explain how you will engage students in learning tasks to work towards mastery of the central focus. This might be done through strategies such individual or small flexible groups, learning centers, performance tasks, etc. These tasks should specifically support your lesson learning targets and provide content application.

Closing: (____ minutes)

Detail how students will be involved in strategies to review key concepts, summarize learning, clarify misconceptions and complete a final check of understanding.
STUDENT TEACHING
SCHEDULE FOR ASSUMING TEACHING RESPONSIBILITIES
Planning Calendar

Teacher Candidate Name__________________________ Phone ( )________________________

Candidate Email________________________________________

<table>
<thead>
<tr>
<th>O = Observe</th>
<th>A = Assist (includes Co-Planning and Co-Teaching and Culmination Activities)</th>
<th>T = Teach (Solo Teach)</th>
<th>U = Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time/Class</td>
<td>Week 1</td>
<td>Week 2</td>
<td>Week 3</td>
</tr>
<tr>
<td>Example:</td>
<td>O</td>
<td>O/A</td>
<td>A</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>O</td>
<td>O</td>
<td>O/A</td>
</tr>
</tbody>
</table>

Example:
Reading

Math
Dispositions Assessment of Teacher Candidates
Cooperating Teacher/Mentor Teacher Assessment

Teacher Candidate________________________________________ Date____________________

Classroom Teacher Signature_______________________________ Date_______________

Based on your experiences with the teacher candidate placed in your classroom this semester, please rate the candidate on the following professional disposition, using the indicators on the Professional Dispositions list to guide your assessment. Turn your assessment in to the University Supervisor, who will share it with the teacher candidate. Please add explanatory comments, especially in areas where you have concerns.

<table>
<thead>
<tr>
<th>Pts.</th>
<th>Rating</th>
<th>Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Always</td>
<td>Candidate demonstrates the disposition every time the CT interacts with or observes the candidate.</td>
</tr>
<tr>
<td>3</td>
<td>Usually</td>
<td>Candidate normally demonstrates the disposition, in part or in total, when the CT/MT interacts with or observes the candidate.</td>
</tr>
<tr>
<td>2</td>
<td>Needs</td>
<td>Candidate occasionally demonstrates the disposition, in part or in total, or occasionally demonstrates inappropriate behavior indicating a deficit in the disposition when the CT/MT interacts with or observes the candidate.</td>
</tr>
<tr>
<td>1</td>
<td>Not Satisfactory</td>
<td>Candidate does not demonstrate the disposition, in part or in total, or frequently demonstrates inappropriate behavior indicating a deficit in the disposition when the CT/MT interacts with or observes the candidate.</td>
</tr>
<tr>
<td>0</td>
<td>Not Able to Observe</td>
<td>Candidate does not have the opportunity to demonstrate a specific disposition when the CT/MT interacts with or observes the candidate.</td>
</tr>
</tbody>
</table>

Disposition

Respect
- Is considerate of the feelings, opinions, knowledge, and abilities of others
- Is receptive to different ideas and to different people
- Recognizes, values, and utilizes assets in the community
- Acknowledges intellectual property of others by giving credit and avoiding plagiarism
- Treats all students with fairness and equity

Responsibility
- Is reliable and trustworthy
- Accepts consequences for personal actions or decisions
- Prepares for instruction & meetings with supervisors
- Communicates changes in time or schedule with supervisors
- Demonstrates ethical and professional behavior, such as confidentiality, punctuality, appearance
- Actively participates and attends to tasks without prompting
- Interacts in a positive and professional manner with students, peers, teachers, university personnel, and others; maintains appropriate boundaries
- Represents him/herself in an appropriate manner via technology (webpage, blogs, chat room, MySpace, FaceBook)

Flexibility
- Adapts to changing situations in the classroom
- Is open to new ideas
- Deals appropriately with less than ideal situations when necessary
- Maintains a positive attitude when changes occur and adjusts to unexpected events
- Demonstrates resilience
- Maintains composure under stress

Collaboration
- Cooperates with peers, CTs, school professionals, staff, and university personnel
- Works with other professionals to improve the overall learning environment for students
- Shares knowledge and responsibilities with others
- Gives and receives feedback

Reflection
- Self-assess knowledge and performance
- Demonstrates accurate self-analysis regarding own strengths and weaknesses
- Responds to constructive feedback by making appropriate changes in instruction or action

Commitment to Learning
- Demonstrates intellectual curiosity through his/her willingness to seek out and try out new ideas and teaching strategies.
- Demonstrates enthusiasm for the discipline(s) taught; keeps abreast of new ideas and developments in the field, and sees connections to everyday life
- Explicitly demonstrates a knowledge of the benefits of membership in professional organizations and/or is a member of one or more

Belief in Teacher Efficacy
- Demonstrates a belief that all students can learn
- Demonstrates belief that teachers are able to make a difference in the success of students (ex. by looking for ways to succeed rather than accepting defeat)
- Advocates for all learners

Social Intelligence
- Engages in socially appropriate and professional behaviors
- Is able to accurately interpret social situations, i.e. is perceptive to the feelings of others; responds appropriately and diplomatically
- Interprets non-verbal communication
- Demonstrates ability to adapt and “fit” in various situations and environments
- Understands one’s role in a group or larger community
- Recognizes self as part of a whole
- Actively listens and responds appropriately to others
Tift College of Education
Student Teaching Grade Submission Form: University Supervisor

Check one:  __ EDUC 492: Student Teaching       _____EDUC 496 ___EMAT 611: Student Teaching

Teacher Candidate Name_________________________________ ID#_____________________

Campus Location_________________________________ Semester_______ Year________

Assigned School_______________________________________ Grade/Subject__________________

County/School System_________________________ Principal_______________________________

Cooperating Teacher________________________________

Evaluation: In order to earn a grade of Satisfactory “S” (EDUC 492, EDUC 496) or a grade of “B” or better (EMAT 611), the requirements will be evaluated as follows:

Part 1. Teacher Candidates must accrue a minimum of 450 points (Macon Residential & RACs) or a minimum of 498 points (Atlanta) from among the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Possible Points</th>
<th>Penalty</th>
<th>Points earned</th>
<th>Grade Equivalency</th>
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<tbody>
<tr>
<td>Building Relationships Assignment (LiveText)</td>
<td>20</td>
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<tr>
<td>Lesson Segment: Design/Plan and Lesson Plans and Planning Commentary (LiveText: Task1B, Task1C, Task 1D, Task1E)</td>
<td>100</td>
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<tr>
<td>Student Teaching Electronic Notebook</td>
<td>20</td>
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<tr>
<td>Context For Learning &amp; Demographic Report (LiveText: Task1A)</td>
<td>20</td>
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<tr>
<td>Video and Instruction Commentary (LiveText: Task 2A, Task 2B)</td>
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<tr>
<td>Philosophy of Education (LiveText)</td>
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<tr>
<td>Assessment Tasks Commentary (Analysis of Student Learning)</td>
<td>100</td>
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<tr>
<td>*( for ECE: Task 4: A-E)</td>
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<tr>
<td>Summative Evaluation (CT &amp; US)</td>
<td>240</td>
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<tr>
<td><strong>Total points possible</strong></td>
<td><strong>600</strong></td>
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* ECE: Task 3 & 4 are 50 points each

Negative points for unacceptable observation

Part 2: Teacher Candidates must successfully complete and/or earn a satisfactory rating:

___ Student Demographic Data Assessment filled out appropriately in TOFES. (-5 points for not submitting)
___ Three (3) on-site visits/Formative Evaluation Observations: University Supervisor
___ Three (3) on-site visits/Formative Evaluation Observations: Cooperating Teacher
___ Submission of Dispositions Assessment Form to the University Supervisor by due date
___ Submission of Content Knowledge Assessment Form to University Supervisor by due date
___ Validated Time Distribution Form for Student Teaching (-10 points for not submitting or not submitting correctly)
___ Satisfactory completion of all LiveText requirements/assignments
___ Seminar Attendance (penalty points deducted from above total)
___ Any additional requirements set by University Supervisor
___ Use of Standard English: oral and written
___ End of Semester Course Evaluations

Failure to accrue the required minimum number of points as described in Part 1 and/or failure to meet the Student Teaching time requirements and/or failure to receive an evaluation of successful completion for Part 2 will result in a failing grade and will prevent recommendation for certification by the Tift College of Education.

Final Grade_____________ University Supervisor Signature________________________________ Date________________
STUDENT TEACHING
Final Time Distribution

Semester ___________________ Campus Location _____________________________

Teacher Candidate Name ___________________________ Date _________________

Assigned School ___________________________ Principal __________________

Cooperating Teacher ________________________________

School System ___________________________ Grade/Subject ____________ Room ________

University Supervisor _________________________________

<table>
<thead>
<tr>
<th>Calendar Week of Student Teaching*</th>
<th>Days Absent</th>
<th>Observing</th>
<th>Teaching</th>
<th>Other</th>
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<tr>
<td>TOTAL</td>
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</table>

*Designate weeks scheduled by the school/school system for breaks, for testing, etc., with appropriate phrases. Designate absences scheduled by the Tift College of Education as TCE absence; designate personal absences as P absence.

Signatures:

Teacher Candidate______________________________ Date______________
EDUC 498/EMAT 612
Internship Syllabus
Dear Teacher Candidate:

Internship is an intensive field experience during which you, the Teacher Candidate, bring together all previous theoretical learning and preparatory experiences to facilitate learning effectively. As a result, Internship provides an opportunity for reviewing, analyzing, evaluating, and integrating theory and practice.

As the culmination of preparation to be a teacher, Internship brings together the three strands of the Conceptual Framework that are the premises on which the Mercer University Teacher Education Program is based: To Know, To Do, To, Be. The Conceptual Framework is described in the syllabus within this handbook. The Internship should provide an environment that enables you to merge the acquired knowledge base, the learned and experienced pedagogical skills, and the reflective and professional abilities gained through the teacher preparation program. You will encounter, address, resolve, and reflect on issues related to student diversity, to the subject(s) taught, the teacher, and the profession. Experience gained through Internship should result in a deeper understanding of the many personal and professional aspects of teaching. Reward and challenge will be offered during the experience as questions are raised and solutions are sought.

With the support and supervision of a Mentor Teacher from the school in which you work and a Mercer University Supervisor, you will learn more about your role as a teacher who is fully involved daily in planning, organizing, and implementing for the facilitation of learning by students over a sustained period of time. You are expected to demonstrate initiative, responsibility, perseverance, common sense, and competence in all areas of teaching.

The growth and achievement necessary for a level of teaching competence appropriate for entering the teaching field as a new professional are the ultimate goals of the Internship experience.

The faculty of the Teacher Education Program at Mercer University join us in congratulating you on reaching this culminating level in your Teacher Education Program. We, like you, look forward to the day when you complete your program, receive clear, renewable certification, and join us as professional educators in our state and nation.

Sincerely,

Kristin T. Doss
Associate Director of Field Placement
Tift College of Education
Mercer University
The Transforming Educator
To Know:  The Transforming Educator
Knows the foundations of the education profession, content bases for curricula, and characteristics of learners.

To Do:  The Transforming Educator does the work of a professional educator in planning and implementing well-integrated curricula using developmentally appropriate and culturally responsive instructional strategies, materials, and technology.

To Be:  The Transforming Educator is a reflective, collaborative, and responsive decision-maker, facilitator, and role model within the classroom, school, community, and global environment.

Course Description
The internship is designed for those students who are employed in a public school setting on a provisional teaching certificate who need to earn credit for student teaching in order to complete the requirements for recommendation for full certification. Candidates must submit an application to the Associate Director of Field Placement by the published deadline. Classroom management seminars and site seminars are held in conjunction with these experiences and will address a variety of topics.

NOTE: grades of Satisfactory (S) or Unsatisfactory (U) – EDUC 498 (Special fee). Grades of A, B+, B, C+, C, D, F – EMAT 612 (Special fee).

Purpose of Course
Internship is the culminating experience of the Teacher Education Program, and, as such, provides a means for the Teacher Candidate to demonstrate that he/she knows and understands the foundations of the education profession, knows and understands the content bases for curricula, and knows and understands the characteristics of learners. Further, the Teacher Candidate is given the opportunity to practice the work of a professional educator through planning and implementing well-integrated curricula using developmentally appropriate and culturally responsive instructional strategies, materials, and technology. Finally, the Teacher Candidate is able to actualize the role of a professional educator within the classroom, the school, and the community so that he/she emerges as a “Transforming Educator.”

CONCEPTUAL FRAMEWORK

<table>
<thead>
<tr>
<th>Transforming Educator Framework Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>To Know: The Transforming Educator</td>
</tr>
<tr>
<td>Knows the foundations of the education profession, content bases for curricula, and characteristics of learners.</td>
</tr>
<tr>
<td>To Do: The Transforming Educator</td>
</tr>
<tr>
<td>Does the work of a professional educator in planning and implementing well-integrated curricula using developmentally appropriate and culturally responsive instructional strategies, materials, and technology.</td>
</tr>
<tr>
<td>To Be: The Transforming Educator</td>
</tr>
<tr>
<td>Is a reflective, collaborative, and responsive decision-maker, facilitator, and role model within the classroom, school, community, and global environment.</td>
</tr>
<tr>
<td>Engagement: The Transforming Educator</td>
</tr>
<tr>
<td>Designs developmentally appropriate lessons; integrates curriculum; engages learners.</td>
</tr>
<tr>
<td>Diversity: The Transforming Educator</td>
</tr>
<tr>
<td>Understands needs of diverse Teacher Candidate populations; responds appropriately to diverse groups; provides culturally responsive lessons.</td>
</tr>
<tr>
<td>Collaboration: The Transforming Educator</td>
</tr>
<tr>
<td>Models understanding of community; collaborates inside and outside the classroom; interacts effectively with groups.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>University Supervisor Information</th>
<th>Mentor Teacher Information</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
The Transforming Educator understands foundations, curriculum, and development.

The Transforming Educator plans, implements, and assesses; individualizes, differentiates, and adapts; varies instruction.

The Transforming Educator reflects, revises, and refines, models professionalism; grows professionally.

The Transforming Educator is respectful.

The Transforming Educator takes responsibility.

The Transforming Educator is flexible.

The Transforming Educator values collaboration.

The Transforming Educator values reflection.

The Transforming Educator is committed to life-long learning.

The Transforming Educator believes in teacher efficacy.

The Transforming Educator engages in effective communication.

Objectives

1. The Teacher Candidate will observe the demographics of the school and classroom and will develop a growing appreciation for the philosophical, historical, sociological, legal, and psychological aspects of education. (1A, 2A)

2. The Teacher Candidate will demonstrate good communication skills both in planning and in implementing instructional plans. (1B, 2B, 4B, 4H)

3. The Teacher Candidate will demonstrate an understanding of the content bases for curricula as well as the use of technology in the classroom. (1A, 2A, 1B)

4. The Teacher Candidate will observe, understand, and respect the instructional and management techniques demonstrated by the Mentor Teacher as related to cognitive and social developmental stages, gender issues, individual needs, and learning styles of all learners. (1C)

5. The Teacher Candidate will plan, implement, and assess well-integrated, developmentally appropriate, and culturally responsive lessons. (3A, 1B, 2B, 3B, 4A)

6. The Teacher Candidate will individualize, differentiate, and adapt instruction to meet the needs of all learners through the use of a wide variety of teaching methods, strategies, technology, and materials. (3A, 3B, 4G)

7. The Teacher Candidate will plan and implement strategies to develop positive self-concepts in students by giving supportive corrections, by personalizing instruction, by giving positive reinforcements, and by recognizing student effort. (3A, 3B, 4G)

8. The Teacher Candidate will be able to reflect on his/her teaching and its effect on student learning. (1C, 2C, 4E, 4F, 4G)

9. Given the opportunity to work in a classroom, a school, and a school system, the Teacher Candidate will both analyze and reflect upon his/her role as decision maker, a facilitator of learning, and a role model within the classroom, the school, and the community. (1C, 2C, 3C, 4D, 4E, 4F, 4G)

10. The Teacher Candidate will engage in effective collaboration with students, with other educators, with parents, and with the community. (1C, 3C, 4D)

11. The Teacher Candidate will be able to strengthen knowledge about school and community, about research, about professional roles in the teaching profession, and about the responsibilities of the teacher practitioner. (1A, 2A, 2C)

12. The Teacher Candidate will reflect upon and then revise and/or refine his/her understanding of a teacher as a Transforming Educator. (1C, 2C, 4E)

In summary, during the Internship experience, Teacher Candidates have the opportunity to put into practice (To Do) all that they have learned (To Know) in the programs of study. Internship allows these Teacher Candidates to continue the learning experiences that began in their college classrooms (To Be).


Failure to attend the Orientation Seminar will prevent a Teacher Candidate from participating in the Internship experience for the semester.

Course Requirements and Evaluation

A grade of Satisfactory (S) or Unsatisfactory (U) is given for EDUC 498; letter grades (A-F) are given for EMAT 612.

Grades are not determined by the national score received on your edTPA portfolio; however, submission of the portfolio is a requirement for certification. Candidates will pay a $300 fee for external portfolio evaluation that is included as a Special Fee in your tuition; each candidate will be given a voucher number for portfolio submission. Grades are determined by the number of points associated with the performance on your assignments, successful completion of all observations, evaluations, and other requirements listed on the final grade submission form located in the appendix section of this syllabus.
For successful completion of Internship, the following requirements have been established.

Organizational Requirements

- Teacher Candidates must subscribe to the appropriate listserv and must check their Mercer email account and Office of Field Placement website’s announcements regularly for updates, and other communications. All students who are enrolled in the Teacher Education Programs are required to use Mercer email accounts. Instructions for opening Mercer email accounts are available in the education offices on each campus.
- Teacher Candidates must keep complete lesson plans (as they are written based on local school policies) and must have these plans available for the University Supervisor at all times.
- Teacher Candidates must have an Internship Notebook. Follow the directions given in this Handbook for organizing the Electronic Notebook.
- Teacher Candidates must meet with their assigned Mentor Teacher and plan with him/her a calendar for meeting the Internship requirements.

LiveText Requirements

1. **LiveText account.** Required for every Field Experience. If you do not already have a LiveText account, please contact tiftltsupport@mercer.edu for assistance.
2. **LiveText Check-Up.** You can find the list of courses available to you in LiveText in any of three locations: (1) under the Course tab; (2) in the upper right corner when you are on your Dashboard; (3) the available tabs of Active Assignments on your Dashboard (courses only show up there if there is an assignment that is “active”, i.e., awaiting submission or awaiting assessment). Locate your courses in one of these three ways and do the following:
   a. Be sure this course section, with the name of your University Supervisor, appears in your list of courses.
   b. Be sure that you are enrolled in all courses listed in your account.
3. If you see problems with a field experience course (i.e., you have the wrong supervisor listed or you don’t see the field experience course at all), or if you do not see ANY courses (and you know that you are registered for some that require LT), please notify the Office of Field Placement at tiftltsupport@mercer.edu.
4. **LiveText Assignments.** Courses requiring LiveText are listed in your LiveText account under the Course tab. Within each course, specific LiveText requirements are listed on the Assignments tab.
5. **How to submit required assignments in LiveText:** See the step-by-step instructions in the Help section of LiveText (In Help, under the For Students tab, https://www.livetext.com/c1_help/for_students). Important reminder: If you are submitting an assignment that includes a template for your use, you must use that template; do not simply submit a Word document unless that is clearly an option for the assignment.
6. **Use the Help section in LiveText.** The Help link is located in the upper right corner of your window from within your LiveText account.
7. **Dispositions Assessment.** At the end of the course, you will be provided with formative feedback on your development and on demonstration of the professional dispositions that are important for Transforming Educators. No grade or score from the dispositions assessment will affect your course grade. Even though it will appear in your list of assignments, you do not have to submit anything for this assessment to occur. You can, however, go into the assignment to see the rubric that will be used to give dispositions feedback. The list of professional dispositions will be discussed at a seminar.

The assignments for Internship and details, including due dates are within this course in LiveText. An explanation of each assignment follows:

1. The Teacher Candidate must satisfactorily complete and submit an Instructional/Learning segment for a minimum of 3-5 days of connected learning, along with a planning commentary. (edTPA TASK 1, Parts B-E) Both the Cooperating Teacher and the University Supervisor must receive the outline of the learning segment in advance of teaching the lessons for any revisions or adaptations that either might identify. Teacher Candidates should NOT begin teaching any lesson that has not been approved by both the Cooperating Teacher and the University Supervisor. Failure to gain
approval prior to teaching the learning segment could lead to requiring an additional learning segments and/or an extension of time.

2. Teacher Candidates should plan with the Cooperating Teacher to determine the content of the learning segment and the number of teaching days/instructional lessons for the learning. These lesson plans must follow the edTPA format in conjunction with the Mercer approved lesson plan format. All lesson plans must indicate that the Cooperating Teacher has approved the lesson before it is taught (CT’s initials and date).

3. Teacher Candidates must satisfactorily plan for and teach classes as assigned and approved by the Cooperating Teacher according to the program calendar devised by the Teacher Candidate and the Cooperating Teacher. Any teaching plans not part of the formal learning segment should be written using the Mercer Lesson Plan format. (See appendix section) All lesson plans should be kept in the Internship Notebook and should be available to the University Supervisor at any time.

4. There will be a minimum of three (3) on-site Formative Evaluation Observations of teaching performance by the University Supervisor, including a check of the Internship Notebook, during the semester. One of these observations should take place during the teaching of the learning segment created by the Teacher Candidate. The University Supervisor will discuss the observations and will give written appraisals so that Teacher Candidates may stay apprised of their status. The University Supervisor must judge these observations at the Developing or Proficient levels. If more than three formative observations are required, or if an observation is unsatisfactory, the University Supervisor may schedule a conference, after consultation with the Cooperating Teacher. If necessary, the University Supervisor, the Cooperating Teacher, the Principal, and the Associate Director of Field Placement will confer as to any action that might be necessary.

5. If the Teacher Candidate is not prepared for a scheduled observation, 25 points for each occurrence will be deducted from the candidate's earned final Internship score. Being prepared for the observation includes having the lesson plans written as described in this syllabus, printed and ready for the supervisor, and teaching a lesson that is appropriate for an observation.

6. There will also be a minimum of three (3) formal Formative Evaluation Observations by the Cooperating Teacher. The Cooperating Teacher must judge these observations at the Developing or Proficient levels. The Cooperating Teacher should discuss the formative evaluations with the Teacher Candidate to offer suggestions in areas needing improvement and/or to affirm performance.

All Lesson Plans taught in a classroom must have the cooperating teachers approval prior to implementation. Failure to seek approval will result in a 25 point deduction.

Teaching Assignments:

1. The Teacher Candidate must satisfactorily complete and submit an Instructional/Learning segment for a minimum of 3-5 days of connected learning, along with a planning commentary (edTPA TASK 1, Parts B-E). Both the Cooperating Teacher and the University Supervisor must receive the outline of the learning segment in advance of teaching the lessons for any revisions or adaptations that either might identify. Teacher Candidates should NOT begin teaching any lesson that has not been approved by both the Cooperating Teacher and the University Supervisor. Failure to gain approval prior to teaching the learning segment could lead to requiring an additional learning segments and/or an extension of time.

2. Teacher Candidates should plan the lesson segment as part of the required curriculum. If necessary, additional lesson segments can be taught. These lesson plans must follow the Mercer approved lesson plan format.

3. Teacher Candidates must satisfactorily* plan for and teach classes as assigned. All lesson plans are to be available to the University Supervisor at any time. The plans will be read by the University Supervisor as a part of each Supervisor visit and should be with the lesson plan for the observation.

4. There will be a minimum of three (3) on-site Formative Evaluation Observations of teaching performance by the University Supervisor, including a check of the Electronic Internship Notebook and all lesson plans, during the semester. The University Supervisor will discuss the observations and will give written appraisals so that Teacher Candidates may stay apprised of their status. The University Supervisor must judge these observations at the developing or proficient levels. If more than three formative observations are required, or if an observation is unsatisfactory, the University Supervisor may schedule a conference, after consultation with the Mentor Teacher.
If necessary, the University Supervisor, the Mentor Teacher, the Principal, and the Associate Director of Field Placement will confer as to any action that might be necessary. The Internship experience could be extended or terminated.

5. If the teacher candidate is not prepared for a scheduled observation, 25 points for each occurrence will be deducted from the candidate’s earned final internship score. Being prepared for the observation includes having the lesson plans written as described in this handbook, printed and ready for the Supervisor, and teaching a lesson that is appropriate for an observation. The observed lessons should not be the same as those observed by the Mentor Teacher.

6. There will be a minimum of three (3) formal Formative Evaluation Observations by the Mentor Teacher. The Mentor Teacher must judge these observations at the developing or proficient levels. At least one of the observations must be during the unit(s). The Mentor Teacher should discuss the formative evaluations with the Teacher Candidate to offer suggestions in areas needing improvement and/or to affirm performance. The observed lessons should not be the same as those observed by the University Supervisor.

Other Graded Requirements

1. Teacher Candidates must satisfactorily* complete the Building Relationships assignment: Letter of Introduction to Students, and Letter of Introduction to Parents/Guardians. The Profile should be completed after Orientation and should be submitted to the Mentor Teacher as soon as it is ready. A copy of the Profile presented to the Mentor Teacher should be sent to the University Supervisor on or before the due date given in the assignment calendar. The Letters of Introduction should be submitted to the University Supervisor on or before the due date given so that you can prepare the letter for presentation to your Mentor Teacher for his/her approval and signature and for distribution to the students/parents. This assignment is to be submitted to the University Supervisor via LiveText and to the Mentor Teacher via email. The assignment in LiveText contains additional information and details about this assignment.

2. Teacher Candidates must complete TASK 1, Part A: Context for Learning Information and Demographic Report for the school where each is assigned using the required LiveText format. The assignment must be linked to the Portfolio.

3. Teacher Candidates must complete TASK 2, Parts A-B: Video Clips & Commentary, using the template in LiveText.

4. Teacher Candidates must complete and submit a Transforming Philosophy of Education paper, using the LiveText format. This assignment must be linked to the Portfolio.

5. Teacher Candidates must complete and submit TASK 3 & 4 (Task 4, if a candidate is an Early Childhood major), Parts A-E: Assessment & Analyzing of Teaching, using the LiveText format. This assignment must be linked to the Portfolio (in place of Analysis of Student Learning).

Additional Evaluation Criteria

1. Teachers are expected to speak and to write in Standard English. Teacher candidates are expected to do so at all times because they serve as models for their students. Failure to speak or to write in English that is grammatically correct may result in remedial work and could prevent success in the field experience.

2. There will be a Content Knowledge Assessment for each Teacher Candidate. Teacher Candidates must submit the Content Knowledge Assessment form in TOFES to the University Supervisor by the due date.

3. There will be a Mid-Term Conference (Teacher Candidate, Mentor Teacher, and University Supervisor) to determine the Teacher Candidate’s progress, strengths, and weaknesses.

4. There will be a Dispositions Assessment completed by the Mentor Teacher and the University Supervisor. At the end of the semester, be sure to review these evaluations which will be based on assessments from your Mentor Teacher and your University Supervisor. The dispositions assessment will provide you with formative feedback on your development and demonstration of the professional dispositions that are important for Transforming Educators. No grade or score from the dispositions assessment will affect your course grade; however, failure to submit the Dispositions assessment from the MT will result in a grade of Incomplete.
5. All forms from the Mentor Teacher should be submitted to the University Supervisor on the due dates.
6. Attendance at all scheduled seminars is required. A five-point penalty will be imposed for each absence. Any problems with attending seminars must be discussed with the University Supervisor prior to the seminar.
7. The Summative Evaluations from the Mentor Teacher and the University Supervisor must indicate satisfactory* completion of responsibilities and satisfactory performance in teaching while under his/her supervision. Ratings must be at the Proficient or Developing levels.
8. All assignments are due when stated. An assignment not turned in by its due date will be considered late. “Turned in” means different things for different assignments, so see individual assignment guidelines for details about submission of assignments. Assignments submitted after the due date will be penalized 10% of the points for the assignment; however, assignments submitted after one week (7 days) must be submitted, but will not be read or graded. Such assignments will receive 0 points in the evaluation of points for the assignment. Please note that assignments must be submitted in order to complete the field experience requirements even if the assignment is submitted after one week and no points are assigned.
9. Any additional requirements set by the Teacher Education Programs or the University Supervisor must be completed satisfactorily.*

*Satisfactory completion of written assignments is interpreted to mean following directions, meeting deadlines/due dates, using Standard English, and fulfilling the requirements given for the assignment.

Course Evaluation
In order to earn a grade of Satisfactory “S” (Regional Academic Centers and Macon Residential Programs) or a grade of “B” (Atlanta Certification Only Program or MAT), the requirements will be evaluated as follows:

1. Teacher Candidates must accrue a minimum of 450 points (Regional Academic Centers and Macon Residential Programs) or a minimum of 498 points (Atlanta Certification Only Program or MAT) from among the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Relationships Assignment</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>TASK 1B &amp; 1C Design/Plan and Lesson Plans</td>
<td>100</td>
<td>558—600 = A</td>
</tr>
<tr>
<td>Student Teaching Notebook</td>
<td>20</td>
<td>534—557 = B+</td>
</tr>
<tr>
<td>TASK 1A Context for Learning &amp; Demographic Report</td>
<td>20</td>
<td>498—533 = B</td>
</tr>
<tr>
<td>TASK 2 Video &amp; Instruction Commentary</td>
<td>60</td>
<td>480—497 = C+</td>
</tr>
<tr>
<td>Philosophy of Education Paper</td>
<td>40</td>
<td>450—479 = C</td>
</tr>
<tr>
<td>TASK 3 &amp; 4 Assessment Tasks &amp; Commentary</td>
<td>100</td>
<td>390—449 = D</td>
</tr>
<tr>
<td>(If you are ECE, Task 3 &amp; Task 4 become 50 Points each)</td>
<td>0—389 = F</td>
<td></td>
</tr>
</tbody>
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   | Summative Evaluation (CT + US)                  | 240   | 600       |
   | Total points possible                           | 600   | 600       |

2. Teacher Candidates must successfully complete and/or earn a satisfactory rating:
   - Three (3) on-site visits/Formative Evaluation Observations: University Supervisor
   - Three (3) on-site visits/Formative Evaluation Observations: Mentor Teacher
   - Submission of the completed Content Knowledge Assessment form to University Supervisor by due date
   - Satisfactory completion of all LiveText requirements/assignments
   - Seminar Attendance (penalty points deducted from above total)
   - Any additional requirements set by University Supervisor
   - Any written assignments not named above
   - Use of Standard English: oral and written
   - End of Course Evaluations
Failure to accrue the minimum number of points as described in Part 1 and/or failure to meet the Internship time requirements and/or failure to receive an evaluation of successful completion for Part 2, will result in a failing grade and will prevent recommendation for certification by the Tift College of Education.

Termination/Remediation

1. An individual candidate’s field experience assignment will be terminated if school officials (e.g., the Cooperating Teacher, the school principal) and/or the University Supervisor recommend termination. The termination will be justified by official documentation that indicates any of the following: the candidate jeopardizes instructional processes at the school; the candidate has exhibited a lack of professionalism and/or unethical behavior; the candidate has not demonstrated the expected professional dispositions and there are substantial concerns about this area of the candidate’s development. If the documentation also indicates that the candidate had adequate time and opportunity to remedy the problem(s) and has not successfully worked with the school and the University Supervisor to resolve the problem(s), then the candidate is removed from the classroom setting and will not be placed in another setting during the same semester.

2. University Supervisors must discuss any consideration for termination with the Associate Director of Field Placement at the appropriate site who will inform the appropriate Chair. Decisions regarding grade, opportunities for remediation, and subsequent reassignment will be made by the Associate Director of Field Placement at the appropriate site after consultation with the University Supervisor, and the appropriate Chair.

3. If a joint decision recommends remediation and a new placement for the field experience, a remediation plan that addresses the specific areas of concern will be developed with input from the candidate’s University Supervisor, Cooperating Teacher, Chair, and the Associate Director of Field Placement at the appropriate site. Each remediation plan will be individualized for the teacher candidate, and implementation will be supervised by a University Supervisor and the Associate Director of Field Placement at the appropriate site. Specific time limits will be set, and the remediation plan must be successfully completed prior to any new placement. It is important to note that a field experience can be repeated only once.

4. If a joint decision by the Associate Director of Field Placement, the University Supervisor, and the appropriate Chair does not recommend remediation and a new placement, the Chair will inform the appropriate Associate Dean. The Associate Dean will arrange a conference with the candidate to discuss options available and to recommend a course of action.

Participation and Attendance

Internship is a required course in the Teacher Education Program. Criteria established for the course as described in this syllabus and the Professional Education Handbook must be met. These criteria include, but are not limited to, punctuality and attendance at the assigned school according to the schedule established by the school/school system and professionalism in manner and dress. These and other policies outlined in the Internship Handbook and in the Professional Education Handbook are consistent with the responsibilities of the profession of teaching for which Teacher Candidates are preparing and for which they are accountable.

If an emergency necessitates absence or tardiness, please notify the University Supervisor as soon as possible. More than two (2) absences from school will necessitate an extension of the Internship experience to make up the days lost. Seminar attendance is required of all Teacher Candidates. Failure to attend the seminars could have a negative effect on the final grade; penalties of five (5) points per absence are deducted from point totals for the Internship experience.
ROLES AND RESPONSIBILITIES
The Teacher Candidate

Policies

1. **Employment:** The Intern is expected to maintain all responsibilities assigned to his/her place of employment.

2. **Daily Time Schedule:** The Intern keeps regular working hours for the school of employment. This must be a full-time teaching job and the Intern must be the teacher of record in the classroom.

3. **Absences:**
   - a. In addition to following the absence notification system at the school of employment, it is critical to notify the University Supervisor of any absence or delay in reaching the school. If a supervisor has scheduled a visit and unexpected interruptions in the day occur, it is imperative that the Intern contact the supervisor in respect for time and travel.
   - b. If the Intern is absent from school in excess of three days during the semester, the internship experience will be extended.

4. **Other**
   - a. Teacher Candidates are required to obtain liability coverage and to show proof of such coverage. The documentation must be on file in the appropriate field office.
   - b. Dress like a professional. If the school/school system has a dress code, follow it. If there is no code, the Tift College of Education expects its Teacher Candidates to dress professionally.

Being a Professional

A. You must know and be able to follow the rules and policies of the school. It is critical to know the established routines for fire drills, tornado drills, and other emergency drills.

B. Protect the use of the school’s resources, e.g., library, copy machines, consumable supplies, equipment. These resources are not to be used for personal or family convenience.

C. Make a genuine effort to build good relationships with the students. However, remember that a Teacher Candidate’s first responsibility is as a teacher.

D. Avoid the temptation to complain about students, the principal, other teachers. (A good way to avoid the temptation is to avoid the Teacher’s Lounge.)

E. Demonstrate a positive attitude and be positive, agreeable, and courteous.

F. Be open to suggestions and constructive criticism and respond to suggestions for improvement.

G. Be on time and prepared with any necessary assignments and materials for each seminar.

H. Utilize the expertise and resources of the University Supervisor and arrange appropriate times to discuss any issues or problems.

I. Work toward developing habits, skills, and attitudes that are positive.

The Mentor Teacher

The Mentor Teacher is selected by the principal from among full time Master Teachers in the school. Mentor Teachers must be fully certified in the field for which they are serving as mentors and must have a minimum of three years teaching experience. TSS training is highly desirable but is not required.

The Mentor Teacher is asked:

1. To cooperate and work with the University Supervisor to provide a successful Internship.

2. To visit the Intern’s classroom a minimum of three (3) times during the semester to make adequate and appropriate observations and to offer help as needed. Mentor Teachers are asked to use Tift College of Education Formative Evaluation Observation Instrument for observation purposes. The rubric, *Field Experience Standards of Performance for Initial Certification Candidates*, is provided as a guide for the assessment of all initial teacher certification candidates. The standards are adapted from the Georgia Systematic Teacher Education Program (GSTEP) Framework for Accomplished Teaching and reflect the principles of the Tift College of Education’s
conceptual framework. The Formative Evaluation Observation Instruments should be submitted to the University Supervisor. The Mentor Teacher’s evaluation should be discussed with the Intern, and a copy of the evaluation should be given to the Intern.

3. To meet with and counsel Intern regarding problems and to make suggestions as needed.
4. To meet with the University Supervisor and the Intern in a mid-term conference to discuss the strengths, weaknesses, and/or concerns observed. If deficiencies in content area, in professional or pedagogical knowledge, or in professionalism are indicated, or if such are expressed by the school administrators, additional observations may be scheduled and/or conferences with the appropriate administrators, the University Supervisor, the Mentor Teacher, and the Intern may be scheduled to determine any action that might be necessary.
5. To submit the Dispositions Assessment Form at the end of the semester.
6. To complete a Summative Evaluation at the end of the semester. This form should be given to the University Supervisor.
7. To meet with the University Supervisor to provide input for assignment of a final grade for the Internship.

Evaluation
1. The Mentor Teacher will meet regularly with the Teacher Candidate to provide feedback regarding observations and written plans/units.
2. The Mentor Teacher will prepare and submit to the University Supervisor all necessary assessments and observation forms, as listed on page 3.
3. If deficiencies in content, in professional or pedagogical knowledge, or in professionalism, are indicated in the Formative Evaluation Observation Instruction, or if such are expressed by the school administrators and/or the Mentor Teacher, additional conferences and/or observations may be scheduled. If necessary, the University Supervisor, the Mentor Teacher, the Principal, and the Associate Director of Field Placement, will confer as to any action that might be necessary. The Internship experience could be extended or terminated.

Working with the University Supervisor
4. The University Supervisor acts as liaison among the Teacher Candidate, the Mentor Teacher, the cooperating school, and the University. The assigned supervisor will make a minimum of three (3) visits to the classroom to observe the Teacher Candidate and to discuss progress with both the Teacher Candidate and with the Mentor Teacher.
5. Teacher Candidate seminars may be scheduled periodically during the term to provide time for questioning, discussing, and assisting the Teacher Candidate with problems encountered during this directed teaching experience. At any other time during the term if a Teacher Candidate wishes to discuss a matter with his/her University Supervisor, the Teacher Candidate should contact the University Supervisor.
6. Teacher Candidates must communicate regularly with the University Supervisor. This communication is critical. The University Supervisor must be informed of any issues or concerns so that those issues/concerns may be addressed in a timely and appropriate manner.

Code of Ethics for Teacher Candidates
Teacher Candidates must abide by the standards of conduct established by the school/school system in which he/she is placed as well as by the standards established by the Georgia Professional Standards Commission in the Code of Ethics for Educators. In addition to the Georgia PSC Code of Ethics, the teacher candidate wishing to gain competence in teaching skills and to develop professional integrity needs to consider and accept these responsibilities valued by Mercer University’s Tift College of Education:
1. Responsibility to the Student
   a. The Teacher Candidate is a professional practitioner in his/her relationship with students. All data concerning the school and the students must be kept confidential.
   b. The Teacher Candidate is an example to his/her students physically, mentally, intellectually, morally, and ethically.
   c. The Teacher Candidate refrains from imposing religious or political views upon the students.
d. The Teacher Candidate recognizes the continuing need for understanding child growth and development. On the basis of this understanding, he/she seeks to develop a learning program oriented to the individual capacities, individual needs, and developmental stages of the students.
e. The Teacher Candidate strives to establish a social climate, which encourages personal integrity and societal responsibility.
f. The Teacher Candidate deals with each student without prejudice or partiality.

2. Responsibility to Mercer University and the Tift College of Education
g. The Teacher Candidate recognizes that any misconduct is a reflection upon Mercer University. Having voluntarily chosen the Teacher Education Program, the Teacher Candidate upholds the standards of the University in his/her professional conduct.
h. The Teacher Candidate approaches the learning situation with a positive attitude.
i. The Teacher Candidate makes constructive use of the assistance of the University Supervisor in adjusting to professional practice.

3. Responsibility to the Profession
a. The Teacher Candidate is considered a member of the profession and acts according to the established ethics in all matters.
b. The Teacher Candidate keeps up-to-date on professional matters.

Lesson and Unit Planning
1. For effective facilitation of learning, initial planning is ESSENTIAL. Careful planning is especially important for the inexperienced Teacher Candidate.
2. Lesson plans must be written in advance. The Teacher Candidate should ask for help from the Mentor Teacher when it is needed. All lesson plans should be available for the University Supervisor when he/she visits the classroom. The supervisor will look at the plans as a part of each visit, focusing on the ability of the candidate to plan connected instruction. If lesson plans are not available to the University Supervisor at the time of observation twenty-five points (25 points) will be deducted from the candidate’s final grade.

The University Supervisor
A. Selection
The University Supervisor serves as the liaison between the Office of Field Placement and the school. University Supervisors are selected from among full-time professors in the Teacher Education Program and/or from approved adjunct instructors.

B. Expectations
The University Supervisor is expected:
1. To cooperate and work with the Associate Director of Field Placement to develop cooperative relationships with schools/school systems, administrators, and other personnel to facilitate mutual understanding of policies and procedures.
2. To visit the classroom a minimum of three (3) times to make adequate and appropriate observations and evaluations and to offer help as needed. The rubric, Field Experience Standards of Performance for Initial Certification Candidates, is provided, in a separate document, as a basis for the assessment of teacher certification candidates.
3. To meet with and counsel candidates regarding problems and concerns and to make suggestions as required.
4. To consult with the Mentor Teacher to arrange for a mid-term conference with the Teacher Candidate so that the Teacher Candidate can be apprised of his/her progress, areas of strength/weakness, and strategies for improvement.
5. To maintain written records to aid in directing and evaluating the progress of the student.
6. To collect, review, and evaluate data and assignments as submitted by the student in fulfillment of the requirements for Internship.
7. To provide timely feedback to the Teacher Candidate following observations of lessons taught by the Teacher Candidate.
8. To work with the Mentor Teacher to provide a successful Internship experience.
9. To submit data as required by the Offices of Field Placement (includes LiveText data).
10. To keep the Directors of Field Placement aware of the progress/non-progress of each Teacher Candidate assigned to him/her.
11. To complete Summative Evaluations and assign a final grade for the Internship experience. The rubric, *Field Experience Standards of Performance for Initial Certification Candidates*, is provided, in a separate document, as a basis for the holistic assessment of teacher certification candidates.

The Offices of Field Placement

A. Responsibilities

The Associate Director of Field Placement serve as the liaisons between the University and the school systems/schools, coordinate the field placements for candidates who are placed in classrooms other than their own, consult with University Supervisors regarding the progress/non-progress of each Teacher Candidate, keep the site Chairs informed as to the progress/non-progress of each Teacher Candidate, and collect and file data as submitted by the University Supervisors.

B. Expectations

The Offices of Field Placement are expected to:

1. Make requests for placements.
2. Furnish specific information about the dates Teacher Candidates will begin and complete their assignment.
3. Furnish the appropriate school personnel with information as requested.
4. Conduct orientation sessions for the Teacher Candidates prior to the beginning of the Internship experience.
5. Inform the Teacher Candidates, in writing, of their confirmed placements.
6. Confer with school system/school personnel about any problems, details, or changes in the Internship experience.
7. Make arrangements for assignment of University Supervisors.
8. Identify professional literature which will help Classroom Teachers/Mentor Teachers, University Supervisors, and Teacher Candidates.
10. Arrange periodic seminars with Teacher Candidates to discuss concerns, questions, professional issues, and other needs.
11. Collect, record, and file data related to each Teacher Candidate.

EVALUATIONS

Evaluation of a Teacher Candidate is a continuous process involving self-evaluation by the Teacher Candidate, evaluation by the Mentor Teacher, and evaluation by the University Supervisor. The focus is on growth—becoming the best beginning teacher the Teacher Candidate can become. The rubric, *Field Experience Standards of Performance for Initial Certification Candidates*, is provided to Teacher Candidates, to Mentor Teachers, and to University Supervisors as a basis for the assessment of initial certification Teacher Candidates. The standards are adapted from the Georgia Framework for Accomplished Teaching and reflect the principles of Tift College of Education’s Conceptual Framework, “The Transforming Educator.”

Self-Evaluation

Probably the most important evaluation is self-evaluation or reflection done by the Teacher Candidate. For the career teacher, self-evaluation is the major vehicle of long-term improvement. Outstanding teachers regularly explore two questions as they teach:

What worked well in the lesson?
What would I change if I were to teach this lesson again to a similar group of students?

The first question provides positive feedback that supports and encourages the teacher. The second becomes the stimulus to look more closely at student development, interests, needs, and learning styles, and to analyze preparation, planning and presentation. Without this kind of reflection, a teacher grows complacent and stale, often inappropriately blaming students for
learning problems rather than solving learning problems. Objective, regular self-evaluation helps the Teacher Candidate continue to be a vital, growing professional.

**Evaluation by the Mentor Teacher**

The Mentor Teacher has accepted the responsibility of guiding the growth of a teacher candidate on a day-to-day basis. He/She will also prepare and submit formative evaluations throughout the Internship experience. The effectiveness of these efforts, however, depends heavily upon the spirit in which they are received by the Teacher Candidate. A Mentor Teacher cannot change a Teacher Candidate; the Teacher Candidate must make the changes. A Teacher Candidate should focus on how to be a better teacher. With this focus, a Teacher Candidate is ready to receive feedback that will lead to improvement.

Evaluations are vital for growth, regardless of whether the evaluation is of a student, a Teacher Candidate, or of oneself. If areas of strength or need are not known, change and growth cannot occur. The Mentor Teacher is asked to evaluate the student teacher candidly, thus providing the kind of feedback that will provide for change and professional growth and clearly assess the student teacher’s performance.

**Evaluation by the University Supervisor**

The University Supervisor shares in the responsibility for facilitating the growth of a Teacher Candidate. Some of his/her evaluations will be formative in nature* and are designed to encourage professional development. In regular visits with the Mentor Teacher and the Teacher Candidate, the University Supervisor will assess progress and assist in plans for further improvement. Periodically, he/she will observe the Teacher Candidate in various teaching roles and will provide feedback to facilitate growth. The University Supervisor also completes a summative evaluation at the end of the semester. This evaluation is also holistic and encompasses all work submitted: lesson and unit plans, reflective journal, Analysis of Student Learning, Summary of Professional Growth, Demographic Data Report, etc.

**Certification**

The certification process will be outlined and explained in the scheduled seminars. Please note, however, that in order to complete the certification process and to be recommended for certification, Teacher Candidates must receive a passing grade for Student Teaching, must have taken and received a passing score on the appropriate GACE tests, and must pass the Georgia Educator Ethics – Program Exit (Code 360) Test. Students must receive a passing score on the edTPA portfolio beginning Fall 2015.

**Resources**

LiveText, [http://www.livetext.com](http://www.livetext.com)


*The Office of Field Placement reserves the right to revise the course syllabus as required by either judgment or circumstance*
Appendices
The Internship Notebook

Each fieldwork student is required to keep an electronic notebook in LiveText. There will be two checks of the electronic notebook during the semester, and each notebook check is given up to 10 points. Specific requirements are provided in LiveText and include the following criteria:

**Internship (20 points)**

Class Organization/Structure

- Class Roster
- Daily Schedule for your assigned classroom
- Class policies

Instructional Planning

- Planning Calendar OR Daily Teaching Schedule (Interns only)
- Learning Segments/Lesson Plans (all lesson plans must be signed by the CT and electronically scanned and uploaded to the electronic notebook in LiveText)
Connected Learning Segment (CLS) Commentary

Note: To be used by students during fieldwork

Mercer Connected Learning Segment (CLS) Commentary Template

Teacher Candidate:

Grade Level:

Date:

Unit/Subject:

Compose a narrative response describing the effectiveness of the strategies you included in your connected learning segment (CLS) in each of the sections listed below. The purpose is to explain the rationale for choosing your strategies and analyze what went well and what you might do to improve student learning. You may use the guiding questions to help in developing your response. You do not have to respond to all of the questions. However, make sure your response is clear, concise and includes some evidence of theory and/or research.

Standards Correlation and Central Content Focus:

• How effective was your planning in terms of developing the central focus over the course of the learning segment? How well did students grasp the central focus of this learning segment by the final day?

Learning Targets:

• How effective were the learning targets that you used in this segment? Did the students understand the targets? Is there anything you would change about the way you designed or implemented the learning targets across the learning segment?

Academic Language:

• How did you scaffold the learning segment to support the demands of academic language so that students could learn, participate and engage in meaningful ways with the content?
• How did your CLS support the students’ receptive language skills (e.g., listening, reading) and productive language skills (e.g., discourse/speaking, syntax/writing)? Cite specific examples from the CLS.
• How well did students grasp the specific language function (usually identified from the verb in your standard) that students will need to engage in the content? Cite a specific task from your CLS that demonstrated opportunities for students to practice the language function.
• How did your learning segment promote a connection between reading and writing?
• Describe the learning strategies you used in your lesson plan to build knowledge of essential content-related vocabulary.

Learning Segment Scope and Sequence:

• How did your learning targets and tasks show a progression of learning over time and support the development of reasoning, problem solving, and/or critical thinking skills?
• How did your role and the students’ roles change over time to promote increased student ownership of the learning?

Differentiation/Planned Support (Context for Learning)
• How did you utilize the information you included in the context for learning (knowledge about your students) to inform critical decisions about what and how you taught? Provide specific examples.
• How did the lessons in your segment support the social, cultural, knowledge, skills, and/or interests of your students? Provide specific examples.
• How did the lessons in your segment support students with specific learning needs?
• What research based instructional strategies/theoretical principles did you utilize to ensure the learning needs of your students?

Assessment
• Describe both the formative and summative assessment measures you used in your CLS.
• What research based assessment strategies/theoretical principles helped guide you in your selection of assessment techniques?
• How did the results from these assessments provide specific information about student mastery of the skills identified in your central content focus?
• How were the assessments differentiated to address the needs of the various individuals or groups of students identified in your context for learning?
• How did you provide specific feedback to your students?
• How did you determine each student’s level of mastery of your central content focus?
• Will additional review be needed to help students grasp the content of your CLS?

Overall Reflection
• What part of your learning segment did you think was most effectiveness in terms of enhancing student learning?
• What would you change/improve about the way you taught this learning segment?
• What is one specific goal you would like to set to help you grow in your effectiveness as a teacher?
Connected Learning Segment (CLS) Template (3-5 days)

Teacher Candidate:
Grade Level:
Date:
Unit/Subject:

Standard Correlation:

Use the GSE or GPS standards and any other standards that are required in the county/school system in which you are placed. Write the whole standard and any element that will be used. Include all standards and elements that will be addressed during the CLS.

Central Content Focus:

Describe the central concept(s) or understanding(s) that you want students to gain by the end of this learning segment. Add an essential question for each day to reflect those concepts and understandings.

Learning Targets:

List what you want the students to know (knowledge) and be able to do (skills) at the end of this learning segment. These learning targets should help students grasp the central content focus.

Context for Learning:

List any special features of your school and/or classroom setting that will affect your teaching in this learning segment. Summarize the required or needed supports, accommodations, or modifications for your students that will affect your instruction. Also discuss how you will consider the cultural, social, emotional, developmental and interest needs of your students.

Academic Language:

Detail the specific academic language demands (language function, discourse and/or syntax) that will be used by students to participate in learning tasks through reading, writing, listening, and/or speaking to demonstrate understanding of the central lesson focus.

Key Vocabulary:

Identify specific academic vocabulary that students will need to understand the central content focus of the learning segment.
Materials/Instructional Technology:

List any materials needed (teacher/student) including technology, supplies, textbooks, and other resources particular to this learning segment.

Differentiated Strategies:

List specific strategies that will be used to meet the varied learning needs of the students as described in your context for learning.

Assessment Strategies:

Detail the ways that you will be checking for student understanding continuously throughout the learning segment. Give examples of specific uses of formative and/or summative assessments.

Learning Segment Scope and Sequence:

Provide an overview of the progression of your central content focus over time. Make a list including each day of the CLS and the key learning target(s) that will be addressed each day. The scope and sequence should demonstrate how skills and activities will become increasingly more complex over time.

Theoretical Principles and/or Research Based Best Practices:

Explain the educational theory and/or research used for planning the learning segment.

Step-by-step Procedures: Complete this section for EACH day of the CLS.

Standard(s): List the specific standard(s) and element(s) that will be addressed on this day of the CLS.

Learning Targets: List what you want the students to know (knowledge) and be able to do (skills) at the end of this lesson. These learning targets should help students grasp the central content focus.

Introduction: (_____minutes)

Explain how students will be involved in the opening of the lesson including elements such as prior knowledge check, review of previous learning targets and activating interest in the lesson content.

Instruction: (_____minutes)

Explain how you will present and engage students in the lesson content. Elements that might be detailed in this section include direct instruction, modeling, guided practice, demonstrations, directions for tasks, etc.

Practice: (_____minutes)
Explain how you will engage students in learning tasks to work towards mastery of the central focus. This might be done through strategies such individual or flexible groups, learning centers, performance tasks, etc. These tasks should specifically support your lesson learning targets and provide content application.

Closing: (_____ minutes)

Detail how students will be involved in strategies to review key concepts, summarize learning, clarify misconceptions and complete a final check of understanding.
Mercer Stand Alone Lesson Plan Template

Teacher Candidate:
Grade Level:
Date:
Unit/Subject:

Standard Correlation:
Use the GSE or GPS standard(s) and any other standards that are required in the county/school system in which you are placed. Write the whole standard and any element that will be used.

Central Content Focus:
Describe the central concept(s) or understanding(s) that you want students to gain by the end of this lesson. Add an essential question for each day to reflect those concepts or understandings.

Learning Targets:
List what you want the students to know (knowledge) and be able to do (skills) at the end of this lesson. These learning targets should help students grasp the central content focus.

Context for Learning:
List any special features of your school and/or classroom setting that will affect your teaching in this lesson. Summarize the required or needed supports, accommodations, or modifications for your students that will affect your instruction. Discuss how you will consider the cultural, social, emotional, developmental and interest needs of your students.

Academic Language:
Detail the specific academic language demands (language function, discourse and/or syntax) that will be used by students to participate in learning tasks through reading, writing, listening, and/or speaking to demonstrate understanding of the content focus of the lesson.

Key Vocabulary:
Identify specific academic vocabulary that students will need to understand the content focus of the lesson.

Materials/Instructional Technology:
List any materials needed (teacher/student) including technology, supplies, textbooks, and other resources particular to this lesson.

**Differentiated Strategies:**

List specific strategies that will be used to meet the varied learning needs of the students as described in your context for learning.

**Assessment Strategies:**

Detail the ways that you will be checking for student understanding continuously throughout the lesson. Give examples of specific uses of formative and/or summative assessments.

**Step-by-step Procedures:**

**Introduction: (_____ minutes)**

Explain how students will be involved in the opening of the lesson including elements such as prior knowledge checks, review of learning targets and activating interest in the lesson content.

**Instruction: (_____ minutes)**

Explain how you will present and engage students in the lesson content. Elements that might be detailed in this section include direct instruction, modeling, guided practice, demonstrations, directions for tasks, etc.

**Practice: (_____ minutes)**

Explain how you will engage students in learning tasks to work towards mastery of the central focus. This might be done through strategies such individual or small flexible groups, learning centers, performance tasks, etc. These tasks should specifically support your lesson learning targets and provide content application.

**Closing: (_____ minutes)**

Detail how students will be involved in strategies to review key concepts, summarize learning, clarify misconceptions and complete a final check of understanding.
Dispositions Assessment of Teacher Candidates
Cooperating Teacher/Mentor Teacher Assessment

Teacher Candidate______________________________________ Date_______________
Classroom Teacher Signature____________________ Date_______________

Based on your experiences with the teacher candidate placed in your classroom this semester, please rate the candidate on the following professional disposition, using the indicators on the Professional Dispositions list to guide your assessment. Turn your assessment in to the University Supervisor, who will share it with the teacher candidate. Please add explanatory comments, especially in areas where you have concerns.

<table>
<thead>
<tr>
<th>Pts.</th>
<th>Rating</th>
<th>Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Always</td>
<td>Candidate demonstrates the disposition every time the CT interacts with or observes the candidate.</td>
</tr>
<tr>
<td>3</td>
<td>Usually</td>
<td>Candidate normally demonstrates the disposition, in part or in total, when the CT/MT interacts with or observes the candidate.</td>
</tr>
<tr>
<td>2</td>
<td>Needs Improvement</td>
<td>Candidate occasionally demonstrates the disposition, in part or in total, or occasionally demonstrates inappropriate behavior indicating a deficit in the disposition when the CT/MT interacts with or observes the candidate.</td>
</tr>
<tr>
<td>1</td>
<td>Not Satisfactory</td>
<td>Candidate does not demonstrate the disposition, in part or in total, or frequently demonstrates inappropriate behavior indicating a deficit in the disposition when the CT/MT interacts with or observes the candidate.</td>
</tr>
<tr>
<td>0</td>
<td>Not Able to Observe</td>
<td>Candidate does not have the opportunity to demonstrate a specific disposition when the CT/MT interacts with or observes the candidate.</td>
</tr>
</tbody>
</table>

Disposition

Respect
- Is considerate of the feelings, opinions, knowledge, and abilities of others
- Is receptive to different ideas and to different people
- Recognizes, values, and utilizes assets in the community
- Acknowledges intellectual property of others by giving credit and avoiding plagiarism
- Treats all students with fairness and equity

Responsibility
- Is reliable and trustworthy
- Accepts consequences for personal actions or decisions
- Prepares for instruction & meetings with supervisors
- Communicates changes in time or schedule with supervisors
- Demonstrates ethical and professional behavior, such as confidentiality, punctuality, appearance
- Actively participates and attends to tasks without prompting
- Interacts in a positive and professional manner with students, peers, teachers, university personnel, and others; maintains appropriate boundaries
- Represents him/herself in an appropriate manner via technology (webpage, blogs, chat room, MySpace, FaceBook)

Flexibility
- Adapts to changing situations in the classroom
- Is open to new ideas
- Deals appropriately with less than ideal situations when necessary
- Maintains a positive attitude when changes occur and adjusts to unexpected events
- Demonstrates resilience
- Maintains composure under stress

Collaboration
- Cooperates with peers, CTs, school professionals, staff, and university personnel
- Works with other professionals to improve the overall learning environment for students
- Shares knowledge and responsibilities with others
- Gives and receives feedback

Reflection
- Self-assess knowledge and performance
- Demonstrates accurate self-analysis regarding own strengths and weaknesses
- Responds to constructive feedback by making appropriate changes in instruction or action

Commitment to Learning
- Demonstrates intellectual curiosity through his/her willingness to seek out and try out new ideas and teaching strategies.
- Demonstrates enthusiasm for the discipline(s) taught; keeps abreast of new ideas and developments in the field, and sees connections to everyday life
- Explicitly demonstrates a knowledge of the benefits of membership in professional organizations and/or is a member of one or more

Belief in Teacher Efficacy
- Demonstrates a belief that all students can learn
- Demonstrates belief that teachers are able to make a difference in the success of students (ex. by looking for ways to succeed rather than accepting defeat)
- Advocates for all learners

Social Intelligence
- Engages in socially appropriate and professional behaviors
- Is able to accurately interpret social situations, i.e. is perceptive to the feelings of others; responds appropriately and diplomatically
- Interprets non-verbal communication
- Demonstrates ability to adapt and “fit” in various situations and environments
- Understands one’s role in a group or larger community
- Recognizes self as part of a whole
- Actively listens and responds appropriately to others
Tift College of Education
Internship Grade Submission Form: University Supervisor

Check one: __EDUC 498: Internship ___EMAT 612: Internship

Teacher Candidate Name__________________________ MUID #____________________

Campus Location_________________________ Assigned School_____________________

Grade/Subject________________________ County/School System___________________________ Principal__________________________

Mentor Teacher_________________________ University Supervisor _______________________

Evaluation: In order to earn a grade of Satisfactory “S” (EDUC 498) or a grade of “B” or better (EMAT 612), the requirements will be evaluated as follows:

Part 1. Teacher Candidates must accrue a minimum of 450 points (Macon Residential & RACs) or a minimum of 498 points (Atlanta) from among the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Possible Points</th>
<th>Penalty</th>
<th>Points earned</th>
<th>Grade Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Relationships Assignment (LiveText)</td>
<td>20</td>
<td></td>
<td>558—600 = A</td>
<td></td>
</tr>
<tr>
<td>Lesson Segment: Design/Plan and Lesson Plans and Planning Commentary</td>
<td>100</td>
<td></td>
<td>534—557 = B+</td>
<td></td>
</tr>
<tr>
<td>(LiveText: Task1B, Task1C, Task 1D, Task1E)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Teaching Notebook</td>
<td>20</td>
<td></td>
<td>498—533 = B</td>
<td></td>
</tr>
<tr>
<td>Context For Learning &amp; Demographic Report (LiveText: Task1A)</td>
<td>20</td>
<td></td>
<td>480—497 = C+</td>
<td></td>
</tr>
<tr>
<td>Video and Instruction Commentary (LiveText: Task 2A, Task 2B)</td>
<td>60</td>
<td></td>
<td>450—479 = C</td>
<td></td>
</tr>
<tr>
<td>Philosophy of Education (LiveText)</td>
<td>40</td>
<td></td>
<td>390—449 = D</td>
<td></td>
</tr>
<tr>
<td>Assessment Tasks Commentary (Analysis of Student Learning)</td>
<td>100</td>
<td></td>
<td>0—389 = F</td>
<td></td>
</tr>
<tr>
<td>Summative Evaluation (CT &amp; US)</td>
<td>240</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total points possible</strong></td>
<td>600</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* ECE: Task 3 &amp; 4 are 50 points each</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Negative points for unacceptable observation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 2. Teacher Candidates must successfully complete and/or earn a satisfactory rating:

____ Student Demographic Data Assessment filled out appropriately in TOFES. (-5 points for not submitting)
____ Three (3) on-site visits/Formative Evaluation Observations: University Supervisor, Completed in TOFES
____ Three (3) on-site visits/Formative Evaluation Observations: Cooperating Teacher, completed in TOFES
____ Submission of CT Dispositions Assessment Form to the University Supervisor Completed in TOFES
____ Submission of Content Knowledge Assessment Form completed in TOFES
____ Validated Time Distribution Form for Student Teaching/Internship (-10 points for not submitting or not submitting correctly)
____ Satisfactory completion of all LiveText requirements/assignments
____ Seminar Attendance (penalty points deducted from above total)
____ Any additional requirements set by University Supervisor
____ End of semester Course Evaluations

Failure to accrue the required minimum number of points as described in Part 1 and/or failure to meet the Student Teaching time requirements and/or failure to receive an evaluation of successful completion for Part 2 will result in a failing grade and will prevent recommendation for certification by the Tift College of Education.

Final Grade____________________

University Supervisors Signature: ____________________________________________
Dear Candidate:

**Additional Field Experience** is designed to help you meet Georgia teacher certification requirements. You will be assigned to a Cooperating Teacher and University Supervisor for this field experience.

It is expected that you will meet the criteria established for each course including punctuality and attendance at your assigned school according to your approved schedule, exhibit professionalism in demeanor and speech, and exhibit professionalism in dress, adhering to any dress code established by the school system and/or school where you are observing. These criteria are consistent with the responsibilities of the profession for which you are preparing. If an emergency necessitates your absence or tardiness, please notify your classroom teacher (Cooperating Teacher) and your University Supervisor.

The faculty of the Teacher Education Program at Mercer University are committed to helping individuals develop into effective teachers. As you progress through the courses and field experiences that have been designed for you, always keep in mind that you have selected the most important profession for which one can prepare.

Sincerely,

Kristin T. Doss
Associate Director of Field Placement
Tift College of Education
Mercer University
Additional Field Experience Guidelines

The Transforming Educator
To Know    To Do    To Be

“The Transforming Educator”, the living link between the child and learning, is an educator who is changing internally through understanding, practicing, and reflecting such that, individually and collaboratively, he or she implements for all children appropriate and significant life-changing learning experiences that effectively provide for the needs of the whole child, that actively engage students in the learning process, and that promote life-long learning.

Course Description
This course provides a school-based experience for education students. Students will complete this experience at their school of employment and work out there additional placement with their administration. During this course, students will spend a minimum of thirty-five clock hours throughout an eight week session observing and participating, on a limited basis, in classroom-related activities. Students enrolled in AFE are expected to actively observe in a classroom under the direct supervision of a certified classroom teacher.

However, when planning/negotiating the schedule with the Classroom Teacher, students are reminded that the requirements must not be compromised and that the weekly schedule is subject to the approval and/or preference of the Classroom Teacher. The final observation schedule must be approved and must be filed with the University Supervisor.

Purpose of the Course
This course relates to each of the three major premises of the Conceptual Framework (CF) of Mercer University’s Tift College of Education: To Know, To Do, To Be, in that it is the initial field experience in the Teacher Education Program, thus beginning the classroom experience of the teacher candidate. Through observation of the Master Teacher in the classroom and through observation of the students, the teacher candidate will develop an awareness of the foundations of the education profession, of the content bases for curricula, and of the characteristics of learners; will build the foundations for doing the work of a professional educator; and will begin the process of defining his/her role as a Transforming Educator.

Course Outcomes/Objectives
1. The teacher candidate will develop an awareness of the development of the young child from spiritual, emotional, intellectual, social, and physical perspectives through observation and interaction in a classroom environment.
2. The teacher candidate will determine that children do manifest behaviorally the characteristics described at each stage or level of growth and development.
3. The teacher candidate will recognize the many developmental differences in young children.
4. The teacher candidate will recognize the importance of designing a classroom environment supportive of all learners.
5. The teacher candidate will recognize the importance of using effective classroom organizational strategies.
6. The teacher candidate will recognize how ethnicity, gender, religion, and special needs impact the development of experiences for young children.
7. The teacher candidate will continue to develop/enhance interpersonal skills and professionalism through interaction with learners, other educators, and members of the learning community.

Getting Started
1. Teacher candidates must subscribe to the appropriate listserv. Teacher candidates must also check their Mercer e-mail accounts and the Office of Field Placement website’s Announcements regularly for updates and individual communications. All teacher candidates in the Teacher Education Programs are
required to use their Mercer e-mail accounts. Instructions for opening Mercer e-mail accounts and for subscribing to the listserv are available in the education offices on each campus.

2. Meet with the Classroom Teacher and plan with him/her a calendar for meeting the requirements of this field experience.
A school employee (including a substitute teacher) must be in the presence of the Candidate and students inside and outside the classroom.

4. All students must have a TOFES (Tift Online Field Experience) account for every field experience. You will be completing the Student Demographic Data Assessment in TOFES. Here is the link to TOFES.

5. The SRG (Student Resource Guide) can be used to provide students with information regarding the Office of Field Experience procedures and policies.

**Teacher Candidate Evaluations**

1. Use standard English in speech and in writing assignments. Failure to do so could lead to an unsatisfactory grade for this course.

2. Attend and participate in two (2) supervisor seminars. Absence from a seminar imposes a 5-point penalty per seminar on the final point total.

3. Be regular and punctual in attendance at the assigned school and classroom according to the arrangement agreed upon with the Classroom Teacher. Teacher candidates should sign in at the school site each day upon arrival; Teacher Candidates should wear their Mercer University name badges to the school. Any absence or tardiness must be reported to the school, to the Classroom Teacher, and to the University Supervisor. If a pattern of absence or tardiness develops, students will be required to make up any lost time and to report to the Office of Field Placement for explanations.

4. Keep a time log according to the required format. The time log must be validated and signed by the Classroom Teacher.

5. Submit Disposition form from Cooperating Teacher and University Supervisor by assigned deadline

6. Complete Student Demographic Data Assessment in TOFES by assigned deadline

**Course Evaluation**

This experience is designed for mentored practicum and intern students to help fulfill their missing field experience cluster requirement. This course does not delay graduation, but will postpone certification until all clusters are completed.

A grade of Satisfactory (S) or Unsatisfactory (U) is given for this field experience. The course requirements will be evaluated as follows:

1. You must turn in the following to meet course requirements:
   - Student Demographic Data Assessment (Found in TOFES)
   - Disposition from CT and US
   - Timelog
   - Experience Completion form from University Supervisor

2. You must have completed/submitted each of the items listed below:
   - Any additional requirements set by the Teacher Education Program or by the University Supervisor

* Must reflect either Developing or Proficient Level; any Unacceptable ratings will require the teacher candidate to meet with the Field Director, the Site Chair, the Advisor, and the University Supervisor.
**Participation and Attendance**

Additional Field Experience is a required course in the Teacher Education Program that need to meet certification requirements. Students are expected to meet the criteria established for the course as described in this guideline and in the Teacher Education Handbook. These criteria include, but are not limited to, punctuality and attendance at the assigned school according to the schedule established by the school/school system and professionalism in manner and dress. These and other policies as outlined in the Teacher Education Handbook are consistent with the responsibilities of the profession of teaching for which students are preparing and for which students are accountable.

If an emergency necessitates absence or tardiness, please notify the Cooperating Teacher and the Supervising Teacher as soon as possible. More than two absences from school, other than absences scheduled for seminars, might necessitate an extension of the field experience to make up the days lost.

**Termination/Remediation**

An individual candidate’s field experience assignment will be terminated if school officials (e.g., the Cooperating Teacher, the school principal) and/or the University Supervisor recommend termination. The termination will be justified by official documentation that indicates any of the following: the candidate jeopardizes instructional processes at the school; the candidate has exhibited a lack of professionalism and/or unethical behavior; the candidate has not demonstrated the expected professional dispositions and there are substantial concerns about this area of the candidate’s development. If the documentation also indicates that the candidate had adequate time and opportunity to remedy the problem(s) and has not successfully worked with the school and the University Supervisor to resolve the problem(s), then the candidate is removed from the classroom setting and will not be placed in another setting during the same semester.

University Supervisors must discuss any consideration for termination with the Associate Director of Field Placement at the appropriate site who will inform the appropriate Chair. Decisions regarding grade, opportunities for remediation, and subsequent reassignment will be made by the Associate Director of Field Placement at the appropriate site after consultation with the University Supervisor, and the appropriate Chair.

If a joint decision recommends remediation and a new placement for the field experience, a remediation plan that addresses the specific areas of concern will be developed with input from the candidate’s University Supervisor, Cooperating Teacher, Chair, and the Associate Director of Field Placement at the appropriate site. Each remediation plan will be individualized for the teacher candidate, and implementation will be supervised by a University Supervisor and the Associate Director of Field Placement at the appropriate site. Specific time limits will be set, and the remediation plan must be successfully completed prior to any new placement. It is important to note that a field experience can be repeated only once.
APPENDICES
Dispositions Assessment of Teacher Candidates
Cooperating Teacher/Mentor Teacher Assessment
Additional Field Experience

Teacher Candidate_________________________ Date________________

Classroom Teacher Signature_______________________________ Date_______________

Based on your experiences with the teacher candidate placed in your classroom this semester, please rate the candidate on the following professional disposition, using the indicators on the Professional Dispositions list to guide your assessment. Turn your assessment in to the University Supervisor, who will share it with the teacher candidate. Please add explanatory comments, especially in areas where you have concerns.

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<td>4</td>
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<td>Candidate demonstrates the disposition every time the CT/MT interacts with or observes the candidate.</td>
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<td>3</td>
<td>Usually</td>
<td>Candidate normally demonstrates the disposition, in part or in total, when the CT/MT interacts with or observes the candidate.</td>
</tr>
<tr>
<td>2</td>
<td>Needs Improvement</td>
<td>Candidate occasionally demonstrates the disposition, in part or in total, or occasionally demonstrates inappropriate behavior indicating a deficit in the disposition when the CT/MT interacts with or observes the candidate.</td>
</tr>
<tr>
<td>1</td>
<td>Not Satisfactory</td>
<td>Candidate does not demonstrate the disposition, in part or in total, or frequently demonstrates inappropriate behavior indicating a deficit in the disposition when the CT/MT interacts with or observes the candidate.</td>
</tr>
<tr>
<td>0</td>
<td>Not Able to Observe</td>
<td>Candidate does not have the opportunity to demonstrate a specific disposition when the CT/MT interacts with or observes the candidate.</td>
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</table>

Disposition

Respect
- Is considerate of the feelings, opinions, knowledge, and abilities of others • Is receptive to different ideas and to different people • Recognizes, values, and utilizes assets in the community • Acknowledges intellectual property of others by giving credit and avoiding plagiarism • Treats all students with fairness and equity

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- Is reliable and trustworthy • Accepts consequences for personal actions or decisions • Prepares for instruction & meetings with supervisors • Communicates changes in time or schedule with supervisors • Demonstrates ethical and professional behavior, such as confidentiality, punctuality, appearance • Actively participates and attends to tasks without prompting • Interacts in a positive and professional manner with students, peers, teachers, university personnel, and others; maintains appropriate boundaries • Represents him/herself in an appropriate manner via technology (webpage, blogs, chat room, MySpace, FaceBook)

Flexibility
- Adapts to changing situations in the classroom • Is open to new ideas • Deals appropriately with less than ideal situations when necessary • Maintains a positive attitude when changes occur and adjusts to unexpected events • Demonstrates resilience • Maintains composure under stress

Collaboration
- Cooperates with peers, CTs/MTs, school professionals, staff, and university personnel • Works with other professionals to improve the overall learning environment for students • Shares knowledge and responsibilities with others • Gives and receives feedback

Reflection
- Self-assess knowledge and performance • Demonstrates accurate self-analysis regarding own strengths and weaknesses • Responds to constructive feedback by making appropriate changes in instruction or action

Commitment to Learning
- Demonstrates intellectual curiosity through his/her willingness to seek out and try out new ideas and teaching strategies. • Demonstrates enthusiasm for the discipline(s) taught; keeps abreast of new ideas and developments in the field, and sees connections to everyday life • Explicitly demonstrates a knowledge of the benefits of membership in professional organizations and/or is a member of one or more

Belief in Teacher Efficacy
- Demonstrates a belief that all students can learn • Demonstrates belief that teachers are able to make a difference in the success of students (ex. by looking for ways to succeed rather than accepting defeat) • Advocates for all learners

Social Intelligence
- Engages in socially appropriate and professional behaviors • Is able to accurately interpret social situations, i.e. is perceptive to the feelings of others; responds appropriately and diplomatically • Interprets non-verbal communication • Demonstrates ability to adapt and "fit" in various situations and environments/ Understands one’s role in a group or larger community/ Recognizes self as part of a whole • Actively listens and responds appropriately to others
Additional Field Experience
Time Log

Student’s Name____________________________________ Semester____________ Year __________

Last ______  First ______  M.I. ______

School___________________________________________County/System_________________________________

Classroom Teacher ________________________________Grade Level/Subj ect_________________________________

Note: The teacher’s signature validates the form.
This form must be signed and placed in the appropriate section of the Field Experience Notebook. Must be submitted to the University Supervisor at the conclusion of the fieldwork experience.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Times</th>
<th>Hours on Site</th>
<th>Signature of CT (each visit)</th>
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</tbody>
</table>

Total Fieldwork Hours__________________

Signature of Classroom Teacher_____________________________________ Date_______________
Student Name ___________________________ MUID # ___________________________
Last  First  M.I.

School Assignment ___________________________ Grade/Subject____________________

County _____________  Principal _____________  Classroom Teacher____________________

University Supervisor ___________________________  Year/Semester ______________________

**Course Evaluation**

A form of Satisfactory (S) or Unsatisfactory (U) is given for this field experience. The course requirements will be evaluated as follows:

1. You must turn in the following to meet course requirements:
   - [ ] Student Demographic Data Assessment (Found in TOFES)
   - [ ] Disposition from CT and US
   - [ ] Timelog*

2. You must have completed/submitted each of the items listed below:
   ______ Any additional requirements set by the Teacher Education Program or by the University Supervisor

* Must reflect either Developing or Proficient Level; any Unacceptable ratings will require the teacher candidate to meet with the Field Director, the Site Chair, the Advisor, and the University Supervisor

* The Time Log must be signed and dated by the Classroom Teacher, sealed in an envelope provided by the teacher candidate, and delivered to the University Supervisor at the last seminar.

**Meet Expectations: _________ (S or U)**
Summer Session
EDUC 398, EDUC 399, EMAT 601
**Fieldwork: Summer Session**

Dear Teacher Candidate:

Fieldwork is designed to allow you to participate in teaching and learning activities. While the summer experience is very different from the classroom experience of the regular academic year, you should look for evidence that students do manifest behaviorally the characteristics described at each stage or level of growth and development, look for the ways that educators plan for and adjust to developmental differences between age groups and also among differing age levels in a given learning environment, look for the ways that educators plan for and adjust to diverse student populations, and look for ways to develop/enhance interpersonal skills and professionalism.

Fieldwork is required in your Teacher Education Program. It is expected that you will meet the requirements established for the experience, that you will be punctual and regular in attendance at your assigned education site according to your approved schedule, that you will exhibit professionalism in demeanor, that you will exhibit professionalism in dress adhering to any dress code established by the administrators at the education setting where you are observing/working. These criteria are consistent with the responsibilities of the profession for which you are preparing.

You will be observing both students and teachers in this field experience, and you will be reflecting on what you observe. Reflection, according to philosopher and educator John Dewey, “is aimed at the discovery of facts that will serve a purpose.” Reflective teacher candidates think about what they have seen and done; they gather information and analyze it, and they write down what they have observed as a way of processing their thoughts. The assignments given to you in this summer experience are designed to help you think about what you have seen and done, i.e., to discover “facts that will serve a purpose.”

If you have questions about field experience, you should contact the Office of Field Placement for your particular site. Our office will try to help you in any way that we can. Important information regarding field experience policies and procedures can also be found in the education handbook on the Tift College of Education web site. Consulting these policies and procedures might answer some of your questions and help you with planning.

The faculty of the Teacher Education Program at Mercer University is committed to helping individuals develop into effective teachers, and each joins me in welcoming you to this experience in the field. You are either beginning or continuing the process that will prepare you to join a very special group of people in this country -- teachers. There is no greater calling.

Sincerely,

Kristin T. Doss
Associate Director of Field Placement
Syllabus: Summer Fieldwork

“The Transforming Practitioner”
“The Living Link between the Child and Learning”

“The Transforming Practitioner,” the living link between the child and learning, is an educator who is changing internally through understanding, practicing, and reflecting such that, individually and collaboratively, he or she implements for all children appropriate and significant life-changing learning experiences that effectively provide for the needs of the whole child, that actively engage teacher candidates in the learning process, and that promote life-long learning.

Instructor Information

University Supervisor _____________________________________ E-mail ______________________

Phone________________________________________________

Course Requirement: LiveText Account

Course Description

This summer field experience provides an educational site-based experience for teacher education students. Candidates will be assigned to diverse education sites and will spend a minimum of thirty-five clock hours observing and participating, on a limited basis, in classroom-related activities weekly for the course of the semester. Students are required to attend scheduled seminars. Candidates enrolled in the summer field experiences, either EDUC 398, EDUC 399, EMAT 601 are expected to observe and to participate under the direct supervision of a classroom teacher or program director.

Time Requirements

Summer field experience candidates are cautioned that the acquisition of the 35 hours required for the summer field experiences will be affected by the number of weeks required on site (3) and by the limited number of weeks that the summer learning environment is in session. Careful planning is a necessity, for the field experience requirements must not be compromised, and the weekly schedule is subject to the approval and/or preference of the classroom teacher or the director. If both morning (9:00 – 12:00) and afternoon sessions (1:00 – 4:00) are available, students can plan for three weeks of morning sessions or three weeks of afternoon sessions or a combination of both morning and afternoon sessions. However, the duration of the experience must cover three weeks, and the hours accrued on site must be a minimum of 35 hours. Students going to a public school system may have schedules that look different than those going to College For Kids. Coordinators in the Office of Field Placement will notify candidates of summer schedules. Exceptions will not be made. **Please note the time assigned for each experience will vary from site to site.**

Purpose of Course

Through observation of the classroom teacher, through observation of the students, and through observation of and participation in the variety of learning experiences at the summer educational sites, the teacher candidate will develop an awareness of and an understanding of student behaviors, of teaching styles, and of meaningful curriculum choices. Further, through use of reflection as a tool to enhance the observation process, the teacher candidate can begin the process of defining his/her role as a Transforming Practitioner.

Methods of Instruction

The primary means of instruction is student dialogue through seminar discussions and student-teacher interaction. Other methods of instruction include lecture and independent work. The Teacher Education ListServe is used to post announcements, updates, deadlines, etc. **Teacher candidates are required to subscribe, using their Mercer email accounts.**
1. **LiveText Requirements**

   1. **A LiveText account.** If you do not already have a LiveText account, see instructions for purchasing and setting up a LiveText account at: [http://education.mercer.edu/current/assessment/livetext-accounts/](http://education.mercer.edu/current/assessment/livetext-accounts/)

   2. **Dispositions Assessment.** At the end of the course, you will be provided with formative feedback on your development and on demonstration of the professional dispositions that are important for Transforming Practitioners. No grade or score from the dispositions assessment will affect your course grade. Even though it will appear in your list of assignments, you do not have to submit anything for this assessment to occur. You can, however, go into the assignment to see the rubric that will be used to give dispositions feedback. The list of professional dispositions will be discussed at a seminar. You can also access the rubric here: [http://education.mercer.edu/current/assessment/dispositions/](http://education.mercer.edu/current/assessment/dispositions/)

   3. **LiveText Check-Up.** You can find the list of courses available to you in LiveText in any of three locations: (1) under the Course tab; (2) in the upper right corner when you are on your Dashboard; (3) the available tabs of Active Assignments on your Dashboard (courses only show up there if there is an assignment that is “active”, i.e., awaiting submission or awaiting assessment). Locate your courses in one of these three ways and do the following:

   4. Be sure this course section, with the name of your University Supervisor, appears in your list of courses.

   5. Be sure that you are enrolled in all courses listed in your account.

   6. If you see problems with a field experience course (i.e., you have the wrong supervisor listed or you don’t see the field experience course at all), notify the Office of Field Placement. If you do not see ANY courses (and you know that you are registered for some that require LT), you have to go through the Activate Missing LiveText Courses process, explained at: [http://education.mercer.edu/current/assessment/missing-livetext/](http://education.mercer.edu/current/assessment/missing-livetext/)

   7. **LiveText Assignments.** Courses requiring LiveText are listed in your LiveText account under the Course tab. Within each course, specific LiveText requirements are listed on the Assignments tab.

   8. **How to submit required assignments in LiveText:** See the step-by-step instructions in the **Help** section of LiveText (In **Help**, under the **For Students** tab, see Flash video on Submit an Assignment or see Submit a Course Assignment under the Courses section). **Important reminder:** If you are submitting an assignment that includes a template for your use, you must use that template; do not simply submit a Word document unless that is clearly an option for the assignment. If you need help understanding how to submit a portfolio assignment (not a usual assignment in field experiences), see the instructions at: [http://education.mercer.edu/current/assessment/program-portfolios/submitting-portfolio/](http://education.mercer.edu/current/assessment/program-portfolios/submitting-portfolio/)

   9. **Use the Help section in LiveText – it is excellent.** The Help link is located in the upper right corner of your window from within your LiveText account.

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**Conceptual Framework**

**Transforming Practitioner Framework Elements**

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<tbody>
<tr>
<td><strong>Transforming Practitioner Principles</strong></td>
<td><strong>Transforming Practitioner Characteristic</strong>s</td>
<td><strong>Transforming Practitioner Processes</strong></td>
<td><strong>Transforming Practitioner Characteristics</strong></td>
<td><strong>Transforming Practitioner Dispositions</strong></td>
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<td><strong>To Know:</strong> The Transforming Practitioner knows the foundations of the education profession, content bases for curricula, and characteristics of learners.</td>
<td><strong>Engagement:</strong> The Transforming Practitioner designs developmentally appropriate lessons; integrates curriculum; engages learners.</td>
<td><strong>Understanding:</strong> The Transforming Practitioner understands foundational theories, curriculum, and development.</td>
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<td><strong>To Do:</strong> The Transforming Practitioner does the work of a professional educator in planning and implementing well integrated curricula using developmentally appropriate and culturally responsive instructional strategies, materials, and technology.</td>
<td><strong>Diversity:</strong> The Transforming Practitioner understands needs of diverse teacher candidate populations; responds appropriately to diverse groups; provides culturally responsive lessons.</td>
<td><strong>Practicing:</strong> The Transforming Practitioner plans, implements, and assesses; individualizes, differentiates, and adapts; varies instruction.</td>
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<tr>
<td><strong>To Be:</strong> The Transforming Practitioner is a reflective, collaborative, and responsive decision-maker; facilitator, and role model within the classroom, school, community, and global environment.</td>
<td><strong>Collaboration:</strong> The Transforming Practitioner models understanding of community; collaborates inside and outside the classroom; interacts effectively with groups.</td>
<td><strong>Reflecting:</strong> The Transforming Practitioner reflects, revises, and refines; models professionalism; grows professionally.</td>
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**Reflecting**

- The Transforming Practitioner reflects, revises, and refines; models professionalism; grows professionally.

**Understanding**

- The Transforming Practitioner understands foundational theories, curriculum, and development.

**Practicing**

- The Transforming Practitioner plans, implements, and assesses; individualizes, differentiates, and adapts; varies instruction.

**To Be**

- The Transforming Practitioner is a reflective, collaborative, and responsive decision-maker; facilitator, and role model within the classroom, school, community, and global environment.
Course Outcomes/Objectives

1. The teacher candidate will determine that students do manifest behaviorally the characteristics described at each stage or level of growth and development. (1 A)
2. The teacher candidate will begin to understand the many ways that educators plan for and adjust to developmental differences. (1 C; 2 A, B)
3. The teacher candidate will begin to understand how the ethnicity, gender, religion, and special needs of students impact what a teacher does. (1 C; 2 A, B)
4. The teacher candidate will begin to develop/enhance interpersonal skills and professionalism through interaction with learners, other educators, and members of the learning community. (3 C)
5. The teacher candidate will begin to develop an awareness of the complexities of education and relate these complexities to what it means to be a teacher. (1 A; 3 A, B)
6. The teacher candidate will begin to understand the importance of reflective observation. (2 C)
7. The teacher candidate will become aware of the dispositions modeled by effective educators and of the importance of developing such dispositions in self. (4 A, B, C, D, E, F, G, H)

Course Requirements

1. Teacher candidates are expected to speak and to write in Standard English at all times. Failure to do so will prevent passing this course.
2. Teacher candidates must attend and participate in an Orientation Seminar and in a Debriefing seminar. Failure to attend the Orientation Seminar will prevent a student from participating in the field experience. Other seminars may be scheduled by University Supervisors or by the Office of Field Placement. Any seminar scheduled by the University Supervisor or by the Office of Field Placement is a required attendance session. Penalties are imposed for non-attendance.
3. Candidates are required to use their Mercer University email address.
4. Field experience students must subscribe to the appropriate ListServe and must check their Mercer email regularly for announcements, updates, and other communications. Subscription to the ListServe and use of the Mercer e-mail account will be checked during the course of the summer field experience.
5. Field experience candidates must keep an Electronic Field Experience Notebook. Instructions are included in this Handbook.
6. Candidates must complete a Student Demographic Data Assessment (SDDA) to be submitted in TOFES.
7. Candidates must complete a Weekly Reflection over the three weeks of the field experience. These reports and reflections will be submitted electronically in LiveText.
8. Candidates must complete a Final Evaluation each week over the course of three weeks.
9. Candidates must bring the Dispositions Assessment that has been completed by the Classroom Teacher to the Debriefing Seminar.
10. Candidates must keep a daily time log according to the required format. The signed time log is due at the Debriefing Seminar.
11. Candidates must complete all requirements in a satisfactory manner. Satisfactory completion of written assignments is interpreted to mean following directions, meeting deadlines/due dates, using Standard English, and fulfilling the requirements given for the assignment.
12. Assignments are due on the dates indicated in the field experience syllabus or as indicated by the University Supervisor. An assignment not turned in by its due date will be considered late. “Turned in” means different things for different assignments, so see individual assignment guidelines for details about submission of assignments. Assignments submitted after the due date will be penalized 10% of the points for the assignment. However, assignments submitted after one week (7 days) will not be read or graded. Such assignments will receive 0 points in the evaluation of points. Please note that assignments must be submitted in order to complete LiveText and/or the field experience requirements even if the assignment is submitted after one week and no points/grade is assigned.
Course Evaluation
A grade of Satisfactory (S) or Unsatisfactory (U) is given for EDUC 398, EDUC 399, EDUC 390, EDUC 699. A grade of A, B, C, F will be given for MAT candidates

*You must accrue the required minimum of points from the following:

- Orientation Powerpoint and Assignment
- Placement Context
- Electronic Field Experience Notebook
- Student Demographic Data Assessment
- Final Evaluations (1 per CT)
- Weekly Reflections

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<th>Task</th>
<th>Points</th>
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<tbody>
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<td>Orientation Powerpoint and Assignment</td>
<td>50</td>
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<tr>
<td>Placement Context</td>
<td>20</td>
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<tr>
<td>Electronic Field Experience Notebook</td>
<td>20</td>
</tr>
<tr>
<td>Student Demographic Data Assessment</td>
<td>10</td>
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<tr>
<td>Final Evaluations (1 per CT)</td>
<td>10</td>
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<tr>
<td>Weekly Reflections</td>
<td>40</td>
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Total Points possible **150 points**

2. You must receive a grade of Satisfactory (S) for each of the following:
   - Field Experience Time Log(s) (minimum time met, signed by the Classroom Teacher/Teachers)
   - Completion and submission of all LiveText assignments
   - Any additional requirements/assignments set by the Teacher Education Program or the University Supervisor
   - Use of Standard English; weaknesses in the use of Standard English may result in recommendation for tutorial assistance

Failure to accrue the minimum number of points (Part 1) and/or failure to receive a grade of S for each category listed in Part 2 will result in a final grade of unsatisfactory (U) for the summer field experiences.

*A minimum of 126 points is required to receive an “S” in EDUC 398, EDUC 399, EDUC 390, and EDUC 699.
*A minimum of 132 points is required to receive a “B” in EMAT 601.

Honor Policy
Academic integrity is maintained through the honor system. The honor system imposes on each student the responsibility for his or her own honest behavior and assumes the responsibility that each student will report any violations of the Honor Code. By the act of entering Mercer University, each student personally consents to Mercer’s Honor System and thereby agrees to be governed by its rules. Furthermore, each student is personally responsible for knowing the rights and obligations set forth in the Honor System. The student is also expected to cooperate with all proceedings of the Honor System and to participate fully in the Honor System. Students are expected to abide by the Honor Policy for all assignments. Students are expected to do their own work for assignments that are electronically submitted as well as any companion web site activities. The instructor will announce those assignments that are specifically designed for cooperative work. (See University Catalogs for complete descriptions.)

Disability Statement
Mercer University is committed to the equal and excellent education of all students including students with disabilities. In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, “otherwise qualified” students with disabilities are protected from discrimination and may be entitled to certain reasonable accommodations intended to ensure equal access to higher education. All students requiring accommodations must register with Disability Support Services and provide appropriate documentation of their disability that supports the need for the requested accommodations.

Macon Residential Students and Macon and Eastman Regional Academic Centers
Students requiring accommodations for a disability should inform the instructor at the close of the first class meeting or as soon as possible. If a student is not registered with Disability Support Services, the instructor will refer him/her to the Disability Support Services office for consultation regarding documentation of the disability and eligibility for accommodations under the ADA/504. In order to receive accommodations, eligible students must provide each instructor with a “Faculty Accommodation Form” from Disability Support Services (downloadable from the website). Students must return the completed and signed form to the Disability Support Services Coordinator on the 3rd floor of the Connell Student Center. Students with a documented disability who do not wish to use academic accommodations are also strongly encouraged to register with Disability Services and complete a Faculty Accommodation Form each semester. For further information, please contact Carol Burrowbridge, Disability Support Services Coordinator, at (478) 301-2778 or visit the website at:
http://www.mercer.edu/stu_support/swd.htm
Atlanta, Henry and Douglas, and Newnan Campuses
Students requiring accommodations for a disability should inform the instructor as early in their matriculation as possible or by the close of the first class meeting. The instructor will refer you to the Disability Support Services Coordinator to document your disability and determine eligibility for accommodations under the ADAAA/Section 504. In order to receive accommodations, eligible students must provide each instructor with a “Faculty Accommodation Form” from Disability Support Services. Students must return the completed and signed form to the Disability Support Services Coordinator (212 Sheffield Center). For convenience, anyone can send this information through Campus Mail; fax the form to (678) 547-6373 or e-mail the form as an attachment to stilley_r@mercer.edu.

Even students with a documented disability who do not wish to use academic accommodations are strongly encouraged to register with Disability Support Services and complete a Faculty Accommodation Form each semester. For further information, please contact Richard Stilley, Disability Support Services Coordinator / Assistant Dean for Campus Life, at (678) 547-6823 or visit the website at http://studentaffairs.merceratlanta.org/disabilities.html.

Participation and Attendance
Field experience is required in the Teacher Education Program. Candidates are expected to meet the criteria established for any field experience course as described in the syllabus, in the Handbook, and in the Teacher Education Handbook. These criteria include, but are not limited to, punctuality and attendance at the assigned school according to the schedule established by the school system/learning environment, and professionalism in manner and dress. These and other policies as outlined in the Teacher Education Handbook are consistent with the responsibilities of the profession of teaching for which students are preparing and for which students are accountable.

If an emergency necessitates absence or tardiness, the Classroom Teacher and the University Supervisor should be notified as soon as possible. More than two absences will necessitate an extension of the field experience to make up the days lost if such time is possible. If such time is not possible in the summer term, the Associate Director of Field Placement will determine what steps can be taken to complete the requirements of the field experience.
The Field Experience Notebook - Summer Session

Each fieldwork student is required to keep an electronic notebook in LiveText. There will be two checks of the electronic notebook during the semester, and each notebook check is given up to 10 points. Specific requirements are provided in LiveText and include the following criteria:

Fieldwork II/Pre-Practicum Notebook (20 points)
Class Organization/Structure
- Class Roster
- Daily Schedule for your assigned classroom
- Class policies
- Time Log
Based on your experiences with the teacher candidate placed in your classroom this semester, please rate the candidate on the following professional disposition, using the indicators on the Professional Dispositions list to guide your assessment. Turn your assessment in to the University Supervisor, who will share it with the teacher candidate. Please add explanatory comments, especially in areas where you have concerns.

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<tr>
<th>Pts.</th>
<th>Rating</th>
<th>Descriptors</th>
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<tr>
<td>4</td>
<td>Always</td>
<td>Candidate demonstrates the disposition every time the CT/MT interacts with or observes the candidate.</td>
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<tr>
<td>3</td>
<td>Usually</td>
<td>Candidate normally demonstrates the disposition, in part or in total, when the CT/MT interacts with or observes the candidate.</td>
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<td>2</td>
<td>Needs Improvement</td>
<td>Candidate occasionally demonstrates the disposition, in part or in total, or occasionally demonstrates inappropriate behavior indicating a deficit in the disposition when the CT/MT interacts with or observes the candidate.</td>
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<td>1</td>
<td>Not Satisfactory</td>
<td>Candidate does not demonstrate the disposition, in part or in total, or frequently demonstrates inappropriate behavior indicating a deficit in the disposition when the CT/MT interacts with or observes the candidate.</td>
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<tr>
<td>0</td>
<td>Not Able to Observe</td>
<td>Candidate does not have the opportunity to demonstrate a specific disposition when the CT/MT interacts with or observes the candidate.</td>
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### Disposition

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<td>• Is considerate of the feelings, opinions, knowledge, and abilities of others • Is receptive to different ideas and to different people • Recognizes, values, and utilizes assets in the community • Acknowledges intellectual property of others by giving credit and avoiding plagiarism • Treats all students with fairness and equity</td>
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<th>Responsibility</th>
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<td>• Is reliable and trustworthy • Accepts consequences for personal actions or decisions • Prepares for instruction &amp; meetings with supervisors • Communicates changes in time or schedule with supervisors • Demonstrates ethical and professional behavior, such as confidentiality, punctuality, appearance • Actively participates and attends to tasks without prompting • Interacts in a positive and professional manner with students, peers, teachers, university personnel, and others; maintains appropriate boundaries • Represents him/herself in an appropriate manner via technology (webpage, blogs, chat room, MySpace, FaceBook)</td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Flexibility</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Adapts to changing situations in the classroom • Is open to new ideas • Deals appropriately with less than ideal situations when necessary • Maintains a positive attitude when changes occur and adjusts to unexpected events • Demonstrates resilience • Maintains composure under stress</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Collaboration</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Cooperates with peers, CTs/MTs, school professionals, staff, and university personnel • Works with other professionals to improve the overall learning environment for students • Shares knowledge and responsibilities with others • Gives and receives feedback</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Reflection</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Self-assess knowledge and performance • Demonstrates accurate self-analysis regarding own strengths and weaknesses • Responds to constructive feedback by making appropriate changes in instruction or action</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Commitment to Learning</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates intellectual curiosity through his/her willingness to seek out and try out new ideas and teaching strategies. • Demonstrates enthusiasm for the discipline(s) taught; keeps abreast of new ideas and developments in the field, and sees connections to everyday life • Explicitly demonstrates a knowledge of the benefits of membership in professional organizations and/or is a member of one or more</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Belief in Teacher Efficacy</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates a belief that all students can learn • Demonstrates belief that teachers are able to make a difference in the success of students (ex. by looking for ways to succeed rather than accepting defeat) • Advocates for all learners</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Intelligence</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Engages in socially appropriate and professional behaviors • Is able to accurately interpret social situations, i.e. is perceptive to the feelings of others; responds appropriately and diplomatically • Interprets non-verbal communication • Demonstrates ability to adapt and “fit” in various situations and environments/ Understands one’s role in a group or larger community/ Recognizes self as part of a whole • Actively listens and responds appropriately to others</td>
<td></td>
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</tr>
</tbody>
</table>

Comments:
Summer Schedule/Time Log

This form must be signed by the Classroom Teacher you are assigned to work under, and placed in the appropriate section of your notebook. This constitutes a specific schedule for the teacher candidate. Make and keep a copy of this completed form for use during the experience and submit your copy, initialed and signed, to your supervisor at the debriefing session. Any changes in schedule or attendance must be noted on this form.

EDUC 398 _______        EDUC 399 _______        EMAT 601 _______

Teacher Candidate Name: ____________________________________________

Classroom Teacher Name ______________________ Administrator Name ______________________

Assigned School/Placement __________________________ Location __________________________

### Schedule for Mercer Teacher Candidate

<table>
<thead>
<tr>
<th></th>
<th>Dates</th>
<th>Grade/Subject</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday</td>
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<td><strong>Week 3</strong></td>
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<tr>
<td><strong>Week 4</strong></td>
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<tr>
<td>Friday</td>
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</tr>
</tbody>
</table>

**Total Hours completed:** ______________

Signature of Teacher Candidate ____________________________

This form must be signed by the Cooperating Teacher and submitted into your electronic notebook check for review.

Your University Supervisor must have this at the conclusion of the fieldwork experience/the final seminar.
Classroom Teacher Final Evaluation
EDUC 398/EDUC 399/EMAT 601

Student Name____________________________________ Semester/Year_________________ MUID______________

Last First MI

Assigned School____________________________________ Grade/Subject_____________________

County_____________________________________ Principal_____________

Classroom Teacher_______________________________________________________________________________

University Supervisor______________________________________________________________________________

Please complete this evaluation form and return it to the prospective teacher’s University Supervisor at the end of the term. We encourage you to share your observations with the student. Please utilize the scale as follows:

2 Proficient: standard is met at the level expected of pre-service teachers
1 Developing: limited evidence of meeting the standard; viewed as a whole, performance is either inconsistent, partial, inadequate, or incomplete
0 Unacceptable: little or no evidence of meeting the standard
N/O Not observed

Section I – To Know
_____ 1. Demonstrated a developing awareness that learners manifest behaviorally the characteristics described for stages or levels of growth and development
_____ 2. Demonstrated recognition of the many ways that educational systems plan for and adjust to developmental differences
_____ 3. Demonstrated a developing understanding of difference in ethnicity, gender, religion, special needs of students
_____ 4. Demonstrated a developing recognition of and appreciation for the complexities of public education as they relate to the role of a teacher

Section II – To Do
_____ 1. Used appropriate voice level and established eye contact with students in classroom
_____ 2. Established rapport with students in classroom while maintaining a professional balance

Section III – To Be
_____ 1. Demonstrated characteristics/elements of professional behavior
   ☐ Punctuality
   ☐ Dependability
   ☐ Professional appearance
   ☐ Poise/Confidence
   ☐ Enthusiasm for teaching
_____ 2. Demonstrated willingness to accept constructive criticism and to act upon suggestions
_____ 3. Demonstrated desire to work cooperatively with mentors
_____ 4 Modeled positive and effective interpersonal skills while interacting with the total school community/body of learners

Part 2
Please comment on the following:
   1. In your judgment, what was the student’s attitude toward teaching/the teaching profession?__________

__________________________________________  ______________________________________
Date of Evaluation                                 Signature of Cooperating Teacher
Tift College of Education  
Summer Session  
University Supervisor Grade Submission Form

Candidate Name___________________________________  
MUID ______________Semester/Year________________

Education Site _______________________________________________ Grade/Subject _______________

Assigned Placement ___________________________________________ Principal/Director: ______________________

Classroom Teacher(s)__________________________________________

University Supervisor

**Part 1: Point Totals**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation Powerpoint and Assignment</td>
<td>50</td>
</tr>
<tr>
<td>Field Experience Notebook</td>
<td>20</td>
</tr>
<tr>
<td>Placement Context</td>
<td>20</td>
</tr>
<tr>
<td>Weekly Journal Reflections</td>
<td>40</td>
</tr>
<tr>
<td>Student Demographic Data Assessment</td>
<td>10</td>
</tr>
<tr>
<td>Final Evaluation by CT (1 per CT)</td>
<td>10</td>
</tr>
<tr>
<td>Penalty Points for late assignments</td>
<td></td>
</tr>
</tbody>
</table>

**Final Total Points**  
150 Total Points Available

*A minimum of 120 points is required to receive an “S” in EDUC 398/EDUC 399  
*A minimum of 122 points is required to receive a “B” in EMAT 601.

**Part 2: Other**

- Field Experience Time Log (minimum time met, signed by Classroom Teacher)
- Completion and submission of all LiveText requirements
- Any additional requirements set by the Teacher Education Program or the University Supervisor
- Use of Standard English
- Final Evaluation by Cooperating Teacher (One per CT)

Failure to accrue the minimum number of points (Part 1) and/or failure to receive a grade of S for each category listed in Part 2 will result in a final grade of Unsatisfactory (U) for the summer field experiences: EDUC 398: Fieldwork I, EDUC 399: Fieldwork II

**Grading Rubric for EMAT 601:** 135-150=A; 122-134=B; 121-113=C+

**Final Grade Assigned, Summer Session:**
EDUC 398: Fieldwork I ____________  EDUC 399: Fieldwork II ____________
EMAT 601: Initial Field Experience ____________

Comments_________________________________________________________

_________________________________________________________________

University Supervisor Signature ___________________________________  Date: ____________________
Tift College of Education
Candidate Assessment on Performance Standards (CAPS)
The Candidate Assessment on Performance Standards (CAPS) is an observation instrument and summative assessment for pre-service teachers adapted by the Tift College of Education from the Teacher Assessment on Performance Standards (TAPS), the observation component of the Georgia Teacher Keys Effectiveness System (TKES) currently being used to evaluate in-service teachers in Georgia’s P-12 schools. The purpose of the observation instrument and summative assessment is to provide feedback to teacher candidates throughout the initial teacher preparation programs and to familiarize candidates with the standards that will be used to evaluate their effectiveness as in-service teachers in Georgia’s P-12 schools. Results from the formative and summative assessments will also be used by the program faculty for program improvement. The formative assessment is designed to be used by the candidate as a self-assessment, the Cooperating Teacher, and the University Supervisor. The summative assessment will be completed by the Cooperating Teacher and the University Supervisor. Tift has established the following criteria on the summative assessment for teacher candidates to successfully complete clinical practice:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Required Summative Assessment Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1: Professional Knowledge</td>
<td>Proficient – Level 3</td>
</tr>
<tr>
<td>Standard 2: Instructional Planning</td>
<td>Proficient – Level 3</td>
</tr>
<tr>
<td>Standard 3: Instructional Strategies</td>
<td>Developing – Level 2</td>
</tr>
<tr>
<td>Standards 4: Differentiated Instruction</td>
<td>Developing – Level 2</td>
</tr>
<tr>
<td>Standard 5: Assessment Strategies</td>
<td>Developing – Level 2</td>
</tr>
<tr>
<td>Standard 6: Assessment Uses</td>
<td>Developing – Level 2</td>
</tr>
<tr>
<td>Standard 7: Positive Learning Environment</td>
<td>Proficient – Level 3</td>
</tr>
<tr>
<td>Standard 8: Academically Challenging Environment</td>
<td>Developing – Level 2</td>
</tr>
<tr>
<td>Standard 9: Professionalism</td>
<td>Proficient – Level 3</td>
</tr>
<tr>
<td>Standard 10: Communication</td>
<td>Proficient – Level 3</td>
</tr>
</tbody>
</table>

The summative assessment by the Cooperating Teacher and the University Supervisor must reflect either Developing or Proficient Levels; any Ineffective ratings will require the teacher candidate to meet with the Field Placement Director, the Site Chair, the Advisor, and the University Supervisor.
How do I complete this assessment?

**Formative Assessment:** The descriptions listed under each standard are the performance indicators from the rubric to be rated. The list of possible evidence provides examples of behaviors that you would expect of a teacher candidate performing at the Proficient level of each performance indicator. Using the performance indicators and evidence, determine which level is appropriate for what you have observed and choose only one rating for each standard. Level 4 (Exemplary) is not intended for formative assessments of teacher candidates and may only be used in the summative assessment. You must provide a rationale for the ratings by listing evidence observed or comments. Overall comments may be given at the end of the assessment.

**Summative Assessment:** The summative assessment should be based on the teacher candidate’s overall performance during clinical practice. Use the preponderance of evidence (formative assessments using CAPS, lesson plans, etc.) to determine the teacher candidate’s level of performance at the completion of the clinical experience. You must provide a rationale for the ratings by listing evidence observed or comments. Overall comments may be given at the end of the assessment.

**Suggestions for Using this Instrument**

- Read over the entire instrument prior to beginning an observation.
- The items do not need to be completed in order. Mark the indicators and record evidence as you observe them. Wait until the lesson is over to decide which rating would be most appropriate.
- Provide appropriate comments about something you observed to clarify the rating you assigned. Comments should support the teacher candidate and give specific feedback in order to sustain or alter his/her performance.
- A recording sheet is provided at end of Tift’s *Candidate Assessment on Performance Standards (CAPS)* User Guide for convenient use in the classroom if an electronic device is not available.
- Record final assessment ratings and comments in the Tift Online Field Experience System (TOFES); you may login to TOFES via https://apps.mercer.edu/tofes/login.cfm to access your account. All evaluations are submitted electronically to the Office of Field Placement (OFP); the OFP does not collect hard copies of evaluations and forms.

How do I decide which rating to apply to what I am observing?

Use the form during observations and documentation reviews to comment on evidence of the teacher candidate meeting the standard. Based on the observation and documentation provided, evaluators should
check the applicable rating. Specific comments must be included to substantiate the applicable rating. It is the expectation that candidates will strive to achieve a Proficient rating across all standards; the possible evidence provided includes behaviors expected of teacher candidates performing at the Proficient level. When determining the rating for a standard, consider the overall frequency and degree of effectiveness observed.

**Note - Standard 9: Professionalism: Professionalism is rated post-observation during the conference with the teacher candidate. The purpose in evaluating post-observation is to provide the candidate the opportunity to demonstrate reflective practice through conversation with the evaluator.**

**Ratings and Descriptors**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ineffective – Level 1</td>
<td>Rarely demonstrated and/or demonstrated inadequately</td>
</tr>
<tr>
<td>Developing – Level 2</td>
<td>Inconsistently demonstrated and/or demonstrated with limited success</td>
</tr>
<tr>
<td>Proficient – Level 3</td>
<td>Consistently demonstrated and/or demonstrated adequately</td>
</tr>
<tr>
<td>Exemplary – Level 4</td>
<td>Continually demonstrated and/or demonstrated with success. This level is not intended for formative assessments of teacher candidates and may only be used in the summative assessment with proper documentation of the teacher candidate’s consistent performance at this level.</td>
</tr>
</tbody>
</table>

**A Note on Professional Growth**
This assessment provides an opportunity to evidence growth of candidates as they progress throughout their program. Regardless of the point of progression in any given program, candidates must be evaluated under the same level of expectation.
What possible evidence could I observe and record for each performance standard?

### Performance Standard 1: Professional Knowledge

The teacher candidate demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of the students by providing relevant learning experiences.

<table>
<thead>
<tr>
<th>Performance Rubrics</th>
<th>Ratings</th>
<th>Possible Evidence/Comments</th>
</tr>
</thead>
</table>
| The teacher candidate inadequately demonstrates understanding of curriculum, subject content, pedagogical knowledge and student needs, or does not use the knowledge in practice. | Ineffective Level 1 | ☐ Uses students’ prior knowledge and interests to guide instruction.  
☐ Connects the assigned content to other content areas.  
☐ Makes the content relevant to the students.  
☐ Selects and uses appropriate materials and resources. |
| The teacher candidate inconsistently demonstrates understanding of curriculum, subject content, pedagogical knowledge, and student needs, or lacks fluidity in using the knowledge in practice. | Developing Level 2 | ☐ Plans instruction that demonstrates strong knowledge of the students’ developmental needs or backgrounds.  
☐ Encourages students to use their knowledge and everyday experiences during instruction.  
☐ Incorporates developmentally-appropriate content.  
☐ Reflects an understanding of students' backgrounds.  
☐ Demonstrates knowledge of content and corrects teacher/student errors. |
| The teacher candidate consistently demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences. | Proficient Level 3 |  |
| The teacher candidate continually demonstrates extensive content and pedagogical knowledge, enriches the curriculum, and guides others in enriching the curriculum. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders. This level is not intended for formative assessments of teacher candidates and may only be used in the summative assessment with proper documentation of the teacher candidate’s consistent performance at this level.) | Exemplary Level 4 |  |

Comments:

### Performance Standard 2: Instructional Planning

The teacher candidate plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.

<table>
<thead>
<tr>
<th>Performance Rubrics</th>
<th>Ratings</th>
<th>Possible Evidence/Comments</th>
</tr>
</thead>
</table>
| The teacher does not plan, or plans without adequately using state and local school district curricula and standards, or without using effective strategies, resources, or data to meet the needs of all students. | Ineffective Level 1 | ☐ Analyzes and uses student learning data to inform planning.  
☐ Develops plans that are clear, logical, and sequential. |
| The teacher candidate inconsistently uses state and local school district curricula and standards, or inconsistently uses effective strategies, resources, or data in planning to meet the needs of all students. | Developing Level 2 | ☐ Aligns lesson objectives and assessments to state and local standards.  
☐ Considers pacing and transitions in planning.  
☐ Plans for instruction to meet the needs of all students. |
| The teacher candidate consistently plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students. | Proficient Level 3 |  |
| The teacher candidate continually seeks and uses multiple data and real world resources to plan differentiated instruction to meet the individual student needs and interests in order to promote student accountability and engagement. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders. This level is not intended for formative assessments of teacher candidates and may only be used in the summative assessment with proper documentation of the teacher candidate’s consistent performance at this level.) | Exemplary Level 4 |  |

Comments:
### Performance Standard 3: Instructional Strategies

The teacher candidate promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students’ acquisition of key knowledge and skills.

<table>
<thead>
<tr>
<th>Performance Rubrics</th>
<th>Ratings</th>
<th>Possible Evidence/Comments</th>
</tr>
</thead>
</table>
| The teacher candidate does not use research-based instructional strategies, nor are the instructional strategies relevant to the content area. The strategies do not engage students in active learning or acquisition of key skills. | Ineffective Level 1 | ☐ Provides opportunities for students to create, present, research, and problem solve.  
☐ Incorporates teaching strategies consistent with research-based best practices. |
| The teacher candidate inconsistently uses research-based instructional strategies. The strategies used are sometimes not appropriate for the content area or for engaging students in active learning or for the acquisition of key skills. | Developing Level 2 | ☐ Provides opportunities for guided practice with relevant student feedback.  
☐ Uses technology, as relevant to the lesson.  
☐ Checks students for understanding.  
☐ Uses higher order questioning.  
☐ Engages students in authentic learning by providing real-life connections. |
| The teacher candidate consistently promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning, and to facilitate the students’ acquisition of key skills. | Proficient Level 3 | ☐                                                                      |
| The teacher candidate continually facilitates students’ engagement in metacognitive learning, higher-order thinking skills, and application of learning in current and relevant ways. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders. This level is not intended for formative assessments of teacher candidates and may only be used in the summative assessment with proper documentation of the teacher candidate’s consistent performance at this level.) | Exemplary Level 4 | ☐                                                                      |

**Comments:**

### Performance Standard 4: Differentiated Instruction

The teacher candidate challenges and supports each student’s learning by providing appropriate content and developing skills which address individual learning differences.

<table>
<thead>
<tr>
<th>Performance Rubrics</th>
<th>Ratings</th>
<th>Possible Evidence/Comments</th>
</tr>
</thead>
</table>
| The teacher candidate does not challenge students by providing appropriate content or by developing skills which address individual learning differences. | Ineffective Level 1 | ☐ Facilitates learning through differentiation of content, process, and/or product.  
☐ Provides instructional opportunities that consider modifications and accommodations.  
☐ Uses assessment data to inform instruction and provide instructional opportunities that vary in degree of difficulty and/or student interest. |
| The teacher candidate inconsistently challenges students by providing appropriate content or by developing skills which address individual learning differences. | Developing Level 2 | ☐                                                                      |
| The teacher candidate consistently challenges and supports each student’s learning by providing appropriate content and developing skills which address individual learning differences. | Proficient Level 3 | ☐                                                                      |
| The teacher candidate continually facilitates each student’s opportunities to learn by engaging him/her in critical and creative thinking and challenging activities tailored to address individual learning needs and interests. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders. This level is not intended for formative assessments of teacher candidates and may only be used in the summative assessment with proper documentation of the teacher candidate’s consistent performance at this level.) | Exemplary Level 4 | ☐                                                                      |

**Comments:**
**Performance Standard 5: Assessment Strategies**

The teacher candidate systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and students population.

<table>
<thead>
<tr>
<th>Performance Rubrics</th>
<th>Ratings</th>
<th>Possible Evidence/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher candidate chooses an inadequate variety of diagnostic, formative, and summative assessment strategies or the instruments are not appropriate for the content of student population.</td>
<td>Ineffective Level 1</td>
<td>☐ Includes numerous appropriate formal and informal assessments for diagnostic, formative, and/or summative purposes.</td>
</tr>
<tr>
<td>The teacher candidate inconsistently chooses a variety of diagnostic, formative, and summative assessment strategies or the instruments are sometimes not appropriate for the content or student population.</td>
<td>Developing Level 2</td>
<td>☐ Provides opportunities for students to self-assess learning.</td>
</tr>
<tr>
<td>The teacher candidate systematically and consistently chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.</td>
<td>Proficient Level 3</td>
<td>☐ Includes assessments appropriate for students’ modifications and/or accommodations.</td>
</tr>
<tr>
<td>The teacher candidate continually demonstrates expertise and leads others to determine and develop a variety of strategies and instruments that are valid and appropriate for the content and student population and guides students to monitor and reflect on their own academic progress. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders. <strong>This level is not intended for formative assessments of teacher candidates and may only be used in the summative assessment with proper documentation of the teacher candidate’s consistent performance at this level.</strong>)</td>
<td>Exemplary Level 4</td>
<td>☐ Uses a variety of diagnostic strategies (e.g., writing prompts, KWLs, anticipation guides, etc.) at the beginning of lessons or units to determine specific student needs.</td>
</tr>
</tbody>
</table>

**Comments:**

---

**Performance Standard 6: Assessment Uses**

The teacher candidate systematically gathers, analyzes, and uses the relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.

<table>
<thead>
<tr>
<th>Performance Rubrics</th>
<th>Ratings</th>
<th>Possible Evidence/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher candidate does not gather, analyze, or use relevant data to measure student progress, to inform instructional content and delivery methods, or to provide feedback in a constructive or timely manner.</td>
<td>Ineffective Level 1</td>
<td>☐ Uses appropriate questions to assess content knowledge.</td>
</tr>
<tr>
<td>The teacher candidate inconsistently gathers, analyzes, or uses relevant data to measure student progress, inconsistently uses data to inform instructional content and delivery methods, or inconsistently provides timely or constructive feedback.</td>
<td>Developing Level 2</td>
<td>☐ Uses data to plan and implement flexible grouping.</td>
</tr>
<tr>
<td>The teacher candidate systematically and consistently gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and other relevant stakeholders.</td>
<td>Proficient Level 3</td>
<td>☐ Uses data to identify knowledge and skill gaps and adjust instruction.</td>
</tr>
<tr>
<td>The teacher candidate continually demonstrates expertise in using data to measure student progress and effectively uses data to inform instructional decisions. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders. <strong>This level is not intended for formative assessments of teacher candidates and may only be used in the summative assessment with proper documentation of the teacher candidate’s consistent performance at this level.</strong>)</td>
<td>Exemplary Level 4</td>
<td>☐ Makes adjustments, as needed, for individuals, small groups, and/or whole groups.</td>
</tr>
</tbody>
</table>

**Comments:**
### Performance Standard 7: Positive Learning Environment

The teacher candidate provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.

<table>
<thead>
<tr>
<th>Performance Rubrics</th>
<th>Ratings</th>
<th>Possible Evidence/Comments</th>
</tr>
</thead>
</table>
| The teacher candidate inadequately addresses student behavior, displays a negative attitude toward students, ignores safety standards, or does not otherwise provide an orderly environment that is conducive to learning or encourages respect for all. | Ineffective Level 1 | ☐ Maintains a safe and orderly environment.  
☐ Materials readily accessible.  
☐ Evidences respectful communication.  
☐ Uses Response to Intervention (RTI) to adjust teaching and/or behavioral management strategies.  
☐ Engages all students in the learning.  
☐ Promotes a climate of trust and teamwork for all learners. |
| The teacher candidate inconsistently provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all. | Developing Level 2 | ☐ Responds with cultural awareness and empathy.  
☐ Technology used to enhance instruction and/or the learning environment. |
| The teacher candidate consistently provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all. | Proficient Level 3 |                                                                                         |
| The teacher candidate continually engages students in a collaborative and self-directed learning environment where students are encouraged to take risks and ownership of their own learning behavior. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders. This level is not intended for formative assessments of teacher candidates and may only be used in the summative assessment with proper documentation of the teacher candidate’s consistent performance at this level.) | Exemplary Level 4 |                                                                                         |

Comments:

---

### Performance Standard 8: Academically Challenging Environment

The teacher candidate creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.

<table>
<thead>
<tr>
<th>Performance Rubrics</th>
<th>Ratings</th>
<th>Possible Evidence/Comments</th>
</tr>
</thead>
</table>
| The teacher candidate does not provide a student-centered, academic environment in which teaching and learning occur at high levels, or where students are self-directed learners. | Ineffective Level 1 | ☐ Maximizes instructional time.  
☐ Engages students consistently throughout the lesson.  
☐ Communicates lesson objectives and/or learning outcomes.  
☐ Incorporates higher order questioning to promote critical thinking.  
☐ Provides students with constructive and specific feedback.  
☐ Sets high expectations for student learning through student responsibility and accountability. |
| The teacher candidate inconsistently provides a student-centered, academic environment in which teaching and learning occur at high levels or where students are self-directed learners. | Developing Level 2 | ☐ Provides remediation for students, as needed.  
☐ Extends learning opportunities for all students.  
☐ Models how to correct and learn from mistakes. |
| The teacher candidate consistently creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners. | Proficient Level 3 |                                                                                         |
| The teacher candidate continually creates an academic learning environment where students are encouraged to set challenging learning goals and tackle challenging materials. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders. This level is not intended for formative assessments of teacher candidates and may only be used in the summative assessment with proper documentation of the teacher candidate’s consistent performance at this level.) | Exemplary Level 4 |                                                                                         |

Comments:
## Performance Standard 9: Professionalism

The teacher candidate exhibits a commitment to professional ethics and the school’s mission, participated in professional growth opportunities to support student learning, and contributes to the profession.

<table>
<thead>
<tr>
<th>Performance Rubrics</th>
<th>Ratings</th>
<th>Possible Evidence/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher candidate shows a disregard toward professional ethics or rarely takes advantage of professional growth opportunities.</td>
<td>Ineffective Level 1</td>
<td>☐ Meets all deadlines. ☐ Follows the Georgia Code of Ethics for Educators. ☐ Maintains professional dress.</td>
</tr>
<tr>
<td>The teacher candidate inconsistently exhibits a commitment to professional ethics, participates in professional growth opportunities to support student learning, and engages in reflective practice.</td>
<td>Developing Level 2</td>
<td>☐ Maintains accurate time log. ☐ Maintains positive interactions with all relevant stakeholders. ☐ Reflects on teaching and establishes goals to improve practice. ☐ Participates in school-sponsored extra-curricular activities. ☐ Participates in all required professional development activities.</td>
</tr>
<tr>
<td>The teacher candidate consistently exhibits a commitment to professional ethics, participates in professional growth opportunities to support student learning, and engages in reflective practice.</td>
<td>Proficient Level 3</td>
<td>☐ Participates in collaborative student learning meetings (e.g., RTI, IEP, 504, etc.).</td>
</tr>
<tr>
<td>The teacher candidate continually engages in a high level of professional growth and application of skills. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders. This level is not intended for formative assessments of teacher candidates and may only be used in the summative assessment with proper documentation of the teacher candidate’s consistent performance at this level.)</td>
<td>Exemplary Level 4</td>
<td>☐ Participates in collaborative student learning meetings (e.g., RTI, IEP, 504, etc.).</td>
</tr>
</tbody>
</table>

Comments:

## Performance Standard 10: Communication

The teacher candidate communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.

<table>
<thead>
<tr>
<th>Performance Rubrics</th>
<th>Ratings</th>
<th>Possible Evidence/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher candidate inadequately communicates with students, district and school personnel, or other relevant stakeholders by poorly acknowledging concerns, responding to inquiries, or encouraging involvement.</td>
<td>Ineffective Level 1</td>
<td>☐ Uses verbal and/or non-verbal communication to promote learning. ☐ Uses precise language, correct vocabulary/grammar, and appropriate forms of oral and written communication. ☐ Communicates in a logical and developmentally appropriate manner for the P-12 learners. ☐ Provides clear instructions.</td>
</tr>
<tr>
<td>The teacher candidate inconsistently communicates with students, district and school personnel, or other relevant stakeholders or communicates in ways that only partially enhance student learning.</td>
<td>Developing Level 2</td>
<td>☐ Communicates effectively with all relevant stakeholders.</td>
</tr>
<tr>
<td>The teacher candidate communicates effectively and consistently with students, district and school personnel, and other relevant stakeholders in ways that enhance student learning.</td>
<td>Proficient Level 3</td>
<td>☐ Communicates effectively with all relevant stakeholders.</td>
</tr>
<tr>
<td>The teacher candidate continually uses communication techniques in a variety of situations to proactively inform, network, and collaborate with stakeholders to enhance student learning. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders. This level is not intended for formative assessments of teacher candidates and may only be used in the summative assessment with proper documentation of the teacher candidate’s consistent performance at this level.)</td>
<td>Exemplary Level 4</td>
<td>☐ Communicates effectively with all relevant stakeholders.</td>
</tr>
</tbody>
</table>

Comments:
An analysis performed by Evaluations Systems group of Pearson and Georgia teacher education and P-12 professionals, in collaboration with the Georgia Professional Standards Commission (GaPSC), Georgia Department of Education (GaDOE), and the University System of Georgia (USG) produced a table that indicates the alignment between Georgia Teacher Assessment on Performance Standards (TAPS) and edTPA Tasks and Rubrics. http://www.gapsc.com/EducatorPreparation/Assessment/documents/TAPS_edTPA_Crosswalk_7-1-15.pdf

The Georgia Department of Education provides a Teacher Assessment on Performance Standards (TAPS) Reference Sheet that includes performance standards and sample performance indicators:

This user guide is adapted from Georgia Intern Keys Effective System: Candidate Assessment on Performance Standards (CAPS) and the Teacher candidate Assessment on Performance Standards (TAPS), a component of the official teacher candidate evaluation system in Georgia (http://www.gapsc.com/GaEducationReform/Downloads/Intern_TKES_DRAFT_11-2-13.pdf).
Recording Sheet
Candidate Assessment on Performance Standards (CAPS)
Tift College of Education

Instructions
If an electronic device is not available, use the recording sheet during observations and documentation reviews to comment on evidence of the teacher candidate meeting the standard. Based on the observation and documentation provided, evaluators should check the applicable rating. Specific comments must be included to substantiate the rating. Follow the directions in Tift’s Candidate Assessment on Performance Standards (CAPS) User Guide for completing the assessment.

**Standard 9: Professionalism: Professionalism is rated post-observation during the conference with the teacher candidate. The purpose in evaluating post-observation is to provide the candidate the opportunity to demonstrate reflective practice through conversation with the evaluator.

Record final assessment ratings and comments in the Tift Online Field Experience System (TOFES); you may login to TOFES via https://apps.mercer.edu/tofes/login.cfm to access your account. All evaluations and forms are submitted electronically to the Office of Field Placement (OFP); the OFP does not collect hard copies of evaluations and forms.

If you need to resubmit an evaluation in TOFES, please email Jeff Osmus at osmus_ja@mercer.edu.

Assessment Types

**Formative Assessment:** The descriptions listed under each standard are the performance indicators from the rubric to be rated. The list of possible evidence provides examples of behaviors that you would expect of a teacher candidate performing at the Proficient level of each performance indicator. Using the performance indicators and evidence, determine which level is appropriate for what you have observed and choose only one rating for each standard. Level 4 (Exemplary) is not intended for formative assessments of teacher candidates and may only be used in the summative assessment. You must provide a rationale for the ratings by listing evidence observed or comments. Overall comments may be given at the end of the assessment.

**Summative Assessment:** The summative assessment should be based on the teacher candidate’s overall performance during clinical practice. Use the preponderance of evidence (formative assessments using CAPS, lesson plans, etc.) to determine the teacher candidate’s level of performance at the completion of the clinical experience. You must provide a rationale for the ratings by listing evidence observed or comments. Overall comments may be given at the end of the assessment.
### Performance Standard 1: The teacher candidate demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of the students by providing relevant learning experiences.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Evidence</th>
<th>Specific Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Ineffective</td>
<td>□ Uses students’ prior knowledge and interests to guide instruction.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Connects the assigned content to other content areas.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Makes the content relevant to the students.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Selects and uses appropriate materials and resources.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Plans instruction that demonstrates strong knowledge of the students’ developmental needs or backgrounds.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Encourages students to use their knowledge and everyday experiences during instruction.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Incorporates developmentally-appropriate content.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Reflects an understanding of students’ backgrounds.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Demonstrates knowledge of content and corrects teacher/student errors.</td>
<td></td>
</tr>
</tbody>
</table>

### Performance Standard 2: The teacher candidate plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Evidence</th>
<th>Specific Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Ineffective</td>
<td>□ Analyzes and uses student learning data to inform planning.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Develops plans that are clear, logical, and sequential.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Aligns lesson objectives and assessments to state and local standards.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Considers pacing and transitions in planning.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Plans for instruction to meet the needs of all students.</td>
<td></td>
</tr>
</tbody>
</table>

### Performance Standard 3: The teacher candidate promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students’ acquisition of key knowledge and skills.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Evidence</th>
<th>Specific Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Ineffective</td>
<td>□ Provides opportunities for students to create, present, research, and problem solve.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Incorporates teaching strategies consistent with research-based best practices.</td>
<td></td>
</tr>
<tr>
<td>Proficient</td>
<td>Exemplary</td>
<td>Not Observed</td>
</tr>
<tr>
<td>------------</td>
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</tr>
</tbody>
</table>

**Performance Standard 4:** The teacher candidate challenges and supports each student’s learning by providing appropriate content and developing skills which address individual learning differences.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Evidence</th>
<th>Specific Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ineffective</td>
<td>□ Facilitates learning through differentiation of content, process, and/or product.</td>
<td></td>
</tr>
<tr>
<td>Developing</td>
<td>□ Provides instructional opportunities that consider modifications and accommodations.</td>
<td></td>
</tr>
<tr>
<td>Proficient</td>
<td>□ Uses assessment data to inform instruction and provide instructional opportunities that vary in degree of difficulty and/or student interest.</td>
<td></td>
</tr>
<tr>
<td>Exemplary</td>
<td>□ Includes numerous appropriate formal and informal assessments for diagnostic, formative, and/or summative purposes.</td>
<td></td>
</tr>
<tr>
<td>Not Observed</td>
<td>□ Provides opportunities for students to self-assess learning.</td>
<td></td>
</tr>
<tr>
<td>□ Includes assessments appropriate for students’ modifications and/or accommodations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Uses a variety of diagnostic strategies (e.g., writing prompts, KWLs, anticipation guides, etc.) at the beginning of lessons or units to determine specific student needs.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Performance Standard 5:** The teacher candidate systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and students population.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Evidence</th>
<th>Specific Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ineffective</td>
<td>□ Includes numerous appropriate formal and informal assessments for diagnostic, formative, and/or summative purposes.</td>
<td></td>
</tr>
<tr>
<td>Developing</td>
<td>□ Provides opportunities for students to self-assess learning.</td>
<td></td>
</tr>
<tr>
<td>Proficient</td>
<td>□ Includes assessments appropriate for students’ modifications and/or accommodations.</td>
<td></td>
</tr>
<tr>
<td>Exemplary</td>
<td>□ Uses a variety of diagnostic strategies (e.g., writing prompts, KWLs, anticipation guides, etc.) at the beginning of lessons or units to determine specific student needs.</td>
<td></td>
</tr>
<tr>
<td>Not Observed</td>
<td>□ Provides opportunities for students to self-assess learning.</td>
<td></td>
</tr>
<tr>
<td>□ Uses data to plan and implement flexible grouping.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Uses data to identify knowledge and skill gaps and adjust instruction.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Makes adjustments, as needed, for individuals, small groups, and/or whole groups.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Performance Standard 6:** The teacher candidate systematically gathers, analyzes, and uses the relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Evidence</th>
<th>Specific Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ineffective</td>
<td>□ Uses appropriate questions to assess content knowledge.</td>
<td></td>
</tr>
<tr>
<td>Developing</td>
<td>□ Uses data to plan and implement flexible grouping.</td>
<td></td>
</tr>
<tr>
<td>Proficient</td>
<td>□ Uses data to identify knowledge and skill gaps and adjust instruction.</td>
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<tr>
<td>Exemplary</td>
<td>□ Makes adjustments, as needed, for individuals, small groups, and/or whole groups.</td>
<td></td>
</tr>
<tr>
<td>Not Observed</td>
<td>□ Uses appropriate questions to assess content knowledge.</td>
<td></td>
</tr>
</tbody>
</table>
Performance Standard 7: The teacher candidate provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Evidence</th>
<th>Specific Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Ineffective</td>
<td>□ Maintains a safe and orderly environment.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Materials readily accessible.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Evidences respectful communication.</td>
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<td></td>
<td>□ Uses Response to Intervention (RTI) to adjust teaching and/or behavioral management strategies.</td>
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<tr>
<td></td>
<td>□ Engages all students in the learning.</td>
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<td></td>
<td>□ Promotes a climate of trust and teamwork for all learners.</td>
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<td>□ Responds with cultural awareness and empathy.</td>
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<td></td>
<td>□ Technology used to enhance instruction and/or the learning environment.</td>
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<td>□ Proficient</td>
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<tr>
<td>□ Exemplary</td>
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<td></td>
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<td>□ Not Observed</td>
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</tbody>
</table>

Performance Standard 8: The teacher candidate creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Evidence</th>
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</tr>
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<tbody>
<tr>
<td>□ Ineffective</td>
<td>□ Maximizes instructional time.</td>
<td></td>
</tr>
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<td></td>
<td>□ Engages students consistently throughout the lesson.</td>
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<td>□ Communicates lesson objectives and/or learning outcomes.</td>
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<td></td>
<td>□ Incorporates higher order questioning to promote critical thinking.</td>
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<td></td>
<td>□ Provides students with constructive and specific feedback.</td>
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<td></td>
<td>□ Sets high expectations for student learning through student responsibility and accountability.</td>
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<td></td>
<td>□ Provides remediation for students, as needed.</td>
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<tr>
<td></td>
<td>□ Extends learning opportunities for all students.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Models how to correct and learn from mistakes.</td>
<td></td>
</tr>
<tr>
<td>□ Developing</td>
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</tr>
<tr>
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<td>□ Exemplary</td>
<td></td>
<td></td>
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<tr>
<td>□ Not Observed</td>
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Performance Standard 9: The teacher candidate exhibits a commitment to professional ethics and the school’s mission, participated in professional growth opportunities to support student learning, and contributes to the profession.

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<tbody>
<tr>
<td>□ Ineffective</td>
<td>□ Meets all deadlines.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Follows the Georgia Code of Ethics for Educators.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Maintains professional dress.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Maintains accurate time log.</td>
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</tr>
<tr>
<td></td>
<td>□ Maintains positive interactions with all relevant stakeholders.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Reflects on teaching and establishes goals to improve practice.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Participates in school-sponsored extra-curricular activities.</td>
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<tr>
<td></td>
<td>□ Participates in all required professional development activities.</td>
<td></td>
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<td>□ Participates in collaborative student learning meetings (e.g., RTI, IEP, 504, etc.).</td>
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<td>□ Developing</td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>□ Exemplary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Not Observed</td>
<td></td>
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</tr>
</tbody>
</table>
Performance Standard 10: The teacher candidate communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Evidence</th>
<th>Specific Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Ineffective</td>
<td>☐ Uses verbal and/or non-verbal communication to promote learning.</td>
<td></td>
</tr>
<tr>
<td>☐ Developing</td>
<td>☐ Uses precise language, correct vocabulary/grammar, and appropriate forms of oral and written communication.</td>
<td></td>
</tr>
<tr>
<td>☐ Proficient</td>
<td>☐ Communicates in a logical and developmentally appropriate manner for the P-12 learners.</td>
<td></td>
</tr>
<tr>
<td>☐ Exemplary</td>
<td>☐ Provides clear instructions.</td>
<td></td>
</tr>
<tr>
<td>☐ Not Observed</td>
<td>☐ Communicates effectively with all relevant stakeholders.</td>
<td></td>
</tr>
</tbody>
</table>

Overall Comments

Strengths:

Areas of Improvement:

Do you recommend this candidate for student teaching? ☐ Yes ☐ No

Do you recommend this candidate for certification? ☐ Yes ☐ No

Post Conference Questions:

- What did you think went well in this lesson?
- What would you change?
- These are some areas that needs some work _____________
- Here are are some suggestions that might help as you go forward.
- How would you implement these suggestions next time?
- Do you have any questions regarding what we have talked about?
Section VII: edTPA
Tift College of Education

Submitting your edTPA Materials for Scoring
2016-2017

STEP 1: Retrieve Your edTPA Code from the PSC.

Mercer University has granted you eligibility to complete the edTPA Assessment. Please verify Mercer University as your educator preparation program provider and the program(s) you are enrolled in by logging into the mypsc.gapsc.org educator’s portal if you have not already.

Steps to Retrieve EdTPA Registration Token:
A. Log into your MyPSC account, click on ‘edTPA’ tab.
B. From the ‘edTPA’ tab, click the ‘Request’ button for the active edTPA eligibilities.
Note: The requested edTPA Code will also be emailed to you after requesting through your MYPSC page.

STEP 2: Register for the edTPA Assessment

Once you have retrieved the edTPA Code, you can click here <http://www.edtpa.com/> and register for the edTPA assessment aligned with your program. You will need to use the edTPA Code available from the edTPA tab on your MYPSC page.
Here’s how:
A. Click “Register Now” on the “Candidates” section.
B. Select the link “Integrated edTPA Platform Provider System.”
   (This is because you are going through LiveText to submit your portfolio.)
C. Create an account by clicking on “Create an account now.”
D. Follow the prompts, select a password, and provide information about yourself.
   You will need the last five digits of your Social Security number.
E. Confirm your identity by checking box.
F. Choose your assessment. Choose carefully! Select the “National” version, not the “Washington” version. Early Childhood/Special Education majors should choose “Elementary Education.”
G. Answer background questions. When you get to the “reason for assessment,” answer that it is a certification requirement.
H. Answer score reporting options and other questions.
I. Review your registration, and make any necessary changes.
J. Click on “Check Out.”
K. Check the box and click “next” acknowledging you have read the rules.
L. Click on “Credit Card” and enter the number or use your voucher code that you purchased from the Mercer Bookstore.
M. You should now get an “Authorization Key.” It should also be emailed to you.
Copy the number to paste in LiveText.
STEP 3: Transfer Files from LiveText

(Note: Here’s a helpful link from LiveText with guidance for submission: https://www.livetext.com/doc/7626235)

Log into your edTPA portfolio in LiveText and start the transfer of files. Here’s how:

A. Sign-in at LiveText.com
B. Under the Dashboard tab, locate your assignment, Final edTPA Portfolio Submission. (You should have attached all documents for the edTPA tasks in this assignment.)
C. Press ‘Begin Assignment’ (or ‘Continue Assignment’) button.
Assignment Details should show External Assessment edTPA, 2014-2016, and your content area. The major must match handbook cover’s content area. (Don’t attempt transfer if wrong and contact Tift’s LT Support.)
E. Choose the button under header 'Send to edTPA.com' (You may click this button after one, some, or all edTPA-ready files are attached.)
Click here to see image of "Send to edTPA.com" page with annotated help.
Opens an overlay page where you (1) pin each of your attached files to the respective Task Part; (2) agree to transfer terms; (3) input your individualized Authorization Key as obtained at edTPA.com; and (4) press ‘Send to edTPA’ button which validates then synchronizes your files with your edTPA.com account. When send succeeds, you are NOT finished with getting your work into scoring.

If you need to correct a submission, please contact Tift LT Support at tiftltsupport@mercer.edu.

STEP 4: Complete the Submission Process

A. Go to the edTPA website (www.edtpa.com) and log in to complete the submission process. At edTPA.com, you MUST complete the remaining steps, as required of each edTPA candidate, to get your work into Pearson's edTPA Official Scoring. After pressing Send to edTPA, allow some time (typically 20 to 60 minutes) for Pearson to process and populate your files into your edTPA.com account. (Look for a ‘transfer complete’ notification email message sent from Pearson.com.) After files arrive in your Pearson edTPA.com account, then you MUST to go to edTPA.com and do the last few steps until edTPA.com screens (and Pearson.com email) confirm your portfolio is submitted/received at edTPA.com for scoring.

Click here to see edTPA.com’s 3-minute tutorial video showing candidates what is involved in those last steps at edTPA.com.

Students should start the transfer 5 days prior to the submission date. This allows time for others to assist you with resolution of an unforeseen complexity and makes it possible for you to tend to those subsequent edTPA steps with all due care and attention.
B. You will get an email thanking you for your participation. Forward this email to tiftfieldplacement@mercer.edu.

You’re finished! Celebrate!

You should receive your score in 3 to 6 weeks.

NOTE: Late submissions may delay your certification and a re-assignment/extension for field placement in the case of retakes.

Contacts:

For technical assistance:
Tift’s LiveText Support
tiftltsupport@mercer.edu
edTPA Coordinator:
Dr. Clay Jolly
Jolley_cl@mercer.edu
Dear Parent/Guardian:

I am a participant this school year in a pilot of assessment tasks for teacher candidates conducted by Stanford University for a twenty-state consortium overseen by Stanford University, the American Association of Colleges of Teacher Education, and the Council of Chief State School Officers. My participation in this assessment is voluntary. The primary purposes of this assessment are to develop a nationally available assessment of teaching that can measure and lead to improvement of the performance of teacher candidates.

This project may include submissions of short video recordings of lessons taught in your child’s class. Although the video recordings involve both the teacher and various students, the primary focus is on the teacher’s instruction, not on the students in the class. In the course of taping, your child may appear on the video recordings. Also, I may submit samples of student work as evidence of teaching practice, and that work may include some of your child’s work.

No student’s last name will appear on any materials that are submitted. Stanford University, at its sole discretion, may use and distribute my video recordings, my comments and my classroom materials for assessment development, professional development of novice teachers, research purposes, and any other purpose Stanford University deems appropriate to further the mission of the project. The form below will be used to document your permission for these activities.

Sincerely,

_______________________________
(Teacher Candidate Signature)

PERMISSION SLIP

Student Name: __________________________________ School/Teacher: ____________________________

I am the parent/legal guardian of the child named above. I have received and read your letter regarding a teacher assessment being conducted by Stanford University, and agree to the following:

(Please check the appropriate box below.)

☐ I DO give permission to you to include my child’s image on video recordings as he or she participates in a class conducted at_______________________________ by ___________________________________ and/or to reproduce materials that my child may produce as part of classroom activities. No last names will appear on any materials submitted by the teacher.

☐ I DO NOT give permission to video record my child or to reproduce materials that my child may produce as part of classroom activities.

Signature of Parent or Guardian: __________________________________ Date: __________________

I am the student named above and am more than 18 years of age. I have read and understand the project description given above. I understand that my performance is not being evaluated by this project and that my last name will not appear on any materials that may be submitted.

☐ I DO give permission to you to include my image on video recordings as I participate in this class and/or to reproduce materials that I may produce as part of classroom activities.

☐ I DO NOT give permission to video record me or to reproduce materials that I may produce as part of classroom activities.

Signature of Student: __________________________________ Date: ________________
Formulario de autorización de estudiantes

Estimado padre / tutor:

Yo soy un participante este año escolar en un programa piloto de evaluación para los candidatos a maestros, llevado a cabo por la Universidad de Stanford, para un consorcio de veinte estados y supervisado por Stanford University, the American Association of Colleges of Teacher Education y the Council of Chief State School Officers. Mi participación en esta evaluación es voluntaria. El propósito principal de esta evaluación es desarrollar una valoración nacional disponible de la enseñanza que se pueda medir y conduzca al mejoramiento del desempeño de los candidatos a maestros.

Este proyecto puede incluir la presentación de grabaciones de vídeo de corta duración de las lecciones impartidas en la clase de su hijo(a). Aunque las grabaciones de vídeo incluyen al profesor y a varios estudiantes, el enfoque principal es a la enseñanza del profesor, no a los estudiantes en la clase. En el transcurso de la grabación, su hijo(a) puede aparecer en las grabaciones de vídeo. Además, yo podría presentar muestras del trabajo de los estudiantes como prueba de la práctica docente y esa muestra podría incluir algunos de los trabajos de su hijo(a).

El apellido de los estudiantes no aparecerá en ningún material que se presente. La Universidad de Stanford, a su discreción, puede usar y distribuir mis grabaciones de vídeo, mis comentarios y mis materiales del aula para el desarrollo de la evaluación, el desarrollo profesional de los profesores principiantes, para la investigación y cualquier otro propósito que la Universidad de Stanford considere apropiado para promover la misión del proyecto. El siguiente formulario se utilizará para documentar su permiso para estas actividades.

Atentamente,

______________________________
(Firma del Maestro Candidato)
PERMISO

Nombre del estudiante: __________________________________
Escuela/Maestro_____________________________

Yo soy el padre/tutor legal del(a) niño(a) mencionado(a) anteriormente. He recibido y leído su carta con respecto a una valoración docente llevada a cabo por la Universidad de Stanford y acuerdo lo siguiente:  (Por favor marque la casilla que corresponda)

☐ YO les doy permiso para incluir la imagen de mi hijo(a) en las grabaciones de vídeo mientras que él/ella participa en una clase llevada a cabo en __________________________ por ____________________________, y/o de presentar (Nombre de la escuela) (Nombre del profesor) materiales que mi hijo(a) pueda producir como parte de las actividades del aula. Ningún apellido aparecerá en ningún material presentado por el profesor.

☐ NO doy permiso para grabar a mi hijo(a) o para presentar materiales que mi hijo(a) pueda producir como parte de las actividades del aula.

Firma del Padre o Tutor: ______________________________ Fecha: ________________

Yo soy el estudiante nombrado arriba y tengo más de 18 años de edad. He leído y entiendo la descripción del proyecto dado anteriormente. Entiendo que mi rendimiento no está siendo evaluado por este proyecto y que mi apellido no aparecerá en ningún material que pueda ser presentado.

☐Yo les doy permiso para incluir mi imagen en las grabaciones de video mientras que participo en esta clase y/o de presentar materiales que yo pueda producir como parte de las actividades del aula.

☐ NO doy permiso para que me graben o presenten materiales que yo pueda producir como parte de las actividades del aula.

Firma del estudiante:_________________________________ Fecha: ________________

Fecha de Nacimiento: _____ / _____ / _____

MM       DD
edTPA Video Release Form

To: Parents & Guardians

Topic: Student Release Form – edTPA Teacher Certification Assessment

From: ______________________ Signature of Teacher Preparation Program Candidate

__________________________ Printed name of Teacher Preparation Program Candidate

__________________________ Name of Institution

__________________________ Signature of Cooperating/ Mentor Teacher

__________________________ Signature of Building Principal

Date: ______________________

I am a candidate in an initial teacher preparation program that is implementing the edTPA (Teacher Performance Assessment), a national performance assessment for prospective teachers.¹ Successful completion of this assessment is a requirement for teacher certification in Georgia, beginning in August, 2015.

This project includes submission of short video recordings of my teaching in your child’s class. Although the video recordings involve both me, and various students, the primary focus is upon my instruction not on the students in the class. In the course of taping, your child may appear on the video recordings. The videotaped lesson will be used for me to reflect on my teaching practice as part of the edTPA and will be loaded in a secure, password-protected electronic course management system. Also, I may submit samples of student work as evidence of my teaching practice, and that work may include some of your child’s work. No student’s name will appear on any materials that are submitted.

Faculty, cooperating teachers, and/or teacher candidates associated with the program at ______________________ (Institution) and faculty associated with edTPA may see my video and student work samples. These materials will be viewed only under secure and/or password-protected conditions, never posted on publicly accessible websites, and will never reveal identities of children, schools or districts.

This form continues on the next page and will be used to document your permission for your child’s participation in these activities.

¹ For more information about the edTPA, see http://edtpa.aacte.org/about-edtpa.
To: Parents & Guardians

Student Permission Slip
edTPA Teacher Certification Assessment Tasks
Please Complete and Return to your Child’s Teacher on or before _______________

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Parent’s Name:</th>
</tr>
</thead>
</table>

I am the parent/legal guardian of the child named above. I have received and read your letter regarding a teacher assessment being conducted by ______________________________ (Institution), and agree to the following: (Please initial either the I DO or the I DO NOT box below.) My child will not be penalized if I choose “I DO NOT give permission.”

<table>
<thead>
<tr>
<th>I DO give permission to include my child’s image on video recordings as he or she participates in class conducted at __________________ School by ____________________ (Institution) and/or to reproduce materials that my child completed as part of classroom activities. No student names will appear on any materials submitted by the student teacher.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I DO NOT give permission to video record my child or to reproduce materials that my child may produce as part of classroom activities.</td>
</tr>
</tbody>
</table>

Parent/Guardian Signature: ___________________________ Date: ______________

Permission Slip for Students More Than 18 Years of Age

I am the student named above and am more than 18 years of age. I have read and understand the project description given above. I understand that my performance is not being evaluated by this project and that my last name will not appear on any materials that may be submitted. (Please initial either the I DO or the I DO NOT box below.) I will not be penalized if I choose “I DO NOT give permission.”

<table>
<thead>
<tr>
<th>I DO give permission to you to include my image on video recordings as I participate in this class and/or reproduce materials that I may produce as part of classroom activities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I DO NOT give permission to video record me or to reproduce materials that I may produce as part of classroom activities.</td>
</tr>
</tbody>
</table>

Student Signature: ___________________________ Date: ______________
Video Compression Guidelines
Click here for information about how to compress the video of your lesson before you upload to your portfolio and submit it to edTPA for scoring.

edTPA Resubmission Protocol

Using the SCALE Guidelines for edTPA Retake Decision-making and Support, the Fieldwork Committee will use the following edTPA resubmission procedure.

Step 1: The Director of Field Placement will contact the student and the appropriate faculty/staff to discuss the student’s edTPA rubric scores and options for resubmission. Ideally both conferences will be scheduled on the same day.

Step 2: Pre-Conference without the Student
   Faculty to be included: (all stakeholders will be invited to the conference)
   Site Chair (inform)
   University Supervisor (current)
   Director of Field Placement
   Faculty Advisor

   Faculty Guidance:
   Conduct an edTPA Performance Review.
   Determine if a single-task or a multi-task resubmission must be completed.
   Identify the course retake and timeline.

Step 3: Performance Review Conference with the Student
   Faculty to be included: (all stakeholders will be invited to the conference)
   Site Chair
   University Supervisor (current)
   Director of Field Placement
   Faculty Advisor

   Faculty Guidance:
   Conduct an edTPA Performance Review.
   Determine if a single-task or a multi-task resubmission must be completed.
   Advise on an extended/additional placement, as needed, with appropriate timeline.
   The Director of Field Placement will register the student for the resubmission course (EDUC XXX: Refining Teaching and Learning Performance) as needed.

Cost of a Retake: Candidates will need to pay the edTPA portfolio resubmission fee and may register online (edtpa.com). All students who need to resubmit will be invited to participate in the edTPA Performance Review. Students who register for the resubmission course will be able to attend the seminars and edTPA Support Sessions. Students who wish to resubmit on their own without registering for the course will waive the support of Mercer University in the resubmission process.

Extended/Additional Placement:
   EDUC410A (1 credit hour) Refining Teaching and Learning Performance
   EDUC410B (3 credit hours) Refining Teaching and Learning Performance
   EDUC610A (1 credit hour) Refining Teaching and Learning Performance
   EDUC610B (3 credit hours) Refining Teaching and Learning Performance

   Single Task Resubmission: 1 Credit Hour (2-4 weeks placement)
   $100 special fee (to cover supervisor travel and CT hosting stipend)
   Multi-Task Resubmission: 3 Credit Hours (5-8 weeks placement)
   $200 special fee (to cover supervisor travel and CT hosting stipend)

   Supervisor:
   A University Supervisor will be assigned to support the student for any resubmission. The edTPA Coordinator(s) will advise, as needed.
Section VIII: Contact Us
Email: tiftfieldplacement@mercer.edu

Phone: Macon: 478-301-2572/ RAC: 678-547-6331 /ATL: 678-547-6302

Fax: 678-547-8600

Mailing Address
Mercer University
Tift College of Education
Office of Field Placement
P.O. Box 2140
McDonough, GA 30253-1730

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Sam Miranda
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478-301-2046
Section IX: Resources
The Office of Field Placement reserves the right to revise the course syllabus as required by either judgment or circumstance.

Revised 7.26.2017