



**Georgia Gwinnett College
Teacher Education Student Handbook
Fall 2011**



August 17, 2011

Dear Candidates:

Welcome to Academic Year 2011—2012! We are delighted that you have chosen a major in Teacher Education. We believe that your experiences at GGC will be the beginning of a rewarding career in teaching.

This Teacher Education Student Handbook provides you with important information regarding the policies and procedures that will guide you during your enrollment in Teacher Education at Georgia Gwinnett College.

Please do not hesitate to contact my office if you have any questions or if we can be of assistance to you during the upcoming academic year.

With best wishes for an exciting year,

Cathy D. Moore, Ph.D.
Dean, School of Education

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Vision

The School of Education at Georgia Gwinnett College is a collaborative learning community that promotes the development of the content knowledge, pedagogical knowledge and skills, and dispositions necessary for outstanding teaching in the 21st century. The School of Education is committed to fostering opportunities for success for diverse learners through educational experiences that incorporate best practices and innovative applications of educational technology.

Mission

The School of Education models exemplary pedagogy, data-based decision making, and life-long learning. It develops effective educators who apply individualized and innovative content-focused learning strategies grounded in current research that incorporate appropriate educational technologies. Student-centered learning environments and psychometrically sound assessment practices promote the success of learners at all levels. Collaboration is intentional, nurtures an ongoing love of learning, and supports intellectual risk taking. The School of Education fosters consciously competent practitioners who provide leadership in an evolving global community.

Operating Principles (revised 8/24/10)

The School of Education operates on the belief that effective learning and working environments:

- Create and maintain a climate of caring, respect, and kindness that promotes the holistic development of all individuals.
- Affirm diverse perspectives and approaches to learning.
- Foster collaborative efforts that include a broad community of stakeholders.
- Promote the continuous development of expertise of teachers and learners.
- Value all participants' contributions to the learning process.
- Honor and support intellectual risk-taking and openness to alternative points of view.
- Foster leadership.
- Include assessment and data-based decision-making as critical components.
- Support equally high expectations of all learners and educators.
- Use educational technology to facilitate teaching, learning, community building, and access to resources.
- Encourage and promote scholarship and lifelong learning.
- Foster the contributions of educators and learners to a global society.

Overview of the Conceptual Framework

The Teacher Education Unit at Georgia Gwinnett College is designed to prepare teachers who are committed to enabling all students to reach high levels of achievement. Teacher preparation at Georgia Gwinnett College focuses on the development of five domains of teacher expertise that we believe are essential in fostering student success. The five domains of expertise and the twelve underlying candidate outcomes that comprise the Georgia Gwinnett College conceptual framework were developed through extensive discussions with our Gwinnett County Public School partners and describe what beginning teachers should know and be able to do in order to bring students to high levels of achievement. These domains, along with the Professional Standards Commission program content standards, constitute the foundation for the curriculum and assessment system design for the unit and programs.

Our program design is based on the belief that learning to teach is a developmental process. Alexander (2003) has studied the development of expertise in a number of academic fields and concluded subject matter expertise develops in stages, beginning with acclimation and moving through competence to proficiency. According to Alexander, **acclimation** is the developmental stage during which learners become oriented to the field. In the case of pre-service teacher development, we construe this stage as the time when candidates explore the characteristics of learners, classrooms, and schools (semester one in the program). As candidates develop **competence**, they acquire a foundational body of knowledge (pedagogical content knowledge, assessment and analytical abilities) and begin to apply that knowledge to solve increasingly complex problems (semester two in the program). According to Alexander (2003, p. 12), candidates at the **proficiency** level are well-versed in established knowledge bases and methodologies of the field and are also “actively engaged in problem finding” (semester three in the program). Our goal is for our students to approach an even higher level competence which has been termed **adaptive expertise** (semester four in the program).

Adaptive Expertise

Broadly speaking, experts differ from novices in the extent to which they notice meaningful patterns of information, the speed with which they can retrieve relevant knowledge from memory, and the efficiency with which they can apply known strategies to solve problems (Bransford, Brown, & Cocking, 2000). Most expert performance is characterized by increased speed, accuracy, and automaticity in response to everyday challenges. Dreyfus and Dreyfus (1986) and Hatano and Inagaki (1986) distinguish between this type of ongoing and non-reflective performance (routine expertise) and expert performance that includes an element of critical reflection (adaptive expertise). Adaptive expertise allows practitioners to respond flexibly and adaptively to novel problems. (Barnett & Koslowski, 2002; Fazey, Fazey & Fazey, 2005; Martin, Petrosino, Rivale, & Diller, 2006; Martin, Rayne, Kemp, Hart & Diller, 2005; McKenna, 2007; Rivale, Martin, & Diller, 2006). We believe that the most effective teachers are those who can adapt flexibly and creatively the needs of individual students. Development of

adaptive expertise is the overall goal of the teacher education programs at Georgia Gwinnett College.

With Alexander (2008), Berliner (2004), Glaser (1996), and Hatano and Inagaki (1986), we believe that adaptive expertise develops over time and in stages. The four-semester professional preparation program is designed to move candidates developmentally through the stages of acclimation (Alexander, 2008), competence (Alexander, 2008), proficiency (Alexander, 2008), and emerging adaptive expertise (Hatano & Inagaki, 1986) as they demonstrate increasing levels of mastery of the Teacher Education Program Candidate Outcomes that comprise the other four domains. Key assessments that are used across several semesters, such as the Planning Proficiency Profile and the Clinical Practices Profile, are designed to enable candidates to demonstrate their increasing proficiency over time.

Interpersonal Expertise

We believe that caring, respectful interpersonal relationships are the basis for all effective teaching. When students feel safe and believe that they are valued, their capacity for learning is increased. Caring teachers treat students with kindness and respect, take the initiative to learn about and from students, respect and affirm students' languages and cultures, and hold high academic expectations. Caring teachers create warm, stable, supportive classroom communities and are perceived by students to be honest, fair, and trusting. In the School of Education we strive to model these characteristics in our classes and in our relationships with the teacher-candidates. Classes are small and faculty maintain supportive relationships with candidates through the use of active learning strategies and frequent out-of-class contacts.

The primacy of the development of interpersonal expertise is evident throughout the curriculum of the programs. For example, during the first semester in each of the programs, candidates take a course that focuses on typical and atypical student development; a major assignment in this course is a detailed profile of one student in the class to which the candidate is assigned for field experience. Also during the first semester, candidates conduct ecological studies of the classrooms and schools to which they are assigned, and develop plans for teaching units that address the diverse needs and cultures of students in those classrooms. This theme is developed in later courses, during which candidates are expected to demonstrate increasing expertise in planning data-based differentiated instruction for a wide variety of learners through their lesson plans and classroom teaching.

Content and Pedagogical Expertise

Teachers cannot teach what they do not know. They cannot teach effectively unless they can select and apply content-appropriate teaching strategies that meet the needs of the students in their classes, and unless they can manage their classrooms so that all students have an opportunity to learn. Candidates in all of the programs develop content, pedagogical, and classroom management expertise through content courses in

key disciplinary areas as well as through integrated, field-based experiences. Courses focusing on instructional design and delivery, as well as those dealing with assessment, differentiation, and adaptation approach these topics from an interdisciplinary perspective and include embedded field experiences that allow candidates to develop their teaching skills. Attention to the selection and use of appropriate educational technology permeates both the candidates' on-campus classroom experiences and their planning for student learning. Lesson plans for students include incorporation of appropriate technologies. In addition, candidates complete and submit assignments for their courses through Blackboard or Desire2Learn, and upload documents into their personal TaskStream portfolios.

Assessment and Analytical Expertise

In this era of accountability, data-based decision making is an essential skill for beginning teachers. Development in this area of expertise includes the ability to create and use appropriate assessment tools, skill in the collection and analysis of assessment data, and the insight needed to interpret assessment data to yield appropriate instructional decisions. Development of assessment expertise begins during the first semester in the program where candidates learn the elements of “backwards design” and develop initial descriptions of desired unit outcomes. In the third semester, candidates study assessment and differentiation in depth. They learn to create, score, and interpret various types of classroom assessments. We are developing a collaboration with our Gwinnett County Schools partners that will also give our candidates access to Gwinnett County’s online data systems so that they can explore the assessment profiles of sample students and develop differentiated lessons for these students based on the assessment data provided. Candidate familiarity with Gwinnett County Schools’ data systems is a win-win solution for both Georgia Gwinnett College and Gwinnett County Public Schools, since our candidates will be able to learn to interpret authentic assessment data under real-world conditions, and Gwinnett County Public Schools will have a pool of potential employees who already know how to use their systems.

Leadership Expertise

The Georgia Gwinnett College curriculum is designed around a set of integrated educational experience (IEE) student outcome goals. IEE outcome goal 7 states that GGC graduates will demonstrate and apply leadership principles. The goal of developing teacher candidates’ leadership expertise aligns directly with IEE outcome goal 7.

Effective teachers demonstrate leadership expertise within and outside their classrooms. Leadership in this sense refers to the wide variety of ways that teachers influence their colleagues, principals, and other members of the school community to improve teaching and learning practices. Research suggests that teacher leadership is second only to high quality teaching in impacting student learning (Leitwood, Louis, Anderson, & Wahlstrom, 2004). In order to maximize student learning, teachers must

assume roles of leadership and take on more responsibility for school-wide change (Katzenmeyer & Moller, 2001; Muijs & Harris, 2003).

Preparation of candidates for ethical teacher leadership begins in the first semester of the program with intensive discussions of appropriate professional dispositions for teachers and orientation to the Georgia Code of Ethics for Teachers. Each semester, candidates receive feedback on their professional dispositions from college- and school-based faculty through the Professional Practices and Behaviors profile. In the Leadership Seminar (EDUC 4800), candidates complete a formal study of leadership characteristics and behaviors in conjunction with full-time student teaching, and undertake and evaluate a leadership project. The Leadership Profile is completed by college- and school-based faculty at the end of the student teaching experience.

What does the Georgia Gwinnett College Teacher Education Graduate Look Like?

Georgia Gwinnett College Teacher Education graduates are caring teachers who take responsibility for structuring culturally inclusive classroom environments that promote the learning of all students. Graduates use active learning strategies and instructional technology to translate their deep knowledge of disciplinary content into engaging lessons that enable students to meet local, state, and national learning goals. Graduates' instructional decision-making is enhanced by data obtained from classroom, district, and state-level assessments. Graduates respond creatively and flexibly to the myriad of challenges presented by 21st century classrooms.

Candidate Learning Outcomes

The School of Education is committed to preparing teachers who ensure that students reach high levels of achievement. GGC graduates are caring, competent, analytical, collaborative, and adaptive. Research supports the central role of each of these domains in fostering student achievement. Each of these domains is operationally defined by a set of specific learning outcomes which are expected of candidates in all programs.

Domain 1: Interpersonal Expertise

- 1.1 Candidates foster environments that reflect ethical behavior, respect, kindness, safety, and care.
- 1.2 Candidates create culturally inclusive learning environments that capitalize on the developmental characteristics and life experiences of learners.

Domain 2: Content and Pedagogical Expertise

- 2.1 Candidates know the content they are expected to teach.
- 2.2 Candidates utilize a variety of content appropriate instructional strategies that maximize learning for all students.
- 2.3 Candidates seamlessly integrate technology into the design, delivery, and assessment of learning environments and experiences.
- 2.4 Candidates manage learning environments to maximize student success.

Domain 3: Assessment and Analytical Expertise

- 3.1 Candidates assess student learning using appropriate assessment tools.
- 3.2 Candidates organize, analyze, and interpret assessment data from multiple sources.
- 3.3 Candidates' instructional decisions are data-driven.

Domain 4: Leadership Expertise

- 4.1 Candidates assume leadership roles in classrooms and other school/community environments.
- 4.2 Candidates collaborate effectively with peers, school personnel, families, and community members.

Domain 5: Adaptive Expertise

- 5.1 Candidates exhibit routine and adaptive expertise for teaching.

Programs of Study

B.S. Ed. in Early Childhood Education

The B.S. degree in Early Childhood Education prepares students to teach grades preschool through five, and includes an endorsement for English for Speakers of Other Languages (ESOL). The program utilizes an integrated approach to curriculum design and delivery that addresses the needs of all learners. Through a combination of academic and field-based learning, the program encourages the development of caring, competent and collaborative teachers who are committed to helping all students reach their highest potential. Each semester, GGC Early Childhood Education majors undertake field experiences in diverse settings in the Gwinnett County Public Schools in preschool through grade five to ensure that they are prepared to teach in a variety of settings. During the final semester, students participate in a semester-long student teaching experience and complete a leadership seminar. Refer to the GGC website for the most up-to-date program plan.

B.S. Ed. in Special Education

Through a combination of classroom and field-based learning, GGC's Special Education program gives future educators an opportunity to acquire the necessary assessment, instructional and consultation skills for working effectively with culturally and linguistically diverse children and/or adolescents who have special educational needs. The goal of the program is the development of sensitive, informed and dedicated educators to address the full spectrum of educational needs for this population. In addition, students learn about accessible instructional materials, assistive technology, curriculum access and alignment, classroom designs for success, and family/community engagement. Graduates will be prepared to work with students with special needs in preschool settings through grade 12. The program includes an endorsement for English for Speakers of Other Languages (ESOL). Refer to the GGC website for the most up-to-date program plan.

Teacher Certification Tracks

Students selecting the Teacher Certification track pursue a major in one of five subject areas (English, biology, history, mathematics or political science) that includes coursework that leads to teacher certification. These programs are aligned with the state and national content standards and prepare students to teach grades six through 12. For instance, English majors in this track take classes in language and literature, and writing and rhetoric. They also meet the standards identified by the state of Georgia and the National Council for Teachers of English (NCTE). Refer to the GGC website for the most up-to-date program plans.

Recommended course sequencing for all programs may be found in Appendix 1.

Admission to Teacher Education Programs

Admission Requirements

The School of Education has the following admission criteria:

1. Declare a pre-major in one of the following:
 - Early Childhood Education (certification to teach grades preschool -5)
 - Special Education (certification to teach grades preschool - 12)
 - Biology Teacher Certification (certification to teach grades 6 - 12)
 - Math Teacher Certification (certification to teach grades 6 - 12)
 - English Teacher Certification (certification to teach grades 6 - 12)
 - History Teacher Certification (certification to teach grades 6 - 12)
 - Political Science Teacher Certification (certification to teach grades 6 - 12)
2. Complete 45 semester hours with an overall GPA of 2.5 or better.
3. Must be a student in good standing at Georgia Gwinnett College. This means that the applicant should not be on academic warning or academic probation.
4. Complete EDUC 2110, EDUC 2120 and EDUC 2130 (or approved substitutions) with a grade of "C" or better.
5. The applicant must have completed either ENGL 1101 or ENGL 1102 at GGC with a grade of C or higher OR must satisfy the GGC Competency Test OR must have previously exempted/ satisfied the Regents' Test requirement.
6. Pass or exempt the GACE Basic Skills Assessment.
7. Receive a satisfactory status on the criminal background check required for Admission to Teacher Education. The Dean's Office in the School of Education will work directly with candidates whose background checks result in background issues. Candidates will be required to provide additional documentation as needed to determine if the candidate is eligible for admission into the program.
8. Receive satisfactory ratings on Pre-Professional Practices and Behavior in EDUC 2110, EDUC 2120 and EDUC 2130 or submit a recommendation form completed from an instructor at a previous college.
9. Receive a satisfactory performance rating on an oral presentation in EDUC 2110, EDUC 2120 or EDUC 2130 or complete an admission interview with a faculty mentor.
10. Submit evidence of liability insurance. Liability insurance may be obtained through membership in a professional educators' organization.
11. Work with a mentor to complete and submit the Application for Admission to Teacher Education.

Admission Procedures

Students may apply to the Teacher Education Program when they have completed 45 semester hours and meet the admissions requirements outlined above. Applications and all supporting material must be submitted to the Dean of the School of Education during the semester prior to entering junior-level courses by the deadline established each semester and published on the School of Education website. After verification of all admission criteria, candidates are presented to the Teacher Education Advisory Committee (TEAC) for a formal vote on admission. Candidates will be informed of the TEAC's decision by the Dean of the School of Education.

Financial Aid/Scholarship Opportunities

Applying for Financial Aid

A student should complete a Free Application for Federal Student Aid (FAFSA) in order to be considered for financial aid at Georgia Gwinnett College. The FAFSA serves as the initial application for all Federal Grants and Loans in addition to being one of the ways a student can apply for HOPE Scholarship. The FAFSA becomes available each year on January 1 and must be renewed each year.

HOPE Scholarship Application Instructions

- Go to www.gacollege411.org.
- Log in using the same ID that you used to submit your GGC Application.
- Click on the tab at the top labeled “Applications & Transcripts.”
- Click on the link for “GSFAPPS.”
- Click the “Apply Now” link at the bottom of the screen.
- Click the “Submit New Application” link.
- Select the “HOPE Scholarship Program” by clicking on the box next to it. This will open an informational box. At the bottom of the dialogue box, click “Apply for this Program.” Click Select.
- Fill out the information requested and submit your Hope Scholarship Application to GGC.

Gwinnett Federal Credit Union Scholarship

Gwinnett Federal Credit Union has established an annual scholarship fund for Georgia Gwinnett College (GGC) students majoring in early childhood education, special education or another major leading to teacher certification. Students receiving the Gwinnett Federal Credit Union Scholarship must maintain full-time status and a specified minimum grade point average. The scholarship will cover full tuition and fees, and will be renewable for up to four years. Preference will be given to students who demonstrate financial need.

Candidate Assessment

Key Assessments

The Teacher Education Unit uses seven key assessments to monitor student progress toward meeting the Candidate Learning Outcomes and to collect data to be used for program improvement. Brief descriptions of each of the assessments follow. Full descriptions of the key assessments and scoring criteria may be found in Appendix 2.

- *Georgia Assessment for the Certification of Educators* is a content test required by the State of Georgia as a qualification for renewable professional certification. The Unit collects data from these assessments (pass rates as well as subtest score) to monitor the quality of its graduates and programs.
- The Georgia Gwinnett College *Content Knowledge Profile* is used to assess the content proficiency of teacher candidates as they progress through the program. It is a compilation of two equally –weighted measures: grade point averages in selected required content courses in which grades are determined by assessments aligned with specific program content standards, and course-embedded content assessments in two required courses in the Teacher Education Program (the “methods” course taken during the second semester of the program and during clinical practice).
- The Georgia Gwinnett College *Planning Proficiency Profile* is used to assess teacher candidates’ developing abilities to plan appropriate standards-based instructional experiences for students. It is used in all programs each semester to assess an interdisciplinary instructional unit prepared as a course requirement and submitted through TaskStream.
- The Georgia Gwinnett College *Clinical Practices Profile (CPP)* is used by clinical faculty (both school-based and college-based) to assess the classroom teaching performance of teacher candidates during clinical experiences. It will also be used by candidates to assess video recordings of their own teaching.
- The *Georgia Gwinnett College Student Learning Analysis* is the key assessment used across programs to assess candidates’ abilities to assess and analyze student learning, make appropriate adjustments to instruction, and monitor student progress.
- The Georgia Gwinnett College *Professional Practices and Behaviors Assessment* is used by course instructors, clinical faculty, and candidates to assess the professional dispositions exhibited by teacher candidates. The *Professional Practices and Behaviors Assessment* includes items related to candidates’ personal, interpersonal, professional, instructional, and socio-cultural attitudes and behaviors. Data are collected for every course with embedded field

experiences at the 3000 and 4000 level from course instructors, candidates and school-based clinical faculty.

- The Georgia Gwinnett College *Leadership Profile* (LP) is used by Teacher Education Program faculty to assess the leadership qualities exhibited by teacher candidates.

Progression, Retention, and Program Completion

Portfolio Checkpoints

Candidates are expected to maintain an assessment portfolio in TaskStream that includes the results of all key assessments as well as artifacts that demonstrate their proficiency with respect to each of the 12 candidate learning outcomes. These portfolios just prior to program completion.

Grade Point Average

Candidates are expected to maintain a grade point average of 2.5 or higher while they are enrolled in the Teacher Education Program. Candidates whose grade point averages fall below this criterion will be placed on probation by the Dean of the School of Education and will not be permitted to progress until courses are repeated in order to remediate deficiencies.

Maintaining Adequate Progress

Candidates' progress will be evaluated at specific transition points during the program. These transition points are: Program Entry, Admission to Student Teaching, and Program Completion. The School of Education has established specific assessment requirements for each transition point which must be satisfactorily completed in order for the candidate to progress. The requirements for each transition point are detailed in the Appendix.

The Teacher Education Advisory Council, which meets monthly (or on a more frequent called basis as necessary) will review candidate files at each transition point. If at this time, or any other time in the program, a candidate is not making satisfactory progress, a Candidate Development Plan will be recommended to address the progression issue(s). Candidates are expected to maintain a minimum of a 2.5 GPA (with no grade lower than C) throughout their programs, and to receive satisfactory ratings on all key assessments. Candidates whose GPAs drop below a 2.5 will be placed on probation by the Dean of the School of Education, and will not be permitted to progress in the program until courses in which grades below C were received are repeated. Candidates who do not resolve their probationary status after one semester may be considered for dismissal from the program by the Teacher Education Advisory Committee.

Annual Criminal Background Check

All candidates will complete a criminal background check prior to admission to the teacher education program and again prior to student teaching. The criminal background checks are managed by the Office of Human Resources and the results are stored in the Office of Human Resources in order to maintain candidate confidentiality. The Teacher Education Unit Leader's Office will work directly with candidates whose

background checks result in background issues. Candidates will be required to provide additional documentation as needed to determine if the candidate is eligible to continue in the program. No candidate will participate in field experiences without maintaining the required criminal background check.

Action Plan for Resolving Performance Deficiencies

The Candidate Development Plan is an action plan that will be developed by the candidate and his/her mentor any time the candidate is deemed not to be making satisfactory progress. It will include the issues to be addressed and the plan for improvement, including dates for review of subsequent progress. The mentor will submit a follow-up report to the Teacher Education Advisory Council at the end of the following semester regarding the candidate's success with the Candidate Development Plan.

Academic Probation and Academic Dismissal

Candidates are required to maintain good academic standing in order to remain in the Teacher Education Program. Candidates on Academic Probation or Academic Dismissal status will be suspended from the program and will not be reinstated until the student is restored to good academic standing.

Program Completion and Recommendation for Certification

Candidates who successfully complete all of the requirements of the Teacher Education Program with a grade point average of 2.5 or better and no grade below C in courses required for the major, graduate from Georgia Gwinnett College, and pass the required GACE tests (<http://www.gace.nesinc.com/>) for their field and level of certification will be recommended for clear renewable certification at the bachelor's degree level.

Procedures for completing and submitting requests for certification will be distributed to candidates during their last semester in the program by the Dean of the School of Education.

Student Responsibilities

Long-range Planning with Mentor

Students are assigned to a mentor in the School of Education when they have completed 30 semester hours and declared a pre-Education major in either Early Childhood Education or Special Education. Candidates are expected to meet regularly with their mentors to plan their programs of study. In addition to academic advising prior to pre-registration each semester, mentors will monitor candidates' progress toward meeting Teacher Education Program admission, progression, and completion requirements.

Candidates in the Teacher Certification Programs are assigned a mentor in their major field. Teacher certification candidates should also work closely with the Office of the Dean of the School of Education and faculty who teach their professional education courses to ensure that they are making appropriate progress toward completion of certification requirements.

Knowledge Regarding Teacher Education Program and Certification Requirements

The Teacher Education Unit makes every effort to ensure that candidates are provided with comprehensive information regarding program and certification requirements through its web site, informational meetings, and mentoring efforts. Ultimately, however, it is the student's responsibility to ensure that all requirements for program completion and certification are met. Candidates are encouraged to check their Degree Evaluations frequently to assure that they are on track for graduation, and to check the Georgia Professional Standards Commission website for information about pending changes in certification requirements.

Timely submission of Required Teacher Education Program and Certification Applications

Candidates are expected to meet established deadlines for the submission of application materials for admission to Teacher Education for certification. Failure to meet established deadlines may result in delayed program progress or in a delay in receiving your professional teaching certificate.

Professional Behavior at Off-Campus Sites

The Georgia Gwinnett College teacher candidate is a representative of the School of Education of Georgia Gwinnett College and the education profession, and a guest in the public schools. Candidates are expected to conduct themselves in a way that reflects positively upon Georgia Gwinnett College and the professional status of a teacher candidate. This includes, but is not limited to:

- Adhering to the Georgia Code of Ethics for Educators.
- Demonstrating the personal interpersonal, professional, instructional, and socio-cultural practices and behaviors outlined in the *Professional Practices and Behaviors* assessment.
- Dressing professionally at all times. GGC teacher candidates are expected to be well-groomed and to maintain a professional appearance according to standards set by the faculty members of their assigned school. Professional attire is expected. Men must wear collared shirts and ties. Women may wear skirts or slacks. Teacher candidates should NOT wear items such as jeans, shorts, t-shirts, tank tops, bare midriffs, tops with low necklines, excessively tight clothing, canvas-covered shoes, flip flops or sweat shirts and similar fashion items not considered appropriate for professional attire. The teacher candidate may participate in 'theme-dress' days in which the entire faculty and student body is expected to be involved. Jewelry associated with body piercing, such as studs or other types of jewelry worn in the tongue, eyebrows, nose, or lips are not permitted. Tattoos and any other indelible marks or designs on the skin must be completely covered by appropriate attire. Hair style and color must be appropriate and professional.
- Wearing appropriate identification. GGC teacher candidates are to wear their name tags and carry picture identification at all times during their field experiences.
- Turning off all electronic devices (cell phones, pagers, etc.) while at a school site.

Clinical and Field Experiences

Objectives for Field and Clinical Experiences

Through participation in clinical and field experiences, candidates will:

1. Examine and assess their interest in and fitness for teaching.
2. Demonstrate an increasing awareness and understanding of the multiple roles of teachers as professionals.
3. Demonstrate appropriate professional practices and behaviors for teachers.
4. Practice skills related to effective teaching while assisting the cooperating teacher in planning and providing instruction
5. Synthesize theory and practice through completion of field-based assignments coordinated with class content and activities.

Overview of Clinical and Field Experiences

All courses offered by the Teacher Education Unit at the junior and senior levels include embedded field experience. Early Childhood Education and Special Education candidates spent approximately 600 hours in the field prior to clinical practice (student teaching); Teacher Certification candidates spend approximately 300 hours in the field prior to clinical practice.

Field experiences and clinical practice provide multiple opportunities for candidates to develop and demonstrate the knowledge, skills and dispositions for helping all students learn, for reflecting on the effectiveness of their planning and teaching decisions, and for receiving feedback from peers, and school- and college-based clinical faculty. Field experiences allow teacher candidates to assume responsibility for planning and implementing instruction gradually and at a variety of grade levels and school settings according to their future area of certification/licensure. Through field experiences that include observation, planning and practice, teacher candidates apply educational principles in increasingly independent roles as they move from the role of observer to active participant in the classroom.

Through a collaborative partnership with the Gwinnett County Public Schools, teacher candidates are placed systematically in diverse school settings under the supervision of highly-qualified public school teachers. The Gwinnett County Public Schools is a “majority minority” school district that also serves a significant population of English Language Learners. Rotation of candidates through successful schools with different mixtures of ethnicities, English Language Learners, and socioeconomic levels prepares candidates to work effectively in tomorrow’s diverse schools.

Field experience expectations of candidates are developmental in nature. During the first semester of field experience candidates observe students and teachers in a variety of settings throughout the school, collect field observations, and complete an ecological study of the school and an in-depth profile of a student. Candidates also assist with

small group instruction. During the second and third semesters candidates are expected to participate more actively in planning, delivering, and assessing the effectiveness of instruction in the core academic areas, and in adapting instruction to meet individual student needs. The use of educational technology is embedded in all Teacher Education Unit courses and in individual course assignments. Exploring and using technologies available in the schools is a key experience for candidates in the field.

Candidates' performances during field experiences are assessed by college- and school-based clinical faculty using the *Professional Practices and Behaviors Assessment*, the *Planning Proficiency Profile*, and the *Clinical Practices Profile*.

Types of Field Experiences and Clinical Experiences

Course-embedded Field Experiences

All professional education courses at the Junior and Senior levels include embedded field experiences. Candidates in a particular section of a course will be placed in the same school for field experiences during a given semester, and one or two of the class meetings each week will occur at the school. Under the supervision of classroom teachers to which they are assigned, candidates will complete school-based activities that complement the content and activities of their courses. Course instructors will be assigned as the college-based field supervisors for students taking their courses, and are expected to be on-site at the schools when the candidates are present.

Opening of School Experience

The opening of school experience is designed to provide practical hands-on experiences in the school and classroom setting during the initial days of the school year. Fall semester student teachers will complete this experience in August, immediately prior to student teaching (usually in the same classroom where they will student teach). Spring semester student teachers will complete this experience during August of the semester prior to student teaching. This experience provides teacher candidates with an opportunity to see how classroom procedures and routines are established and put into motion, how teachers get to know their students and build an understanding of their families and communities, and how prior planning for instruction and procedures enhances the classroom environment. This course is a five-day, full-time experience in an elementary school or high school that occurs during two days of pre-planning and the first three days of school. Candidates will assist a teacher in preparing for the opening of school and will observe and reflect on how the teacher establishes the classroom climate and routines during the early days of school.

Clinical Practice (student teaching)

Candidates complete a full semester (approximately 500 contact hours) of full-time clinical practice (student teaching) during their last semester in the program. Student teaching is full day, full time, school-based experience that is performed in a carefully

selected Gwinnett County school reflecting the grade level(s) and subject area(s) in which certification is sought, under the direction of a highly qualified classroom teacher and a Georgia Gwinnett College supervisor. The student teaching experience follows a gradual progression of increasing the teacher candidate's immersion into the full responsibilities of a teacher. The student teaching experience culminates with the student teacher taking over the full teaching load and the complete responsibility of a classroom for at least three weeks. During student teaching experience, the Gwinnett College supervisor will visit the student teacher on a regular basis (at least five times, not counting the initial visit.) In addition, the teacher candidates will participate in required seminars at a site designated by the Gwinnett College supervisor. These seminars will provide a forum in which to discuss issues of common concerns to student teachers.

Candidates' performances during clinical practice are assessed by GGC as well as school-based faculty using the Professional Practices and Behaviors Assessment, the Planning Proficiency Profile and the Clinical Practices Profile. In addition, the Student Learning Analysis is used to evaluate candidates' ability to assess the effectiveness of instruction at a whole-class and individual student level.

Policies and Procedures for Field and Clinical Experiences

Placement

Georgia Gwinnett College collaborates with the Gwinnett County Public Schools to place all candidates in appropriate field settings. Students are placed in school-based field experiences in public schools where there is evidence of well-planned curriculum and adequate teaching resources; where teachers in the requested fields are properly certified; where teachers exemplify professional competencies and effectiveness in interpersonal relationships; and where both teachers and administrators indicate an interest in having teacher education students in the school and demonstrate a positive and professional attitude toward teacher education in general.

Field experience sites are selected to provide teacher candidates with the opportunity to develop and practice knowledge, skills, practices, and attitudes necessary to become effective caring professionals. The sites provide experiences with children representing different ages, different grade levels, different socio-economic levels, and different ethnic and linguistic backgrounds.

All field experiences are supervised by qualified personnel. The standard for determining qualified personnel includes a teaching certificate; expertise in the subject, pedagogy, and/or supervision experience; at least a Master's Degree and teaching experience in that field or grade level,

Students are placed at grade levels which are compatible with the certification sought. A candidate for elementary certification will have field experience at each of the following grade levels: K-2, and 3-5. A candidate for secondary education will have field

experiences at each of the following grade levels: 6-8 & 9-12. A candidate for special education certificate (K-12) should have at least half of their experiences in the elementary grade levels (K-5) and half at the middle school/high school levels (6-12). A teacher candidate will not be placed in a school where a relative or close associate is an employee, where they are currently employed, or that the candidate recently attended.

Under no circumstances should a GGC teacher candidate try to negotiate his/her own field placements. The Georgia Gwinnett College School of Education will not honor placements that have been privately negotiated by candidates.

Teacher candidates must provide their own transportation to clinical and field experience sites.

Accommodations

Students seeking accommodation are required to initiate the process of identifying the type and extent of the accommodation required for the field experiences. Georgia Gwinnett College will work with cooperating teachers and Gwinnett County School System to facilitate and make accommodations to the physical classroom environment up to the point that the cooperating teacher, school, or school district believes such accommodation would disrupt the learning process; pose health or safety issues for students in the classroom or would, otherwise, constitute an undue hardship. Accommodations may include (but are not limited to) arranging furniture to allow easy and efficient physical access to students for instruction and supervision; handicapped access to classrooms; and adaptive devices and technologies (lap top computers, LCD projectors, voice amplification & projection device, speaker phone, recording devices, voice recognition software, etc.). Where adaptive devices are applied, the teacher candidate using the devices must demonstrate proficiency with the determined devices prior to the field experiences. Health and safety concerns may warrant the use of a Teacher Assistant/Helper in the classroom but the teacher candidate must still demonstrate core competencies and essential qualifications of the program.

Attendance and Punctuality

Attendance is mandatory for all field experiences. GGC students should expect to arrive early and stay until such time as to fulfill all responsibilities to their fullest extent. In the teaching profession it is unacceptable and unprofessional to be tardy. Teacher candidates should plan on arriving at least ten minutes before their assigned time.

During field experiences GGC students must follow proper notification procedures if they become ill or have an emergency that necessitates an absence. GGC students are required to notify the cooperating teacher, the school office, and the college supervisor any time they are absent from a field placement. If a field placement is interrupted by an extended absence, the time must be made up by an appropriate extension of the placement. Approvals of extended leaves, personal leaves, or

deviations of assigned placements must be made in writing by the cooperating teacher and college supervisor.

All field experiences are integrated with academic courses. The classroom experience is a vital component of the college learning experience. Interaction with instructors and with other students is a necessary component of the learning process. Students are expected to attend regularly and promptly all class meetings and academic appointments. Students who are absent from those classes bear the responsibility of notifying their instructors and keeping up with class assignments in conjunction with instructor provisions in the course syllabus. An individual instructor bears the decision as to whether a student's absence is excused or unexcused and whether work will be permitted to be made up; the decision of the instructor in this case is final. Because the schools in which students are working have different holidays and vacations, the calendars of the schools and Georgia Gwinnett College may vary. Teacher candidates are to follow the public school calendar for holiday schedules. A student whose class schedule would otherwise prevent him or her from voting will be permitted an excused absence for the interval reasonably required for voting.

School Regulations

When participating in field experiences all Georgia Gwinnett College students are expected to conduct themselves in accordance to all local school regulations governing professional personnel and students in the school to which they are assigned. GGC students should request a copy of the county and school rules and regulations and become familiar with its contents.

GGC students as Substitute Teachers

Georgia Gwinnett College students MAY NOT serve as substitute teachers at any time. A certified teacher, cooperating teacher, staff member, or substitute teacher must be in the classroom at all times.

Health and Safety

It is the policy of Georgia Gwinnett College and the Gwinnett County Board of Education to take all practical steps to develop and implement a safety program which will provide and maintain safe and healthful working conditions, adequate protection equipment and develop operating procedures and practices that comply with federal, state, and local legislation pertaining to accident prevention. As a collaborative partner with Gwinnett County Schools all GGC teacher candidates are responsible for:

- Learning and following the safety practices required by the school & school system.
- Using health and safety devices required by the job (the Gwinnett County Board of Education has adopted a policy regarding Infectious Diseases; All GGC teacher candidates are required to be familiar with this policy).

- Obeying “No Smoking” regulations. All students are prohibited from tobacco use on campus or at school activities, functions, or events. While fulfilling their duties GGC teacher candidates shall not use tobacco in the presence of students or on school system property.
- Operating machinery or equipment only if qualified to do so.
- Maintaining good housekeeping practices including keeping all fire exits clear and fire-fighting equipment accessible.

Drug Free Work Place

In compliance with the Gwinnett County Board of Education which provides a drug-free workplace and professes that the use of illicit drugs and the unlawful possession and use of tobacco and alcohol are wrong and harmful, the unlawful possession, use, manufacture, distribution, or dispensation of illicit drugs, tobacco, and alcohol by GGC teacher candidates on school premises, in school vehicles, or at any school sponsored activities is prohibited. Compliance with these standards is mandatory. Disciplinary sanctions will be imposed on teacher candidates who violate these prohibitions. Teacher candidates are prohibited from using or displaying drug, alcohol, and tobacco products in front of students while the employee is on duty, during the normal school day, or while on duty at any school or system sponsored function.

Smoking

Teacher candidates are not permitted to use any tobacco product while in any building, facility, or vehicle owned or leased by Gwinnett County Public Schools. This includes all school grounds and property as well as athletic fields and parking lots. Tobacco use is prohibited at all school or system sponsored events 24 hours a day, seven days a week.

Termination of Placement

GGC School of Education reserves the right to withdraw a student who fails to maintain a satisfactory academic record, professional deportment in courses, or professional behaviors at school field sites. In the event that a student does not complete his/her field experience, either by a decision of the cooperating teacher/school, Georgia Gwinnett College School of Education or the individual student, the teacher candidate must arrange a meeting with the Dean of the School of Education to determine how and when the situation will be resolved. If a clinical student’s experience is terminated, the student must adhere to the drop date, grading and Academic Honesty policies of the College.

Legal and Ethical Responsibilities of Teacher Candidates

Georgia Code of Ethics for Educators

The Code of Ethics for Educators defines the professional behavior of educators in Georgia and serves as a guide to ethical conduct. The Professional Standards Commission has adopted standards that represent the conduct generally accepted by the education profession. The code 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. All teacher candidates must be familiar with:

Code of Ethics for Educators at <http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf> **Moral Turpitude** at <http://www.gapsc.com/Ethics/MoralTurpitude.asp>

Georgia Public Broadcasting and the Georgia Professional Standards Commission offers an online introduction to the Code of Ethics for Georgia educators. The ten standards that constitute the Code as well as the appropriate reporting procedures for violations are introduced to the viewer through the use of scenarios and dramatic simulations. **Ethics for Educators:** <http://www.gpb.org/ga-professional-standards-commission/ethics>

Confidentiality

Protecting the identity and integrity of students and their families, faculty and staff, and school sites is part of professional behavior. It is the responsibility of GGC students to always act in the best interest of all stakeholders at the field experience placement sites. GGC students should speak respectfully about the field participants and field experiences. They are to remove children's names from their work when they submit examples from college courses. All information about students, whether formal or informal, must be treated as confidential.

Georgia Student Assessment Program Responsibilities

Georgia relies on state-mandated assessments as a key component of the state accountability program as well as using the test results to fulfill national requirements for educational accountability. For reliable and valid reporting, tests must be administered fairly and ethically. Maintenance of test integrity falls under the Georgia Code of Ethics for Educators. Teacher candidates may assist with the monitoring of a standardized test but MAY NOT administer the test.

Appendix 1

Recommended Course Sequences for Full- and Part-time Teacher-Candidates

Suggested Course Sequence for Early Childhood Education For Full-Time Students who have been admitted to Teacher Education

	Fall (Semester 1)	Spring (Semester 2)
Year 1	English I (ENGL 1101) 3 Intro. To Computing (ITEC 1001) 4 Lab Science (BIOL 1101K or PSCI 1101K) 4 Social Science (Area E) 3 First Year Experience (GGC 1000) 1 <p style="text-align: center;">Total 15</p>	English II (ENGL 1102) 3 College Algebra (MATH 1111) 3 2 nd Science (BIOL 1102 or PSCI 1102K) 3 or 4 U.S. History I (HIST 2111) 3 Digital Media (ITEC 2110) 4 Choices for Life (PHED 1101) 1 <p style="text-align: center;">Total 17</p>
Year 2	Critical & Cont Issues in Ed (EDUC 2110) 3 Foundations of Numbers & Op (MATH 2008) 3 Integrating Science: Life & Earth (ISCI 2001) 3 U.S. History II (HIST 2112) 3 Global Awareness (Area C)* 3 Activity PE 1 <p style="text-align: center;">Total 16</p>	Expl Socio-cultural Perspectives (EDUC 2120) 3 Exploring Learning & Teaching (EDUC 2130) 3 Integrating Science: Physical (ISCI 2002) 3 American Government (POLS 1101) 3 Arts & Literature (Area C) 3 Activity PE 1 <p style="text-align: center;">Total 16</p>
Year 3	Characteristics of the Learner (ECED 3100) 4 Instructional Foundations (ECED 3300) 4 Language, Lit, and Culture (ELAN 3000) 3 Literacy Foundations (READ 3200) 4 <p style="text-align: center;">Total 15</p>	Instructional Des & Delivery (ECED 3500) 8 Literacy Assessment (READ 3600) 4 3000 level required math course 3 <p style="text-align: center;">Total 15</p>
Summer	3000 level required math course 3 <p style="text-align: center;">Total 3</p>	
Year 4	Opening of School Exp. (EDUC 4010) 0 Instructional Assess & Adapt (ECED 4100) 8 Literacy Integration (READ 4000) 4 3000 level required math course 3 <p style="text-align: center;">Total 15</p>	Student Teaching (EDUC 4810) 8 Leadership Seminar (EDUC 4800) 1 General Elective 3 (must take Geography if not taken in Area C) <p style="text-align: center;">Total 12</p>

Scheduling Tips:

- ✓ Be sure to begin the English course sequence (including ENGL 0098 or 0099 if needed) during your first semester; ENGL 1101 and ENGL 1102 are pre-requisite courses for the Area F EDUC courses.
- ✓ Be sure to begin the lab science (BIOL or PSCI) sequence during your first semester; this sequence is a pre-requisite for the Area F ISCI courses.
- ✓ *Since Geography is a program requirement, you might want to consider taking it as your Area C Global Awareness course.
- ✓ Opening of School is taken in the last semester if student teaching in the fall.
- ✓ It's a good idea to take some summer classes so that you can balance your course workload each semester.
- ✓ During Year 3 and Year 4, you will be spending considerable time completing field-based requirements for your courses.

Suggested Course Sequence for Early Childhood Education For Part-Time Students who have been admitted to Teacher Education

Semester 1 (must be fall or spring)		Semester 2 (must be fall or spring)	
Characteristics of the Learner (ECED 3100)	4	Literacy, Language, and Culture (ELAN 3000)	3
Instructional Foundations (ECED 3300)	4	Literacy Foundations (READ 3200)	4
Instructional Des & Delivery (ECED 3500)	8	Literacy Integration (READ 3600)	4
		3000 level required math course	3
Literacy Assessment (READ 4000)	4	Opening of School Exp. (EDUC 4010)	0
3000 level required math course	3	Instructional Assess & Adapt (ECED 4100)	8
Student Teaching (EDUC 4810)	8		
Leadership Seminar (EDUC 4800)	1		
To be completed prior to student teaching:			
3000 level required math course	3		
General Elective (must take Geography if not taken in Area C)	3		

Scheduling Tips:

- ✓ You will be spending considerable time completing field-based requirements for your courses.
- ✓ Opening of School is taken in the last semester if student teaching in the fall.
- ✓ It's a good idea to take some summer classes so that you can balance your course workload each semester.
- ✓ You must complete all coursework (except for the Leadership Seminar) prior to student teaching.

Suggested Course Sequence for Special Education For Full-Time Students who have been admitted to Teacher Education

	Fall (Semester 1)	Spring (Semester 2)
Year 1	English I (ENGL 1101) 3 Intro. To Computing (ITEC 1001) 4 Lab Science (BIOL 1101K or PSCI 1101K) 4 Social Science (Area E) 3 First Year Experience (GGC 1000) 1 <p style="text-align: center;">Total 15</p>	English II (ENGL 1102) 3 College Algebra (MATH 1111) 3 2 nd Science Sequence (BIOL 1102 or PSCI 1102K) 3 or 4 U.S. History I (HIST 2111) 3 Digital Media (ITEC 2110) 4 Choices for Life (PHED 1101) 1 <p style="text-align: center;">Total 17</p>
Year 2	Critical & Cont Issues in Ed (EDUC 2110) 3 Arts & Literature (Area C) 3 Integrating Science: Life & Earth (ISCI 2001) 3 U.S. History II (HIST 2112) 3 Global Awareness (Area C) 3 Activity PE 1 <p style="text-align: center;">Total 16</p>	Expl Socio-cultural Perspectives (EDUC 2120) 3 Exploring Learning & Teaching (EDUC 2130) 3 Integrating Science: Physical (ISCI 2002) 3 American Government (POLS 1101) 3 Literature class not taken to satisfy Area C (Area F) 3 Activity PE 1 <p style="text-align: center;">Total 16</p>
Year 3	Characteristics of the Learner (SPED 3100) 4 Instructional Foundations (SPED 3300) 4 Language, Lit, and Culture (ELAN 3000) 3 Literacy Foundations (READ 3200) 4 <p style="text-align: center;">Total 15</p>	Instructional Des & Delivery (SPED 3500) 8 Literacy Assessment (READ 3600) 4 3000 level required math course 3 <p style="text-align: center;">Total 15</p>
Sum	3000 level required math course 3 <p style="text-align: center;">Total 3</p>	
Year 4	Opening of School Exp. (EDUC 4020) 0 Instructional Assess & Adapt (SPED 4100) 8 Literacy Integration (READ 4000) 4 Numeracy Applications (MATH 3008) 3 <p style="text-align: center;">Total 15</p>	Student Teaching (EDUC 4820) 8 Leadership Seminar (EDUC 4800) 1 General Elective 3 <p style="text-align: center;">Total 12</p>

Scheduling Tips:

- ✓ Be sure to begin the English course sequence (including ENGL 0098 or 0099 if needed) during your first semester; ENGL 1101 and ENGL 1102 are pre-requisite courses for the Area F EDUC courses.
- ✓ Be sure to begin the lab science (BIOL or PSCI) sequence during your first semester; this sequence is a pre-requisite for the Area F ISCI courses.
- ✓ Opening of School is taken in the last semester if student teaching in the fall.
- ✓ It's a good idea to take some summer classes so that you can balance your course workload each semester.
- ✓ During Year 3 and Year 4, you will be spending considerable time completing field-based requirements for your courses.
- ✓ If you start your junior year during spring semester, then you start with Semester 1 for junior classes.

Suggested Course Sequence for Special Education For Part-Time Students who have been admitted to Teacher Education

Semester 1 (must be fall or spring)		Semester 2 (must be fall or spring)	
Characteristics of the Learner (SPED 3100)	4	Literacy, Language, and Culture (ELAN 3000)	3
Instructional Foundations (SPED 3300)	4	Literacy Foundations (READ 3200)	4
Instructional Des & Delivery (SPED 3500)	8	Literacy Assessment (READ 3600)	4
		3000 level required math course	3
Literacy Integration (READ 4000)	4	Opening of School Exp. (EDUC 4020)	0
Numeracy Applications (MATH 3008)	3	Instructional Assess & Adapt (SPED 4100)	8
Student Teaching (EDUC 4820)	8		
Leadership Seminar (EDUC 4800)	1		
To be completed prior to or during student teaching (only 1 course with stude teach):			
3000 level required math course	3		
General Elective	3		

Scheduling Tips:

- ✓ You will be spending considerable time completing field-based requirements for your courses.
- ✓ Opening of School is taken in the last semester if student teaching in the fall.
- ✓ It's a good idea to take some summer classes so that you can balance your course workload each semester.
- ✓ You must complete all coursework (except for the Leadership Seminar) prior to student teaching.

Suggested Course Sequence for Teacher Certification Track for Students who have been admitted to Teacher Education

Full-Time Students:

Semester 1 (must be fall or spring)		Semester 2 (must be fall or spring)	
Teaching Exceptional Learners (EDUC 3300)	3	Biology/English/History/Math/Pol Science Content Methods	4
Models of Teaching and Learning (EDUC 3350)	3	Content Course	
Content Course		Content Course	
Content Course		Content Course	
Content Course		Content Course	
Opening of School Exp. (EDUC 4020)	0	Student Teaching (EDUC 4830, 4840, 4850, 4860, 4870)	8
Instructional Assessment (EDUC 4500)	4	Leadership Seminar (EDUC 4800)	1
Instructional Adaptation (EDUC 4550)	4	Content Course	
Content Course			
Content Course			

Part-Time Students:

Semester 1 (must be fall or spring)		Semester 2 (must be fall or spring)	
Teaching Exceptional Learners (EDUC 3300)	3	Content Course	
Models of Teaching and Learning (EDUC 3350)	3	Content Course	
Biology/English/History/Math/Pol Science Content Methods	4	Content Course	
Content Course		Content Course	
Instructional Assessment (EDUC 4500)	4	Content Course	
Instructional Adaptation (EDUC 4550)	4	Content Course	
Opening of School Exp. (EDUC 4020)	0		
Student Teaching (EDUC 4830, 4840, 4850, 4860, 4870)	8		
Leadership Seminar (EDUC 4800)	1		
Content Course			
To be completed prior to student teaching:			
Content Course			
Content Course			

Scheduling Tips:

- ✓ During Year 3 and Year 4, you will be spending considerable time completing field-based requirements for your courses.
- ✓ Opening of School is taken in the last semester if student teaching in the fall.
- ✓ It's a good idea to take some summer classes so that you can balance your course workload each semester.
- ✓ You must complete all coursework (except for the Leadership Seminar) prior to student teaching.

Appendix 2

Key Assessment Descriptions and Rubrics

Georgia Gwinnett College School of Education Content Knowledge Profile

The Georgia Gwinnett College *Content Knowledge Profile* (CKP) will be used to assess the content proficiency of teacher candidates as they progress through the program. It is a compilation of two equally –weighted measures:

- Grade point average in selected required content courses in which grades are determined by assessments aligned with specific program content standards
- Course-embedded content assessments in two required courses in the Teacher Education Program (the “methods” course taken during the second semester of the program and during clinical practice)

CKP 1. Grade Point Average

For each program, a standard set of content courses has been selected from which to calculate a running GPA each semester. For each course selected, a syllabus is available that aligns course-level assessments with program-specific content standards.

The courses to be used to compute this grade point average for each program are listed below:

Early Childhood Education Program	Special Education Program	Content Majors with Teacher Education
<ul style="list-style-type: none"> • ENGL 1101 • ENGL 1102 • Gen Ed Science course • Gen Ed Science course • Gen Ed US History course • Gen Ed History course • Gen Ed POLS course • GEOG 1101 • ISCI 2001 • ISCI 2002 • MATH 2008 • MATH 3011 • MATH 3111 • MATH 3311 • READ 3200 • READ 3600 • READ 4000 	<ul style="list-style-type: none"> • ENGL 1101 • ENGL 1102 • Gen Ed Science course • Gen Ed Science course • Gen Ed US History course • Gen Ed History course • Gen Ed POLS course • Area F Science content course (#1) • Area F Science content course (#2) • Area F Literature Survey • MATH 3011 • MATH 3311 • MATH 3008 • READ 3200 • READ 3600 • READ 4000 	<p>All required content courses in Area F.</p> <p>All required content courses in the major.</p>

CKP 2. Course-embedded content assessments

Data for this assessment will be collected twice using selected content-related items from the Planning Proficiency Profile and the Clinical Practice Profile. Candidates' scores on these items will be disaggregated from the full assessment during the methods course and during student teaching to provide performance evidence of candidates' abilities to translate content knowledge into appropriate lessons for students.

Alignment with Teacher Education Program Candidate Learning Outcomes

The table below illustrates how the items on CKP align with the Teacher Education Program Candidate Learning Outcomes:

Domain 2: Content and Pedagogical Expertise

- 2.1 Candidates know the content they are expected to teach. (CKP1, CKP2)
- 2.2 Candidates utilize a variety of content appropriate instructional strategies that maximize learning for all students. (CKP2)
- 2.3 Candidates seamlessly integrate technology into the design, delivery, and assessment of learning environments and experiences. (CKP2)
- 2.4 Candidates manage learning environments to maximize student success. (CKP2)

Data Collection Schedule

The Content Knowledge Profile will be computed and reviewed for each candidate at each transition point.

Georgia Gwinnett College School of Education Planning Proficiency Profile

The Georgia Gwinnett College *Planning Proficiency Profile* is designed to be used to assess teacher candidates' developing abilities to plan appropriate standards-based instructional experiences for students. It is used in all programs each semester to assess an interdisciplinary instructional unit prepared as a course requirement and submitted through TaskStream. Each complete unit includes an overall unit plan and lesson plans for five individual lessons. Candidates are expected to show increasing levels of proficiency in planning during their programs of study. The relationship between scores on the *Planning Proficiency Profile* and course grades is given in each course syllabus. Scores on this instrument obtained during the student teaching semester are aggregated and used for program and unit assessment purposes.

Alignment with Teacher Education Program Candidate Learning Outcomes

The table below illustrates how the items on Planning Proficiency Profile align with the Teacher Education Program Candidate Learning Outcomes:

Domain 1: Interpersonal Expertise

- 1.1 Candidates foster environments that reflect ethical behavior, respect, kindness, safety, and care. (U1, U2, U3, U4)
- 1.2 Candidates create culturally inclusive learning environments that capitalize on the developmental characteristics and life experiences of learners. (U1, U3, U4, L5)

Domain 2: Content and Pedagogical Expertise

- 2.1 Candidates know the content they are expected to teach. (U5, U6, U7, L1, L2)
- 2.2 Candidates utilize a variety of content appropriate instructional strategies that maximize learning for all students. (U1, U8, U9, L3, L4, L5, L6, L7, L9)
- 2.3 Candidates seamlessly integrate technology into the design, delivery, and assessment of learning environments and experiences. (L9)
- 2.4 Candidates manage learning environments to maximize student success. (U1, U2, U10, L6)

Domain 3: Assessment and Analytical Expertise

- 3.1 Candidates assess student learning using appropriate assessment tools. (U5, U6, L8)

Domain 5: Adaptive Expertise

- 5.1 Candidates exhibit routine and adaptive expertise for teaching. (U1, U9, U10, L3, L4, L5, L6, L7, L9)

Data Collection Schedule Matrix:

Semester of Teacher Education Program	1	2	3	4
Planning Proficiency Profile	X	X	X	X

Note: Although the Planning Proficiency Profile will be used each semester, use of individual unit components for assessment purposes will be phased in across the semesters based on the content of courses taken during a given semester. On the chart below, X's indicate unit components to be scored during a given semester. Rubric elements for non-scored elements will not appear in the Taskstream rubric for that semester.

Unit Elements	Sem 1	Sem 2	Sem3	Sem 4
Standards/Outcomes	X	X	X	X
“Big Picture” Guiding Questions		X	X	X
Concept Map*	X	X	X	X
Student Characteristics	X	X	X	X
Learning Environment	X	X	X	X
Classroom Culture	X	X	X	X
Culturally Responsive and Inclusive Teaching	X	X	X	X
Pre-Assessment*			X	X
Summative Assessment*			X	X
Lesson Sequencing *		X	X	X
Resources Needed		X	X	X
Classroom Logistics		X	X	X

Lesson Plan Elements	1	2	3	4
Learning Outcomes for Students*	X	X	X	X
Prerequisite skills/knowledge*		X	X	X
Individual learner characteristics that impact this lesson	X	X	X	X
Anticipatory Set		X	X	X
Procedures/ Methods and Strategies	X	X	X	X
Instructional Accommodations/Modifications		X	X	X
Lesson –specific Logistics		X	X	X
Closure		X	X	X
Formative Assessment*		X	X	X
Technology		X	X	X
Follow-up/ Extensions *			X	X

Instructions for Candidates:

1. Select an interdisciplinary set of related outcomes from the Gwinnett AKS. For this assignment, you may select any topic; it does not necessarily have to be a topic that has been taught during the part of the semester you have observed.
2. Use the **Unit Plan Organizer** in *TaskStream* (Appendix 1) as a guide to develop an overall plan for a unit that addresses the outcomes you have selected. Include:
 - a) A description of the learners for whom this unit is designed.
 - b) A concept map that illustrates how you see the relationships of the major concepts subsumed in the outcomes you have selected.
 - c) A description of how you will address issues of learning climate and classroom culture as they relate to this unit.
 - d) Plans for pre-assessment and summative assessment of desired outcomes.
 - e) A rationale for the sequencing of lessons within the unit.
 - f) Resources that will be used to teach the unit.
 - g) Plans for addressing specific classroom management issues that may arise during this unit.
 - h) Five sequenced lessons, each incorporating a different model of teaching, that address the outcomes you have selected. A single lesson might take more than one class period to complete. Use the **Lesson Plan Organizer** (Appendix 2) in *TaskStream* to guide your work. (NOTE: You will have five complete lesson plans when you are finished with this assignment.)

Instructions for Evaluators:

Use the Planning Proficiency Rubric in *TaskStream* to evaluate the interdisciplinary units submitted by teacher candidates enrolled in your course.

**Georgia Gwinnett College School of Education
Unit Plan Organizer**

Grade Level:

Curriculum Area(s):

Title of Unit:

Unit Elements	
<u>Standards/Outcomes</u> Which Gwinnett Co. AKS or GA standards are addressed in this unit?	
<u>“Big Picture” Guiding Questions</u> In what way is this unit meaningful and relevant to the student’s broader educational and life experience in a global society (“so what”)? Provide a broad question related to this unit that explains how the unit fosters the holistic development, leads to new learning, and creates meaningful connections to prior learning.	
<u>Concept Map</u> Attach a concept map for this unit.	
<u>Student Characteristics</u> What are the characteristics of the students for whom this unit is planned?	
<u>Learning Environment</u> What is your plan for organizing the physical environment and the learners in order to maximize safety, learning, and student engagement?	
<u>Classroom Culture</u> How does your unit incorporate elements that are explicitly designed to support the social, emotional, and cultural well-being of students?	
<u>Culturally Responsive and Inclusive Teaching</u> Describe how culturally responsive and inclusive teaching are incorporated into your unit.	
<u>Pre-Assessment</u> How will you obtain information regarding students’ prior knowledge and skills?	
<u>Summative Assessment</u> Provide a summative assessment that will result in extensive data on individual student mastery of the unit outcomes.	

<p><u>Lesson Sequencing</u> Provide a logical rationale for the flow and sequence of lessons.</p>	
<p><u>Resources Needed</u> Identify the resources utilized in the planning or delivery of the unit. (e.g., texts, technology, AV equipment, project materials, etc.)</p>	
<p><u>Classroom Logistics</u> Design a logistical plan that addresses all elements of the instructional process and the classroom environment. (i.e. managing classroom space, scheduling people and rooms, transitions, etc.)</p>	

**Georgia Gwinnett College School of Education
Lesson Plan Organizer**

Lesson #:

Topic of Lesson:

Lesson Plan Elements	
<p><u>Learning Outcomes for Students*</u> State the learning outcomes you expect students to demonstrate at the end of this lesson. (Include outcomes for all students, some students, few students)-Plans with every child in mind</p>	
<p><u>Prerequisite skills/knowledge</u> Clearly identify the prerequisite knowledge, skills, and practices that students need to begin the lesson.</p>	
<p><u>Individual Learner Characteristics.</u> Identify specific student needs that influence your planning for this lesson.</p>	
<p><u>Anticipatory Set</u> Introduction to the lesson is designed to engage learners and activate a schema.</p>	
<p><u>Procedures/ Methods and Strategies</u> Describe how your lesson will proceed step-by-step. Include teaching strategies that are appropriate to the content, promote active engagement by all learners. Include accommodations/modifications you will make based on individual student characteristics.</p>	
<p><u>Instructional Accommodations/Modifications</u> Identify the accommodations and/or modifications you will make to your general lesson based on individual student characteristics.</p>	
<p><u>Lesson-specific logistics</u> Describe a specific logistical plan for conducting this lesson. How will you distribute materials, group students, transition between activities, etc.?</p>	

Closure Describe the closure activity you will use to provide a comprehensive summary of the lesson.	
Formative Assessment How will you monitor student progress toward achieving the lesson and unit outcomes?	
Technology Explain how technology will be used in the planning, delivery, or assessment of the lesson, as appropriate.	
Follow-up/ Extensions Describe the variety of practice and extension activities use will use to reinforce, remediate or enrich the lesson.	

**Georgia Gwinnett College School of Education
Planning Proficiency Profile Scoring Rubric**

Unit Plan Elements:

Element	Status
Grade Level	Complete / Not complete
Curriculum Area(s)	Complete / Not complete
Standards/Outcomes	Complete / Not complete
Title of the Unit	Complete / Not complete
Guiding Question(s)	Complete / Not complete
Concept Map for the Unit	Complete/Not complete

	Component	Level 3	Level 2	Level 1	Level 0
U1	Student Characteristics	Provides extensive information about the students, including information about age, race, gender, language, cognitive development, behavior, culture, and exceptionalities.	Provides some information about the students, including information about age, race, gender, language, cognitive development, behavior, and culture.	Provides only limited information about the students.	Provides no information about the students.
U2	Learning environment	The plan for the arrangement of the physical environment and the placement of the students maximizes safety, learning, and student engagement.	The plan for the arrangement of the physical environment and the placement of the students limits safety, learning, and/or student engagement.	The plan for the arrangement of the physical environment and the placement of the students does not ensure safety, learning, and student engagement.	No description of the plan for the arrangement of the physical environment and the placement of the students is included.

	Component	Level 3	Level 2	Level 1	Level 0
U3	Classroom Culture	The unit incorporates elements that are explicitly designed to support the social, emotional, and cultural well-being of students.	The unit incorporates elements that support the social, emotional and cultural well-being of students, but these are not explicitly identified by the author.	The unit incorporates some elements that might not support the social, emotional, and cultural well-being of students.	The author has not addressed elements of classroom culture in the unit plan.
U4	Culturally Responsive and Inclusive Teaching	The unit systematically incorporates appropriate culturally responsive and inclusive teaching.	The unit incorporates appropriate culturally responsive and inclusive teaching.	The unit incorporates limited culturally responsive and inclusive teaching.	The unit lacks culturally responsive and inclusive teaching
U5	Pre-Assessment*	Pre-assessment provides sufficient information regarding students' prior knowledge and skills.	Pre-assessment provides partial information regarding students' prior knowledge and skills.	Pre-assessment provides insufficient information regarding students' prior knowledge and skills.	Pre-assessment does not provide relevant information regarding students' prior knowledge and skills.
U6	Summative Assessment*	Summative assessment results in extensive data on individual student mastery of the unit outcomes.	Summative assessment results in limited data on individual student mastery of the unit outcomes.	Summative assessment does not provide data on individual student mastery of the unit outcomes.	Summative assessment is not included.
U7	Lesson Sequencing*	The rationale for the flow and sequence of lessons is logical.	The rationale for the flow and sequence of lessons involves questionable logic.	The rationale for the flow and sequence of lessons is not logical.	No rationale for the flow and sequence of lessons is evident.
U8	Resources	Identifies an appropriate array of resources utilized in the planning or delivery of the unit.	Identifies a limited array of resources utilized in the planning or delivery of the unit.	Resources selected are not appropriate for planning or delivery of the unit.	Does not identify resources utilized in the planning or delivery of the unit.
U9	Instructional Variety	A variety of teaching strategies is planned.	A limited number of teaching strategies are planned.	Only one or two teaching strategies are planned.	No variety of teaching strategies is planned.
U10	Classroom Logistics	Logistical plan addresses all elements of the instructional process and the classroom environment.	Logistical plan addresses limited aspects of the instructional process and classroom environment.	Logistical plan is inadequate to support the instructional process and classroom environment.	No logistical plan is included.

Lesson Plan Scoring Rubric

	Component	Level 3	Level 2	Level 1	Level 0
L1	Learning Outcomes for Students*	Lesson plan includes relevant and measurable learning outcomes for students.	Lesson plan includes learning outcomes for students that are relevant but difficult to measure.	Lesson plan includes learning outcomes for students that lack relevancy.	Learning outcomes for students are not identified.
L2	Prerequisite skills/knowledge*	Clearly identifies the skills and knowledge that students need to succeed with the content of the lesson.	Partially identifies the skills and knowledge that students need to succeed with the content of the lesson.	Lacks an accurate identification of the skills and knowledge students need to succeed with the content of a lesson.	Does not identify any skills and knowledge students need to succeed with the content of a lesson.
L3	Anticipatory set	Introduction to the lesson is designed to engage students and activate a schema.	Introduction to the lesson is limited in its capacity to engage students and activate a schema.	Introduction to the lesson does not engage students or activate a schema.	Lesson does not include an introduction.
L4	Procedures/ Methods and Strategies	Lesson incorporates strategies that are appropriate to the content and promote active engagement by all students.	Lesson incorporates strategies that are marginally appropriate for the content or that promote active engagement by a limited number of students.	Lesson incorporates strategies that are not appropriate for the content and the students.	No strategies are described, or description of strategies is incomplete or superficial.
L5	Accommodations / Modifications/ Enrichment for Students with Exceptionalities	Specific accommodations/ modifications/ enrichment based on student characteristics are identified (include reference to IEP/ITP/504 Plan if applicable).	Limited appropriate accommodations and/or modifications based on student characteristics are identified (include reference to IEP/ITP/504 Plan if applicable).	Inappropriate accommodations and/or modifications are identified or are not based on IEP/ITP/504 Plan if applicable.	No accommodations and/or modifications are identified.

	Component	Level 3	Level 2	Level 1	Level 0
L6	Lesson-Specific Logistics	Logistical plan addresses all elements of the instructional process, including distribution of materials, student grouping, and transitions.	Logistical plan may result in limited student confusion during the instructional process.	Logistical plan is inappropriate for this age group or omits considerations that are critical to the smooth flow of the lesson.	No logistical plan is included.
L7	Closure	The closure activity provides a comprehensive summary of the lesson.	The closure activity provides a limited summary of the lesson.	The closure activity is not relevant to the lesson.	No description of closure activity.
L8	Formative Assessment*	Ongoing formative assessment is aligned with lesson/unit outcomes, appropriate for the instructional process, and provides for monitoring individual student progress.	Ongoing formative assessment is aligned with lesson/unit outcomes, but is either inappropriate for the instructional process or does not provide for monitoring of individual student progress.	Plan for ongoing formative assessment will not provide sufficient data on individual student progress.	There is no plan for ongoing formative assessment.
L9	Technology	Includes appropriate applications of technology in the planning, delivery, or assessment of the lesson.	Includes limited applications of technology in the planning, delivery, or assessment of the lesson.	Technology included is not appropriate for the planning, delivery, or assessment of the lesson.	Does not include technology in the planning, delivery, or assessment of the lesson.
L10	Follow-up/ Extensions*	A variety of activities reinforce, remediate or enrich the lesson.	A limited number of activities reinforce, remediate or enrich the lesson.	Activities do not reinforce, remediate or enrich the lesson.	No extension activities are identified.

*Items to be used as part of the Content Knowledge Profile

Georgia Gwinnett College School of Education *Clinical Practices Profile*

The Georgia Gwinnett College *Clinical Practices Profile* (CPP) is intended to be used by clinical faculty (both school-based and college-based) to assess the classroom teaching performance of teacher candidates during clinical experiences. It will also be used by candidates to assess video recordings of their own teaching.

The *Clinical Practices Profile* is intended to be used in all courses in which clinical experiences are embedded. Since these experiences occur throughout the teacher education program, the instrument has been designed so that candidates can demonstrate growth in teaching skills over time. The descriptors in the attached rubric reflect the Teacher Education Unit's belief that teachers' expertise in critical teaching proficiencies develops gradually, from the novice stage through routine expertise to adaptive expertise. No candidate is expected to achieve equally high levels of proficiency in all areas; level 4 (Expert Practice) should be reserved for student teachers who demonstrate exceptionally high proficiency in a particular area. Course syllabi delineate the increasing levels of proficiency expected as teacher candidates progress through the program.

Alignment with Teacher Education Program Candidate Learning Outcomes

The table below illustrates how the items on CPP align with the Teacher Education Program Candidate Learning Outcomes:

Domain 1: Interpersonal Expertise

- 1.1 Candidates foster environments that reflect ethical behavior, respect, kindness, safety, and care. (CPP Item #4, 5, 9, 11)
- 1.2 Candidates create culturally inclusive learning environments that capitalize on the developmental characteristics and life experiences of students. (CPP Item #3, 8, 11, 15)

Domain 2: Content and Pedagogical Expertise

- 2.1 Candidates know the content they are expected to teach. (CPP Item #1)
- 2.2 Candidates utilize a variety of content appropriate instructional strategies that maximize learning for all students. (CPP Item #2, 4, 14, 15)
- 2.3 Candidates seamlessly integrate technology into the design, delivery, and assessment of learning environments and experiences. (CPP Item #14)
- 2.4 Candidates manage learning environments to maximize student success. (CPP Item #6, 7)

Domain 3: Assessment and Analytical Expertise

- 3.1 Candidates assess student learning using appropriate assessment tools. (CPP Item #10)
- 3.3 Candidates' instructional decisions are data-driven. (CPP Item #12)

Domain 4: Leadership Expertise

- 4.1 Candidates assume leadership roles in classrooms and other school/community environments. (CPP Item #15)

Domain 5: Adaptive Expertise

5.1 Candidates exhibit routine and adaptive expertise for teaching. (CPP Item #12, 13)

Data Collection Schedule Matrix:

Semester of Teacher Education Program				
Data Source	1	2	3	4
College-based clinical faculty	N/A	1x	2x	3x
School-based clinical faculty	N/A	1x	2x	3x
Candidate	N/A	1x	1x	1x

Instructions for clinical faculty:

Observe a complete lesson and take extensive field notes. Immediately after the lesson, complete the observation instrument in TaskStream, using specific examples from your field notes to justify your ratings. In a post-observation conference, share your ratings and rationales with the teacher candidate.

**Georgia Gwinnett College School of Education
Clinical Practices Profile Rubric**

Candidate Name:
Candidate Number:
Completed by:
Role:
Date:

	Expert Practice (4)	Routine Practice (3)	Developing Practice (2)	Novice Practice (1)
1. Demonstrates knowledge of major concepts and assumptions essential to the content area(s). *	Lesson content covers exceptional depth of concepts and underlying assumptions and makes interdisciplinary connections.	Lesson content indicates broad subject-area knowledge including underlying concepts and assumptions. Any content confusion is insignificant.	Lesson content indicates basic subject-area knowledge. Any significant content confusion is corrected.	Lesson content is shallow, lacks clarity, and / or contains major inaccuracies.
2. Uses subject-specific content and pedagogical content knowledge that is appropriate for diverse students.*	Demonstrates creative and/or sophisticated execution of methods appropriate to content and diverse student needs.	Effectively uses content-specific and appropriate strategies that make content accessible for all students.	Implements sound pedagogy, some of which is informed by knowledge of content-specific pedagogy and the needs of students.	Uses pedagogy that is less than appropriate for teaching content or for the specific students.
3. Relates content to students' lived experiences.*	Content is rooted in students' lived experiences.	Relevant connections of content to the students' lived experiences.	Limited relevant connections of content to the students' lived experiences.	No relevant connection of content to the students' lived experiences.
4. Holds high expectations for all students.	Holds all students accountable for high levels of performance.	Structures the learning environment so that all students can achieve at high levels.	Expresses high expectations and confidence in their students' abilities to learn.	Learning experiences reflect a low level of expectations for some or all students.
5. Establishes caring and respectful relationships with students.	Is sensitive, alert, and responsive to all aspects of students' well-being.	Interacts with respect, empathy, and understanding.	Is polite and responsive to some aspects of students' well-being.	Displays lack of concern and/or respect for students.
6. Effectively utilizes time, space, technology, and other resources.	Resources are used optimally to support student learning.	Resources support student learning.	Resources are not always used productively to support student learning.	Resources are not used productively to support student learning.

	Expert Practice (4)	Routine Practice (3)	Developing Practice (2)	Novice Practice (1)
7. Practices effective classroom management strategies.	Management practices address student needs and motivation and promote a positive learning environment for all students.	Management practices promote a positive learning environment for all students.	Management practices are inconsistent.	Management practices are ineffective.
8. Takes steps toward creating a culturally responsive classroom.	Recognizes and utilizes each student's culture and language in ways that respect the student's cultural and community identities.	Demonstrates recognition and some utilization of students' culture and language in ways that respect cultural and community identities.	Demonstrates limited recognition of students' culture and language.	Does not demonstrate awareness or knowledge of students' culture and language.
9. Uses appropriate verbal, nonverbal, and media communication techniques to support learning.	Always uses appropriate verbal, nonverbal, and media communication techniques to support learning.	Routinely uses appropriate verbal, non-verbal, or media communication to support learning.	Occasionally uses inappropriate verbal, non-verbal or media communication that negatively affect learning.	Frequently uses inappropriate verbal, non-verbal, or media communication.
10. Uses assessment strategies appropriately.	Demonstrates expertise and creativity in the application of assessment strategies.	Consistently uses assessment strategies appropriately.	Sometimes uses assessment strategies appropriately.	Uses assessment strategies inappropriately.
11. Fosters a learning environment that equitably engages all students.	Fosters a learning environment that promotes equitable engagement of all students.	Fosters a learning environment that promotes equitable engagement of most students.	Fosters a learning environment that ensures equitable engagement of some students.	Fosters a learning environment that limits equitable engagement of students.
12. Monitors and adjusts strategies in response to student feedback.	Monitors effectiveness of instruction and adjusts strategies successfully.	Monitors effectiveness of instruction and adjusts strategies with limited success.	Monitors effectiveness of instruction but persists with same strategy in the face of student confusion.	Does not monitor and adjust strategies in response to student feedback.

	Expert Practice (4)	Routine Practice (3)	Developing Practice (2)	Novice Practice (1)
13. Varies his/her role in the instructional process (e.g. instructor, facilitator, coach, member of the audience) in relation to the content and purpose of instruction and the needs of students.	Smoothly shifts in and out of various roles during a lesson in response to the needs of the students and the content and purpose of the lesson.	Assumes a variety of roles as appropriate to the content, students, and learning.	Does not vary roles in response to student needs or to the content and purpose of the lesson.	Teacher does not assume a role appropriate for the students or for the lesson.
14. Uses appropriate resources, materials, and technology to manage and enhance instruction for diverse students	A wide variety of resources from numerous sources enhance instruction for all students.	Resources and materials enhance instruction for all students.	A limited number of resources that enhance instruction are provided.	Few or no resources are used, or resources are not appropriate for the content and/or the students.
15. Fosters an active learning community.	Students and teacher are actively engaged in the co-construction of knowledge.	Students assume responsibility and participate in decision-making and knowledge construction.	Teacher facilitates student engagement by planning and conducting cooperative activities.	All instruction is teacher-directed and controlled.

*Items to be used as part of the Content Knowledge Profile

Georgia Gwinnett College School of Education Student Learning Analysis

The Georgia Gwinnett College *Student Learning Analysis Assessment* is based on *The Teacher Work Sample* methodology developed by the Renaissance Partnership for Improving Teacher Quality. The *Student Learning Analysis Assessment* is aligned with three of the seven key teaching processes addressed by the Teacher Work Sample Methodology. These key teaching processes and their associated standards align directly with the Georgia Gwinnett College Outcomes for Teacher Candidates and Student Learning Analysis rubric items as shown in the table below:

Renaissance Partnership Teacher Work Sample Teaching Processes and Standards (ref.)	GGC Teacher Education Outcomes	Student Learning Analysis Rubric Items
INSTRUCTIONAL DECISION-MAKING: The teacher uses regular and systematic evaluations of student learning to make instructional decisions.	3.2. Candidates organize, analyze, and interpret assessment data from multiple sources. 3.3. Candidates' instructional decisions are data-driven.	1,2,3
ANALYSIS OF STUDENT LEARNING: The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.	3.2. Candidates organize, analyze, and interpret assessment data from multiple sources.	4,5,6,7,8
REFLECTION AND SELF-EVALUATION: The teacher reflects on his or her instruction and student learning in order to improve teaching practice.	5.1. Candidates exhibit routine and adaptive expertise for teaching.	9,10,11,12,13

The Student Learning Analysis Assessment was developed by modifying Tasks 5, 6, and 7 from the Teacher Work Sample and their accompanying rubrics.

Data Collection Schedule Matrix:

Semester of Teacher Education Program				
Semester of Teacher Education Program	1	2	3	4
Student Learning Analysis			X	X

Instructions for Candidates:

As you implement the interdisciplinary unit you have prepared, collect data that will allow you to complete the following tasks. Record your data and accompanying analyses in the **Student Learning Analysis Organizer** (Appendix 1) in *TaskStream*.

1. Provide two examples of instructional decision-making based on students' learning or responses.

- Think of a time during your unit when a student's learning or response caused you to modify your original design for instruction. (The resulting modification may affect other students as well.) Cite specific evidence to support your answers to the following:
 - Describe the student's learning or response that caused you to rethink your plans. The student's learning or response may come from a planned formative assessment or another source (not the pre-assessment).
 - Describe what you did next and explain why you thought this would improve student progress toward the learning goal.

- Now, think of one more time during your unit when another student's learning or response caused you to modify a different portion of your original design for instruction. (The resulting modification may affect other students as well.) Cite specific evidence to support your answers to the following:
 - Describe the student's learning or response that caused you to rethink your plans. The student's learning or response may come from a planned formative assessment or another source (not the pre-assessment).
 - Describe what you did next and explain why you thought this would improve student progress toward the learning goal.

2. Analyze your assessment data, including pre/post assessments and formative assessments to determine students' progress related to the unit learning goals. Use visual representations and narrative to communicate the performance of the whole class, subgroups, and two individual students. (Conclusions drawn from this analysis should be provided in the "Reflection and Self-Evaluation" section.)

• **Whole class.** To analyze the progress of your whole class, create a table that shows pre- and post-assessment data on every student on every learning goal. Then, create a graphic summary that shows the extent to which your students made progress (from pre- to post-) toward the learning criterion that you identified for each learning goal (identified in your Assessment Plan section). Summarize what the graph tells you about your students' learning in this unit (i.e., the number of students met the criterion).

• **Subgroups.** Select a group characteristic (e.g., gender, performance level, socio-economic status, language proficiency) to analyze in terms of **one learning goal**. Provide a rationale for your selection of this characteristic to form subgroups (e.g., girls vs. boys; high- vs. middle- vs. low-performers). Create a graphic representation that compares pre- and post-assessment results for the subgroups on this learning goal. Summarize what these data show about student learning.

• **Individuals.** Select two students that demonstrated different levels of performance. Explain why it is important to understand the learning of these particular students. Use pre-, formative, and post-assessment data with examples of the students' work to draw conclusions about the extent to which these students attained the two learning goals. Graphic representations are not necessary for this subsection.

3. Reflect on your performance as a teacher and link your performance to student learning results. Evaluate your performance and identify future actions for improved practice and professional growth.

• Select the learning goal where your students were most successful. Provide two or more possible reasons for this success. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors under your control.

• Select the learning goal where your students were least successful. Provide two or more possible reasons for this lack of success. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors under your control. Discuss what you could do differently or better in the future to improve your students' performance.

• **Reflection on possibilities for professional development.** Describe at least two professional learning goals that emerged from your insights and experiences with the TWS. Identify two specific steps you will take to improve your performance in the critical area(s) you identified.

Instructions for Evaluators:

Use the **Student Learning Analysis Rubric** (Appendix 2) in *TaskStream* to evaluate this assignment for the teacher candidates enrolled in your course.

**Georgia Gwinnett College School of Education
Student Learning Analysis Organizer
(Tasks 5, 6, and 7 from Renaissance Partnership TWS, in GGC Format)**

Instructional Decision-Making	
Think of a time during your unit when a student's learning or response caused you to modify your original design for instruction.	
Describe the student's learning or response that caused you to rethink your plans.	
Describe what you did next and explain why you thought this would improve student progress toward the learning goal.	
Think of one more time during your unit when another student's learning or response caused you to modify a different portion of your original design for instruction.	
Describe the student's learning or response that caused you to rethink your plans.	
Describe what you did next and explain why you thought this would improve student progress toward the learning goal.	
Analysis of Assessment Data	
Whole Class: Table of Pre- and Post-Assessment Data	
Whole Class: Graphic summary of progress toward learning goals.	
Whole Class: Narrative data summary and analysis	
Subgroups: Rationale for selection of subgroups	
Subgroups: Graphic summary comparing pre- and post-assessment data for subgroups.	
Subgroups: Narrative data summary and analysis	
Individuals: Rationale for selection of individuals	
Individuals: Narrative analysis of pre-, formative, and post-assessment data for selected students.	

Reflection	
Select the learning goal where your students were most successful. Provide two or more possible reasons for this success. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors under your control.	
Select the learning goal where your students were least successful. Provide two or more possible reasons for this lack of success. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors under your control. Discuss what you could do differently or better in the future to improve your students' performance.	
Describe at least two areas where you think you can improve. Identify specific steps you will take to improve your performance in these two areas.	

**Georgia Gwinnett College School of Education
Student Learning Analysis Rubric
(Adapted from Renaissance Partnership TWS)**

		3	2	1	0
1	Sound Professional Practice	Instructional decisions are pedagogically sound (i.e., they are likely to lead to student learning).	Instructional decisions are generally sound (will probably lead to student learning)	Instructional decisions are questionable (may not lead to student learning)	Instructional decisions are not pedagogically sound.
2	Modifications Based on Analysis of Student Learning	Modifications of the instructional plan are made to address individual student needs.	Modifications of the instructional plan address most, but not all, student needs.	Modifications of the instructional plan address limited student needs.	Teacher treats class as “one plan fits all.”
3	Congruence Between Modifications and Learning Goals	Modifications in instruction are congruent with learning goals.	Modifications in instruction are largely congruent with learning goals.	Modifications in instruction are somewhat incongruent with learning goals.	Modifications in instruction are not congruent with learning goals.
4	Clarity of Presentation	Presentation is logical, well-structured, and easy to understand.	Presentation is largely understandable .	Some parts of the presentation are difficult to understand.	Presentation lacks coherence.
5	Accuracy of Presentation	Data are accurately represented and illustrated exceptionally well.	Data are accurately represented.	Some data are omitted and/or inaccurately represented.	Data are not accurately represented.
6	Analysis of Student Performance with Respect to Learning Goals	Analysis fully addresses all learning goals for the whole class, subgroups, and individuals.	Analysis partially addresses learning goals for the whole class, subgroups, and individuals.	Substantial portions of the analysis do not address learning goals.	Analysis of student learning is not aligned learning goals.
7	Interpretation of Data	Interpretation is meaningful, and appropriate conclusions are drawn from the data.	Interpretation is technically accurate, but conclusions are not fully developed or	Some data are misinterpreted, leading to erroneous conclusions.	Conclusions are not supported by data.

		3	2	1	0
			supported by data.		
8	Evidence of Impact on Student Learning	Presents clear and convincing evidence of student progress toward achievement of learning goals.	Presents evidence of student progress toward achievement of learning goals.	Presents evidence that does not support progress toward achievement of learning goals.	Presents no evidence of impact on student learning.
9	Interpretation of Student Learning	Uses evidence to support multiple hypotheses for why some students did not meet learning goals.	Uses evidence to support limited hypotheses to support conclusions drawn in “Analysis of Student Learning” section.	Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in “Analysis of Student Learning” section.	No evidence or reasons provided to support conclusions drawn in “Analysis of Student Learning” section.
10	Insights on Effective Instruction and Assessment	Identifies successful and unsuccessful activities and assessments and provides insightful reasons (based on theory or research) for their success or lack thereof.	Identifies successful and unsuccessful activities and assessments and provides plausible reasons (based on theory or research) for their success or lack thereof.	Identifies successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof (no use of theory or research).	Provides no rationale for why some activities or assessments were more successful than others.
11	Alignment Among Goals, Instruction, and Assessment	Connections among learning goals, instruction, and assessment reflect extensive analysis of student learning and effective instruction.	Makes appropriate connections among learning goals, instruction, and assessment results in the discussion of student learning and effective instruction.	Attempts to connect learning goals, instruction, and assessment results in the discussion of student learning and effective instruction, but misunderstandings or conceptual gaps are present.	Does not connect learning goals, instruction, and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant

		3	2	1	0
					or inaccurate.
12	Implications for Future Teaching	Provides original and creative ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve student learning.	Provides ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve student learning.	Provides ideas for redesigning learning goals, instruction, and assessment but offers no rationale for why these changes would improve student learning.	Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment.
13	Areas for Improvement	Areas for improvement reflect thoughtful analysis of the success of the instructional process. Describes specific steps to address areas for improvement.	Identifies appropriate areas for improvement based on the success of the instructional process. Outlines a general plan for addressing the areas for improvement.	Identifies areas for improvement that are not strongly related to the success of the instructional process and/or provides a vague plan for addressing the areas for improvement.	Identifies no areas for improvement or areas for improvement are not related to the success of the instructional process.

Georgia Gwinnett College School of Education Professional Practices and Behaviors Assessments

The Georgia Gwinnett College *Professional Practices and Behaviors Assessment* is used by course instructors, clinical faculty, and candidates to assess the professional dispositions exhibited by teacher candidates. The *Professional Practices and Behaviors Assessment* includes items related to candidates' personal, interpersonal, professional, instructional, and socio-cultural attitudes and behaviors. Data are collected for every course with embedded field experiences at the 3000 and 4000 level from course instructors, candidates and school-based clinical faculty. A modified version of this instrument is used during the first semester of field experiences, in recognition of the limited role of candidates in classrooms at this stage of their development.

Alignment with Teacher Education Program Candidate Learning Outcomes

The table below illustrates how the items on the *Professional Practices and Behaviors* assessment align with the Teacher Education Program Candidate Learning Outcomes:

Domain 1: Interpersonal Expertise

- 1.1 Candidates foster environments that reflect ethical behavior, respect, kindness, safety, and care. (PE5, IN2, PR9, SC1, SC2, SC3, SC4, SC5)
- 1.2 Candidates create culturally inclusive learning environments that capitalize on the developmental characteristics and life experiences of students. (NS10, SC2, SC4, SC5, SC6)

Domain 2: Content and Pedagogical Expertise

- 2.2 Candidates utilize a variety of content appropriate instructional strategies that maximize learning for all students. (INS2, INS3)
- 2.3 Candidates seamlessly integrate technology into the design, delivery, and assessment of learning environments and experiences. (INS3)
- 2.4 Candidates manage learning environments to maximize student success. (INS1, INS3)

Domain 3: Assessment and Analytical Expertise

- 3.3 Candidates' instructional decisions are data-driven. (INS5)

Domain 4: Leadership Expertise

- 4.1 Candidates assume leadership roles in classrooms and other school/community environments. (IN3, IN4)
- 4.2 Candidates collaborate effectively with peers, school personnel, families, and community members. (IN1, IN3, PR6, SC6)

Domain 5: Adaptive Expertise

- 5.1 Candidates exhibit routine and adaptive expertise for teaching. (PR8, INS7, INS8)

Data Collection Protocol and Schedule:

Data will be collected for all candidates in required 3000- and 4000-level education classes with embedded field experiences at the end of each semester. Evaluations will be completed and submitted through TaskStream.

How to use this instrument:

The assessment will be completed by instructor, candidate, and school-based clinical faculty and submitted through TaskStream. The instructor will discuss the aggregate ratings with each candidate and work with the candidate to complete a professional development plan for items rated 2 or below.

Professional Practices and Behaviors

For each of the following items, check the category that best reflects practices or behaviors. Comments may be added to explain the ratings.		Almost Always	Routinely	Minimally	Seldom or Never	Almost Always = 90% or more of the time Routinely = 80% to 89% of the time Minimally = 70% to 79% of the time Seldom or Never = below 70% of the time
Personal		4	3	2	0	
PE1	Dresses appropriately.					Comments (optional)
PE2	Communicates with standard oral language.					
PE3	Communicates with standard written language.					
PE4	Exhibits confident demeanor.					
PE5	Uses appropriate body language.					
PE6	Displays an appropriate range of affect and emotions.					
PE7	Is enthusiastic about learning.					
PE8	Engages in meaningful reflection.					
Interpersonal						
IN1	Is collaborative.					Comments (optional)
IN2	Maintains harmonious interactions.					
IN3	Negotiates roles and responsibilities with others.					
IN4	Listens appropriately.					
IN5	Volunteers for leadership roles.					
Professional						
PR1	Is punctual.					Comments (optional)
PR2	Follows procedures.					
PR3	Sets goals.					
PR4	Plans ahead.					
PR5	Is organized.					
PR6	Follows through on commitments.					
PR7	Meets deadlines.					
PR8	Adapts to changes in the routine or environment.					
PR9	Is ethical.					

For each of the following items, check the category that best reflects practices or behaviors. Comments may be added to explain the ratings.		Almost Always	Routinely	Minimally	Seldom or Never	Almost Always = 90% or more of the time Routinely = 80% to 89% of the time Minimally = 70% to 79% of the time Seldom or Never = below 70% of the time
Instructional		4	3	2	0	
INS1	Demonstrates field awareness.					Comments (optional)
INS2	Practices student-centered learning.					
INS3	Plans effectively for instruction.					
INS4	Functions within local, state, and national expectations.					
INS5	Uses appropriate data to make decisions.					
INS6	Integrates technology.					
INS7	Seeks information from a variety of sources.					
INS8	Seeks and uses alternative solutions to challenges.					
INS9	Seeks constructive feedback from others.					
INS10	Engages students equitably.					
Socio-cultural						
SC1	Cares about students and their backgrounds.					Comments (optional)
SC2	Embraces diversity.					
SC3	Promotes a classroom culture that is physically, intellectually and emotionally safe.					
SC4	Demonstrates a belief that all students can learn.					
SC5	Uses language that is free from bias.					
SC6	Respects the connections among classroom, family, community, and culture.					

Georgia Gwinnett College School of Education Leadership Profile

The Georgia Gwinnett College *Leadership Profile* (LP) will be used by Teacher Education Program faculty to assess the leadership qualities exhibited by teacher candidates. Candidates will provide evidence of these qualities through a Leadership Portfolio, which will be assembled as a major project for the Leadership Seminar taken concurrently with student teaching. Data from the Leadership Profile will be collected for the purpose of unit and program evaluation. The course syllabus describes how the LP will be used as part of the grading process for the course.

Alignment with Teacher Education Program Candidate Learning Outcomes:

The table below illustrates how the items on LP align with the Teacher Education Program Candidate Learning Outcomes:

Domain 1: Interpersonal Expertise

- 1.1 Candidates foster environments that reflect ethical behavior, respect, kindness, safety, and care. (LP Item # 3, 4, 5, 11)

Domain 2: Content and Pedagogical Expertise

- 2.4 Candidates manage learning environments to maximize student success. (LP Item # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11)

Domain 4: Leadership Expertise

- 4.1 Candidates assume leadership roles in classrooms and other school/community environments. (LP Item # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)
- 4.2 Candidates collaborate effectively with peers, school personnel, families, and community members. (LP Item # 9, 10, 12)

Domain 5: Adaptive Expertise

- 5.1 Candidates exhibit routine and adaptive expertise for teaching. (LP Item # 4, 7, 8, 11)

Data Collection Protocol and Schedule:

This instrument will be used to collect candidate assessment data during the candidate's last semester in the program. Each candidate's Leadership Portfolio will be reviewed and scored independently by the course instructor and the candidate's clinical practice supervisor. The team will meet to arrive at a consensus score for each portfolio. If necessary, a third evaluator will participate in the process.

Directions for Teacher Candidates:

Using the portfolio tool in TaskStream, create a Leadership Portfolio in which you provide evidence of how you have demonstrated each of the leadership qualities listed in the rubric below. Select evidence that you have accumulated since entering the Teacher Education program. Evidence may come from class assignments; service, extracurricular, or professional activities; engagement with students or schools; family responsibilities; or job-related activities. If no artifact is available, a description of the event, activity, or experience may be substituted.

Include a reflective caption that describes how each artifact that you have included exemplifies the leadership quality it has been selected to illustrate.

Directions for instructors and clinical practice supervisors:

Review the candidate’s portfolio independently and identify the entries and rationales related to each quality. Using the definitions below, make a judgment about the extent to which each leadership quality is demonstrated by the evidence provided. Meet with one additional rater, and arrive at a consensus rating. If the pair of raters is unable to reach consensus, a third rater will be added to the group and a second attempt to reach consensus will be made.

Leadership Profile Assessment Rubric

Definitions:

- **Extensive Evidence:** Numerous portfolio entries illustrate a range of aspects of this quality.
- **Convincing Evidence:** Portfolio includes persuasive evidence that this quality has been demonstrated in at least one aspect.
- **Minimal or No Evidence:** Portfolio entries do not provide adequate evidence that this quality has been demonstrated.

	Leadership Quality	Descriptor	Extensive Evidence 3	Convincing Evidence 2	Minimal Evidence 1	No Evidence 0
1	Forward-looking	<i>Visionary, looks to be proactive</i>				
2	Inspiring	<i>Able to motivate and excite others and self</i>				
3	Fair	<i>Understands the difference between fair and equal and looks to handle situations in the best interest of all</i>				
4	Open-minded	<i>Considers a variety of viewpoints and perspectives</i>				
5	Courageous	<i>Stands up for self or others in the face of adversity</i>				
6	Straightforward	<i>Frank, direct, and candid, yet compassionate</i>				
7	Creative	<i>Imaginative, resourceful, innovative</i>				
8	Adaptive	<i>Demonstrates flexibility</i>				
9	Collaborative	<i>A team player; values the contributions of all; believes the whole is greater than the sum of the parts</i>				
10	Empowering	<i>Supportive of individuals and group; cultivates the success of others</i>				
11	Self-aware	<i>Realistically assesses own traits, feelings and actions; identifies strengths and areas for growth</i>				
12	Service-oriented	<i>Puts the needs of others ahead of self</i>				

Georgia Gwinnett College School of Education ESOL Portfolio

The Georgia Gwinnett College *ESOL Portfolio* will be used by Teacher Education Program faculty to assess teacher candidates' knowledge and skills for meeting the needs of English language learners in the regular classroom. Candidates will gather artifacts that demonstrate their achievement of the nine ESOL standards specified by the Professional Standards Commission for the ESOL Endorsement. The portfolio will be evaluated by program faculty. Candidates who do not receive acceptable ratings on the *ESOL Portfolio* will not receive an institutional recommendation for the ESOL endorsement.

Alignment with Teacher Education Program Candidate Learning Outcomes:

The table below illustrates how the ESOL Endorsement Program Content Standards align with the Teacher Education Program Candidate Learning Outcomes:

Domain 1: Interpersonal Expertise

- 1.1 Candidates foster environments that reflect ethical behavior, respect, kindness, safety, and care. (4, 7)
- 1.2 Candidates create culturally inclusive learning environments that capitalize on the developmental characteristics and life experiences of learners. (4, 7)

Domain 2: Content and Pedagogical Expertise

- 2.1 Candidates know the content they are expected to teach. (1, 2, 3, 8)
- 2.2 Candidates utilize a variety of content appropriate instructional strategies that maximize learning for all students. (6)
- 2.3 Candidates seamlessly integrate technology into the design, delivery, and assessment of learning environments and experiences. (9)

Domain 3: Assessment and Analytical Expertise

- 3.1 Candidates assess student learning using appropriate assessment tools. (5)
- 3.2 Candidates organize, analyze, and interpret assessment data from multiple sources. (5)
- 3.3 Candidates' instructional decisions are data-driven. (5)

Data Collection Protocol and Schedule:

This instrument will be used to collect candidate assessment data during the candidate's last semester in the program. Each candidate's ESOL Portfolio will be reviewed and scored independently by the candidate's college- and school-based clinical practice supervisors. The team will meet to arrive at a consensus score for each portfolio. If necessary, a third evaluator will participate in the process.

Directions for Teacher Candidates:

Using the portfolio tool in TaskStream, create an ESOL Portfolio in which you provide evidence of how you have met each of the ESOL Program Content Standards shown in the table below. For each standard, include at least two artifacts that demonstrate that you meet that standard. Select evidence that you have accumulated since entering the Teacher Education program. Evidence may come from class assignments; service, extracurricular, or professional activities; engagement with students or schools; family responsibilities; or job-related activities. If no

artifact is available, a description of the event, activity, or experience may be substituted. Include a reflective caption that describes how each artifact that you have included demonstrates that you meet that standard.

Directions for instructors and clinical practice supervisors:

Review the candidate’s portfolio independently and identify the entries and rationales related to each quality. Using the definitions below, make a judgment about the extent to which each leadership quality is demonstrated by the evidence provided. Meet with one additional rater, and arrive at a consensus rating. If the pair of raters is unable to reach consensus, a third rater will be added to the group and a second attempt to reach consensus will be made.

ESOL Portfolio Assessment Rubric

Definitions:

- **Extensive Evidence:** Numerous portfolio entries illustrate a range of aspects of this standard.
- **Convincing Evidence:** Portfolio includes persuasive evidence that this standard has been demonstrated in at least one aspect.
- **Minimal or No Evidence:** Portfolio entries do not provide adequate evidence that this standard has been demonstrated.

	<i>ESOL Endorsement Program Content Standards</i>	Extensive Evidence 4	Convincing Evidence 2	Minimal or No Evidence 0
1	1. The program shall prepare candidates who know about the nature of language, language varieties, and the phonology, morphology, syntax, semantics, and discourse of the English language.			
2	2. The program shall prepare candidates who are able to listen, speak, read, and write in standard English on technical, abstract, and non-technical or general topics.			
3	3. The program shall prepare candidates who understand the principles of first and second language acquisition across age levels.			
4	4. The program shall prepare candidates who understand the effects of cognitive, affective, and socio-cultural variables on language learning.			
5	5. The program shall prepare candidates who can apply language assessment techniques and instruments in the evaluation of students.			
6	6. The program shall prepare candidates who can plan ESOL curriculum, and implement a variety of instructional methods assessment strategies for teaching English as a second language.			
7	7. The program shall prepare candidates who understand socio-cultural systems and characteristic features of linguistic/minority cultures.			

	<i>ESOL Endorsement Program Content Standards</i>	Extensive Evidence 4	Convincing Evidence 2	Minimal or No Evidence 0
8	8. The program shall prepare candidates who are familiar with current educational trends, issues, policies, and practices, and their relationships to program planning, instruction, and assessment of ESOL students.			
9	9. The program shall prepare candidates who can use technology, particularly multimedia and computer hardware and software, and can evaluate software for ESOL instruction.			

A rating of at least 2 on all standards is required for recommendation for the ESOL Endorsement.