GEORGIA COLLEGE

GEORGIA'S PUBLIC LIBERAL ARTS UNIVERSITY

John H. Lounsbury College of Education

Educator Preparation Stakeholder's Council
Meeting Minutes
Thursday, April 18, 2019,
5:30-7:00pm, Kilpatrick Hall 132

Welcome and Introductions...Dr. Holley Roberts

Purpose of the Educator Preparation Stakeholder's Council.....................Dr. Holley Roberts
- In the past we have had an Educator Preparation Council
- That body met and approved curriculum and discussed opportunities within P-20
- Transitioned through leadership – the committee gradually stopped meeting regularly
- Because of the inconsistency, we took the opportunity to look at a variety of stakeholders across P-12 education and the teacher education program in an effort to expand the opportunity for collaboration
- Claire Garrett and Holley Roberts brainstormed who could provide diverse views and perspectives and who were stakeholders in the work we do at the initial and advanced levels of educator preparation
- Took the plan to the current EPC committee and offered an opportunity to reconstitute the committee, which was approved on November 9, 2018.
- Focus of the newly consistuted Educator Preparation Stakeholder's Council – A purposeful exchange of ideas to benefit P-20 students
- 29 members
- Meet once a semester for an hour and a half
- Membership – diversity of thought, role, and experiences
- The members were hand-picked because of their roles and impact on education
- Dr. Roberts read the charge of the committee
- Discussion of the importance of the word "stakeholder"

Overview of JHL College of Education Programs ....Dr. Holley Roberts
- Currently we offer the following programs in the JHL College of Education:
  - BS in Early Childhood, Middle Grades, and Special Ed
  - MAT in Secondary Education, Special Education, and Middle Grades
  - MED – in Curriculum and Instruction, Special Education, Early Childhood Education, and Middle Grades Education, Tier I – Educational Leadership
  - EDS – Teacher Leadership, Tier II – Educational Leadership
  - EDD program in Curriculum and Instruction – starting this summer
    - Recognized Ms. Tracy Clark who will be starting the program this summer

- Endorsements: Reading, ESOL, and coming soon (PSC review) - PBIS
- 61% percent of graduate students this summer at GC are College of Education students
- We have less and less students coming in at the undergrad level – concern – we all need to be promoting the profession
- Teacher leadership – one of the only ones in the region that offer a specialists in teacher leadership
- Transitioning to online – increased in enrollment while balancing the current resources to maintain quality programming
- Question: Is the decline nationwide for teacher education programs?
  - Yes, 35% decline nationwide
- Recently we now have a PBIS endorsement, 3 courses at the graduate level

State and National Standards and Accreditation ……………………………….Dr. Holley Roberts
- Provided a one pager of the CAEP standards
- 5 standards
- Standard 1 – teaching content and pedagogical knowledge
- Standard 2- partnerships
- Standard 3 – Candidate quality, recruitment and selectivity
- Standard 4 – Program Impact – after candidates graduate – how our students are impacting p-12 students 1 to 3 years out of preparation
- Standard 5 – Systematic evaluation system – integrity of the assessment system in the EPP – regularly reviewing for continuous progress
- These are the state standards and professional standards for program approval
- CAEP is the national organization for accreditation
- Currently we are accredited by NCATE until our site visit by CAEP in fall 2021
- Several teacher education programs in Georgia have chosen not to seek CAEP accreditation
- The John H. Lounsbury College of Education has been accredited since 1955

Partnerships and Field Placements……………………………………………………….Mrs. Claire Garrett
Partner Teachers
- Placements had always been made but the position of Director of Partnerships and Field Placements was made so that the partnership aspect would be a greater focus
- Getting to know principals in this position and building relationships
- Working hard to get feedback from partner teachers and principals on all aspects of teacher preparation
- Selection of Partner Teachers
  - Mrs. Garrett provided a description of the process that we go through in the college when co-selecting partner teachers
  - Memorandum of Understandings are established with all partners

- o We are currently trying to make sure that the MOU is being seen at the school level so principals and school faculty will understand the expectations of the partnership
  - o The need for mutual expectations – that are typically outlined on the MOU
  - o What does it mean to be a mentor? Known in many different ways – so clarifying is very important
  - o Mutual relationship/partnership is the goal
  - o Mrs. Garrett explained the intentional name of partner teacher and highlighting the 'partnership' in preparation
  - o GaPSC – co-selection and co-construction – including partners in making decisions
  - o Clinical educator – anyone who is touching the lives of students
    - ▪ University supervisor, mentor leader in cohorts
    - ▪ All people go together to make this a collaborative process
  - o The clinical experiences build throughout the preparation – pre-ed settings, junior placements, senior internship
  - o Making sure students get what they need and feel prepared to move forward
  - o We have worked hard to get input from principals in the process of selection and mentoring partner teachers for the purpose of working as a team and giving the P-12 students the best experience
  - o We would like to share about how much partners and partner teachers are valued due to the amount of learning that takes place in the field
  - o Direct connection between what they are expected to do in the class that relates to the expectations that are expected from the program this promotes deep theory to practice connections.
  - o We have partner teachers that said in regards to having a teacher candidate that "they made me be my best self."
- Partner Teacher Handbook
  - o Available on the GCSU College of Education webpage
  - o This is an important resource for all partner teachers
- Feedback about the program
  - o Stakeholder: Do you ever ask the university supervisor just how we (partner teacher) see what is happening?
  - o Getting feedback – triangulate the data/feedback received over time
  - o We are currently working on 3 surveys to assess each of the participants in the field placement
- EPSC Member: Putting on a "daddy hat" – daughter that is a freshman here and she is already in the school system. She is learning already and to see if she is right for this profession. This is a great opportunity.
- We have tried to be in the pre-ed classes to encourage them and to promote the profession
- The work that Laurel is doing that is feeding students to us and making sure that we work closely with GMC

- Connecting dots with different members in this group and seeing the intentionality of it all
- The endgame is for us to have wonderful teachers in the school system

Partner Teacher Professional Development and Delivery…………………………Dr. Desha Williams
- Supporting partner teachers and learning about the work that they want to accomplish with the students
- We need feedback in our work of preparing partner teachers for their roles
- Break into groups – form in the packet on delivery of expectations
- What do we think a partner teacher needs know to be a successful mentor to a teacher candidate?
- We currently have a partner teacher handbook, so how can we provide professional development to partner teachers that will be meaningful and accessible?
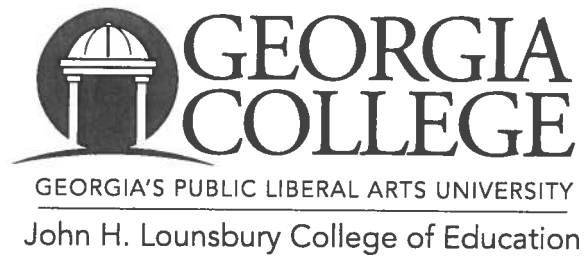- What is an effective means of delivery?

Field Based Assessments…………………………………………………………………………Dr. Holley Roberts
- Field based assessments that are assessed by the Partner Teacher beginning fall 2019
- Candidate Assessment on Performance Standards (CAPS)
  - Formally known as the Intern Keys and is very similar to the TAPS instrument in the Teacher Keys Effectiveness System, the teacher evaluation system in the state of Georgia
  - This assessment will support a seamless transition into induction
  - This assessment will provide evidence for use in the professional development plan that each candidate completes
- Professional Behaviors and Dispositions Assessment
  - Previously the College utilized an EPP created dispositions assessment
  - The newly adopted Professional Dispositions assessment derived from school district recommendation forms
    - Fields that were most reoccurring and important for a developing teacher
    - Completed three times throughout the initial teacher education programs
- Ultimately, this group will sharing all types of data to be used to accomplish our charge
  - Are we seeing a pattern in anything?
  - Are we seeing an impact over time?
  - Envision this group to give feedback and suggestions based on data.
  - What innovations do we see?

Benefits, Challenges, Opportunities, Aspirations………………………………….Mrs. Claire Garrett
- Members completed the graphic organizer noting the benefits, challenges, opportunities and aspirations for the EPSC

Closing……………………………………………………………………………………………………Dr. Holley Roberts

GEORGIA COLLEGE

GEORGIA'S PUBLIC LIBERAL ARTS UNIVERSITY

John H. Lounsbury College of Education

Educator Preparation Stakeholder's Council
Meeting Agenda
Thursday, April 18, 2019,
5:30-7:00pm, Kilpatrick Hall 132

Welcome and Introductions..Dr. Holley Roberts

Purpose of the Educator Preparation Stakeholder's Council....................Dr. Holley Roberts

Overview of JHL College of Education Programs ....Dr. Holley Roberts

State and National Standards and Accreditation ....Dr. Holley Roberts

Partnerships and Field Placements..Mrs. Claire Garrett
Partner Teachers
- Selection of Partner Teachers
- Partner Teacher Handbook

Partner Teacher Professional Development and Delivery.........................Dr. Desha Williams

Field Based Assessments...Dr. Holley Roberts
- Candidate Assessment on Performance Standards
- Professional Behaviors and Dispositions Assessment

Benefits, Challenges, Opportunities, Aspirations.......................................Mrs. Claire Garrett

Closing...Dr. Holley Roberts

Educator Preparation Stakeholders Council (EPSC) Bylaws and Membership

Focus: A purposeful exchange of ideas to benefit P-20 outcomes.
Approved at the College of Education Faculty Meeting, November 9, 2018

Membership: (31 members)
College of Education Dean/Interim Associate Dean– Dr. Joseph Peters and Dr. Holley Roberts
College of Education Director of Partnerships and Field Placements – Ms. Claire Garrett
Dean's Office Coordinator – Mrs. Keisha Foston
Department Chair, Professional Learning and Innovation – Dr. Linda Bradley
Department Chair, Teacher Education – Dr. Desha Williams
Pre- Education Coordinator – Ms. Patrice Spirou
Director of Georgia College Early College – Dr. Runee Sallad
Department Chair, Music (or appointee) – Dr. Don Parker
Department Chair, Health and Human Performance (or appointee) – Dr. Kevin Hunt
Faculty Member, Teacher Education – Dr. Lyndall Muschell
Faculty Member, Professional Learning and Innovation – Dr. JW Good
Dean of Arts and Sciences (or appointee) – Dr. Chavonda Mills
Field Based/Clinical Coordinator, Department of Health and Human Performance – Ms. Hollie Smith
Director of Science Education Center – Dr. Catrena Lisse
Director of Call Me MiSTER – Dr. Emmanuel Little
Executive Director of Extended University (or appointee) – Mr. Artis Williamson
Director of Admissions (or appointee) – Mr. Javier Francisco
GC Undergraduate Student – Ms. Summer Sanders
GC Graduate Student – Ms. Katherine Hunt
Georgia Military College representative – Ms. Laurel Tucker
Community Member (retired teacher, school board member, advisory board member, business leader) – Dr. Gloria Wicker
Superintendent Baldwin County School District (or appointee)- Dr. Noris Price
School District Administrator – Ms. Tracy Clark
School District Administrator – Mr. Lance Rackley
School District Administrator – Mr. Ulysses Foston
Early Childhood Education Teacher – Ms. Lauren Brown
Middle Grades Teacher – Ms. Ashley Lamar
Special Education Teacher – Ms. Autumn Chapman
Service Teacher (Library Media) – Ms. Becky Nipper
P-12 Assessment Administrator – Ms. Jennifer Tatum
Recent Graduate of College of Education – Ms. Katherine Hunt

Membership Selection and Terms
Members will be selected based on diversity of thought, perspectives, and experience.
Members will serve by position or term.

Meeting
The committee will meet a minimum of once per university semester.

Charge: Through the purposeful exchange of ideas, the John H. Lounsbury COE Educator Preparation Stakeholders Council will:

1. share responsibility for continuous improvement of EPP (Educator Preparation Program) candidate preparation and P-12 student achievement;

2. clarify and define expectations for EPP candidate entry, preparation, exit, and induction;
3. maintain coherence across clinical experiences and academic components of educator preparation and share accountability for candidate outcomes;
4. share assessment results of P-12 students and EPP candidates and evaluate effectiveness, generate improvements, and identify innovations based on data; and
5. seek opportunities to expand candidates' knowledge, skills and dispositions related to technology and diversity.

Terms of Membership
By Position
College of Education Dean/Dean's Appointee
College of Education Director of Partnerships and Field Placements
Department Chair, Professional Learning and Innovation
Department Chair, Teacher Education
Pre- Education Coordinator
Director of Georgia College Early College
Department Chair, Music (or appointee)
Department Chair, Health and Human Performance (or appointee)
Dean of Arts and Sciences (or appointee)
Field Based/Clinical Coordinator, Department of Health and Human Performance
Director of Science Education Center
Director of Call Me MiSTER
Executive Director of Extended University (or appointee)
Director of Admissions (or appointee)
Superintendent Baldwin County School District (or appointee)

Elected – 2-year term
Faculty Member, Teacher Education
Faculty Member, Professional Learning and Innovation

Appointed – 1-year term (18 months for first year)
GC Undergraduate Student
GC Graduate Student
Georgia Military College representative
Community Member (retired teacher, school board member, advisory board member, business leader)
School District Administrator
School District Administrator
Early Childhood Education Teacher
Middle Grades Teacher
Special Education Teacher
Service Teacher (Instructional Technology, Library Media, Teacher Leader, Literacy)
P-12 Assessment Administrator
Recent Graduate of College of Education

GEORGIA COLLEGE

GEORGIA'S PUBLIC LIBERAL ARTS UNIVERSITY

John H. Lounsbury College of Education

Educator Preparation Stakeholders Council Meeting
Thursday, April 18, 2019
5:30pm – 7:00pm

Sign-In Sheet

Name	Signature
Dr. Joseph Peters	*(signature)*
Dr. Holley Roberts	*(signature)*
Ms. Claire Garrett	*(signature)*
Dr. Linda Bradley	*(signature)*
Dr. Desha Williams	*(signature)*
Ms. Patrice Spirou	Regrets
Dr. Runee Sallad	*(signature)*
Dr. Don Parker	*(signature)*
Dr. Kevin Hunt	Regrets
Dr. Lyndall Muschell	*(signature)*
Dr. JW Good	*(signature)*
Dr. Chavonda Mills	*(signature)*
Ms. Hollie Smith	Regrets
Dr. Catrena Lisse	*(signature)*
Dr. Emmanuel Little	*(signature)*
Mr. Artis Williamson	*(signature)*
Mr. Javier Francisco	*(signature)*
Ms. Summer Sanders	*(signature)*
Ms. Katherine Hunt	*(signature)*
Ms. Laurel Tucker	*(signature)*
Dr. Gloria Wicker	*(signature)*

Dr. Noris Price	*Noris Price*
Ms. Tracy Clark	*Tracy Clark*
Mr. Lance Rackley	*[signature]*
Ms. Lauren Brown	*L Brown*
Ms. Ashley Lamar	*Regrets*
Ms. Autumn Chapman	*Autumn Chapman*
Ms. Becky Nipper	*Becky Nipper*
Ms. Jennifer Tatum	*Regrets*

CAEP
Council for the Accreditation of Educator Preparation

excellence in educator preparation

2013 CAEP Standards

Standard 1. Content and Pedagogical Knowledge

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

Candidate Knowledge, Skills, and Professional Dispositions

1.1   Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

Provider Responsibilities

1.2   Providers ensure that candidates use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.

1.3   Providers ensure that candidates apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).

1.4   Providers ensure that candidates demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).

1.5   Providers ensure that candidates model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.

Standard 2. Clinical Partnerships and Practice

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

Partnerships for Clinical Preparation:

2.1   Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.

Clinical Educators

2.2   Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.

Clinical Experiences

2.3   The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.

Standard 3. Candidate Quality, Recruitment, and Selectivity

The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.

Plan for Recruitment of Diverse Candidates who Meet Employment Needs

3.1   The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America's P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields, currently, STEM, English-language learning, and students with disabilities.

Candidates Demonstrate Academic Achievement.

3.2 The provider meets CAEP minimum criteria or the state's minimum criteria for academic achievement, whichever are higher, and gathers disaggregated data on the enrolled candidates whose preparation begins during an academic year.

The CAEP minimum criteria are a grade point average of 3.0 and a group average performance on nationally normed assessments or substantially equivalent state-normed assessments of mathematical, reading and writing achievement in the top 50 percent of those assessed. An EPP may develop and use a valid and reliable substantially equivalent alternative assessment of academic achievement. The 50th percentile standard for writing will be implemented in 2021. As an alternative to cohort average performance on a nationally- or state-normed writing assessment, the EPP may present evidence of candidates' performance levels on writing tasks

similar to those required of practicing educators.

Starting in academic year 2016-2017, the CAEP minimum criteria apply to the group average of enrolled candidates whose preparation begins during an academic year. The provider determines whether the CAEP minimum criteria will be measured (1) at admissions, OR (2) at some other time prior to candidate completion.

In all cases, EPPs must demonstrate academic quality for the group average of each year's enrolled candidates. In addition, EPPs must continuously monitor disaggregated evidence of academic quality for each branch campus (if any), mode of delivery, and individual preparation programs, identifying differences, trends and patterns that should be addressed under component 3.1, Plan for recruitment of diverse candidates who meet employment needs.

CAEP will work with states and providers to designate, and will periodically publish, appropriate "top 50 percent" proficiency scores on a range of nationally or state normed assessments and other substantially equivalent academic achievement measures, with advice from an expert panel.

Alternative arrangements for meeting the purposes of this component will be approved only under special circumstances and in collaboration with one or more states. The CAEP President will report to the Board and the public annually on actions taken under this provision.

Additional Selectivity Factors:
3.3   Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching.
Selectivity During Preparation:
3.4   The provider creates criteria for program progression and monitors candidates' advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready standards. Providers present multiple forms of evidence to indicate candidates' developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.
Selection At Completion.
3.5   Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development.

3.6   Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies. CAEP monitors the development of measures that assess candidates' success and revises standards in light of new results.

Standard 4. Program Impact

The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

Impact on P-12 Student Learning and Development:
4.1   The provider documents, using multiple measures that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.

Indicators of Teaching Effectiveness.
4.2   The provider demonstrates, through structured validated observation instruments and/or student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.
Satisfaction of Employers.
4.3.   The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students.
Satisfaction of Completers.
4.4   The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

Standard 5. Provider Quality Assurance and Continuous Improvement

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

Quality and Strategic Evaluation.
5.1   The provider's quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards.

5.2   The provider's quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.

Continuous Improvement.
5.3.   The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.

5.4.   Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.

5.5.   The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.

Preparation Feedback Form

Include in Preparation	Effective Means of Delivery

Preparation Feedback Form

Include in Preparation	Effective Means of Delivery

- General expectations
- Requirements?
  o (TC) and for PT
- Expectations once a week or mapped out
- List during junior year etc./senior year etc.
- edTPA
  o How long are students expected to teach etc.?
  o As part of semester this student will need to…
- Knowing liabilities
- Checklist for partner teacher
- What do they need to be a partner teacher?
- Case studies based on previous partner teachers
  o Workshop/discussion
  o Role play
- Best practices for partners:
  o Communication between partner and student
  o Share expectations
- Be open-minded to new innovative ideas
- Expectations – clear
  o Don't need to conflict with school's
  o What exactly role?
- Not alone in classroom – for juniors and seniors
- Conflicting information
- Providing feedback daily
- Muting at beginning – pre-planning meeting
  o GC expectations
- Professional dress
  o Dress shorts
- Person – has concerns on:
  o what should they do
  o process – who to go to
- Look at the characteristics of an effective partner teacher.
- Review of the handbook.
	- Video online
	- Face-to-face
	- Ask questions
	- Check list format
	  o Months or weeks
	- Not long letters – bulleted
	- Partner teacher handbook
	- Accountability to make sure partner teachers are going through it
	- View – video about case studies that partner teachers can view at their leisure
	- Ex: case study on not communicating the partner teacher does not allow group work but the student teacher prepared lesson utilizing groups/teams. What do you do?
	- Interactive
	- Role playing
	- Partner teacher and student teacher go to (orientation) together.
	- Fun!
	- "Remind" the partner teacher what the college student experience was like.
	- Face-to-face
	  o (maybe within the county)
	- Online
	- Should be a requirement to be a partner teacher
	- Make sure all partner teachers know about partner handbook
	- Checklist
	- Partner teacher handbook
	  o Some accountability
	- Orientation
	  o 1 day – interested
	  o ½ day – workshop
	  o Time when partner teachers can be there

• Collaboration between partner teacher and student intern, also include students and teachers involved in field experiences.
• Should students be "allowed" to interact with students in their classroom observations/field experiences?
• Why would we encourage students to (only) observe?
• Flexible
• Give up control / let them work " "fall…and fix it
• Courageous conversations
• Communication about assignments
• Equal expectations across cohorts
• Clear expectations for all levels of placement
• Some sort of introduction to responsibility
   o Perhaps face-to-face
• Ongoing training opportunities throughout the year
• Critical times/transitions
• Area of specialization, knowledge of assessment, and accreditation rules
• PLC/PLU for participation
• Perhaps all online evaluations
• Disconnect between systems
• Loop of examples
• Looking at MAT in music – more truthful about actual number of hours
• Interviews
   o Student, partner, supervisor, mentor leader, principal
• Request from Midway Hills Primary
• More training/prep.
	• Particular speakers/workshops from which to choose
	• More expectations from COE

Georgia Candidate Keys Effectiveness System
Candidate Assessment on Performance Standards (CAPS)

Performance Standard 1: Professional Knowledge

The teacher candidate demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.

Performance Indicators at the Level III Level

1.1 Addresses appropriate curriculum standards and integrates key content elements.

1.2 Facilitates students' use of higher-level thinking skills in instruction.

1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.

1.4 Demonstrates accurate, deep, and current knowledge of subject matter.

1.5 Exhibits pedagogical skills relevant to the subject area(s) taught and best practice based on current research.

1.6 Bases instruction on goals that reflect high expectations for all students and a clear understanding of the curriculum.

1.7 Displays an understanding of the intellectual, social, emotional, and physical development of the age group.

Performance Rubrics

☐ Level IV	☐ Level III	☐ Level II	☐ Level I
The teacher candidate **continually demonstrates extensive content and pedagogical knowledge**, enriches the curriculum, and guides others in enriching the curriculum. (Teacher candidates rated as Level IV continually seek ways to serve as role models or teacher candidate leaders.)	The teacher candidate **consistently demonstrates an understanding** of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	The teacher candidate **inconsistently demonstrates understanding** of curriculum, subject content, pedagogical knowledge, and student needs, **or** lacks fluidity in using the knowledge in practice.	The teacher candidate **inadequately demonstrates understanding** of curriculum, subject content, pedagogical knowledge and student needs, or does not use the knowledge in practice.

Examples of Evidence/Artifacts to demonstrate performance on this standard:

Lesson Plans

Observation of student engagement

Planning projects

Performance Standard 2: Instructional Planning

The teacher candidate plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.

Performance Indicators at the Level III Level

2.1 Analyzes and uses student learning data to inform planning

2.2 Develops plans that are clear, logical, sequential, and integrated across the curriculum (e.g., long-term goals, lesson plans, and syllabi).

2.3 Plans instruction effectively for content mastery, pacing, and transitions.

2.4 Plans for instruction to meet the needs of all students.

2.5 Aligns and connects lesson objectives to state and local school district curricula and standards, and student learning needs.

2.6 Develops appropriate course, unit, and daily plans, and is able to adapt plans when needed.

Performance Rubrics

☐ Level IV	☐ Level III	☐ Level II	☐ Level I
The teacher **candidate continually seeks and uses** multiple data and real world resources to plan differentiated instruction to meet the individual student needs and interests in order to promote student accountability and engagement.	The teacher candidate **consistently plans** using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	The teacher candidate **inconsistently uses** state and local school district curricula and standards, **or** inconsistently uses effective strategies, resources, **or** data in planning to meet the needs of all students.	The teacher candidate **does not plan, or plans without adequately using** state and local school district curricula and standards, **or** without using effective strategies, resources, **or** data to meet the needs of all students.

Examples of Evidence/Artifacts to demonstrate performance on this standard:

Lesson Plans

Observation of lesson – feedback from supervisor

Unit plans with supporting documents – assessments, handouts, rubrics, etc.

Performance Standard 3: Instructional Strategies

The teacher candidate promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.

Performance Indicators at the Level III Level

3.1 Engages students in active learning and maintains interest.

3.2 Builds upon students' existing knowledge and skills.

3.3 Reinforces learning goals consistently throughout the lesson.

3.4 Uses a variety of research-based instructional strategies and resources.

3.5 Effectively uses appropriate instructional technology to enhance student learning.

3.6 Communicates and presents material clearly, and checks for understanding.

3.7 Develops higher-order thinking through questioning and problem-solving activities.

3.8 Engages students in authentic learning by providing real-life examples and interdisciplinary connections.

Performance Rubrics

☐ Level IV	☐ Level III	☐ Level II	☐ Level I
The teacher candidate **continually facilitates** students' engagement in metacognitive learning, higher-order thinking skills, and application of learning in current and relevant ways.	The teacher candidate **consistently promotes** student learning by using research-based instructional strategies relevant to the content to engage students in active learning, and to facilitate the students' acquisition of key skills.	The teacher **candidate inconsistently uses** research-based instructional strategies. The strategies used are sometimes not appropriate for the content area **or** for engaging students in active learning **or** for the acquisition of key skills.	The teacher candidate **does not use** research-based instructional strategies, nor are the instructional strategies relevant to the content area. The strategies do not engage students in active learning **or** acquisition of key skills.

Examples of Evidence/Artifacts to demonstrate performance on this standard:

Lesson Plans

Observation of lesson – feedback from supervisor

Unit plans with supporting documents – assessments, handouts, rubrics, etc.

Student work samples

Performance Standard 4: Differentiated Instruction

The teacher candidate challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.

Performance Indicators at the Level III Level

4.1 Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.

4.2 Provides remediation, enrichment, and acceleration to further student understanding of material.

4.3 Uses flexible grouping strategies to encourage appropriate peer interaction and to accommodate learning needs/goals.

4.4 Uses diagnostic, formative, and summative assessment data to inform instructional modifications for individual students.

4.5 Develops critical and creative thinking by providing activities at the appropriate level of challenge for students.

4.6 Demonstrates high learning expectations for all students commensurate with their developmental levels.

Performance Rubrics

☐ Level IV	☐ Level III	☐ Level II	☐ Level I
The teacher candidate **continually facilitates** each student's opportunities to learn by engaging him/her in critical and creative thinking and challenging activities tailored to address individual learning needs and interests.	The teacher candidate **consistently challenges and supports** each student's learning by providing appropriate content and developing skills which address individual learning differences.	The teacher candidate **inconsistently challenges** students by providing appropriate content **or** by developing skills which address individual learning differences.	The teacher candidate **does not challenge** students by providing appropriate content **or** by developing skills which address individual learning differences.

Examples of Evidence/Artifacts to demonstrate performance on this standard:

Lesson Plans

Unit plans with all supporting documents

Observation of lesson; feedback from supervisor

Student work samples

Data notebooks and/or candidate's notes on observation of students

Evidence of collaboration with co-teachers (i.e. special ed teachers, IEP/504, ESOL, gifted, EIP, etc.)

Formative and summative assessments with rubrics

Performance Standard 5: Assessment Strategies

The teacher candidate systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.

Performance Indicators at the Level III Level

5.1 Aligns student assessment with the established curriculum and benchmarks.

5.2 Involves students in setting learning goals and monitoring their own progress.

5.3 Varies and modifies assessments to determine individual student needs and progress.

5.4 Uses formal and informal assessments for diagnostic, formative, and summative purposes.

5.5 Uses grading practices that report final mastery in relationship to content goals and objectives.

5.6 Uses assessment techniques that are appropriate for the developmental level of students.

5.7 Collaborates with others to develop common assessments, when appropriate.

Performance Rubrics

☐ Level IV	☐ Level III	☐ Level II	☐ Level I
The teacher candidate **continually demonstrates** expertise and leads others to determine and develop a variety of strategies and instruments that are valid and appropriate for the content and student population and guides students to monitor and reflect on their own academic progress.	The teacher candidate **systematically and consistently chooses** a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	The teacher candidate **inconsistently chooses** a variety of diagnostic, formative, and summative assessment strategies or the instruments are sometimes not appropriate for the content or student population.	The teacher candidate **chooses an inadequate** variety of diagnostic, formative, and summative assessment strategies or the instruments are not appropriate for the content or student population.

Examples of Evidence/Artifacts to demonstrate performance on this standard:

Lesson plans

Unit plans with all supporting documents

Formative and summative assessments with rubrics

Student work samples

Assessment reflection/commentary

Summary description of grading procedures

Performance Standard 6: Assessment Uses

The teacher candidate systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.

Performance Indicators at the Level III Level

6.1 Uses diagnostic assessment data to develop learning goals for students, to differentiate instruction, and to document learning.

6.2 Plans a variety of formal and informal assessments aligned with instructional results to measure student mastery of learning objectives.

6.3 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust instruction.

6.4 Systematically analyzes and uses data to measure student progress, to design appropriate interventions, and to inform long- and short-term instructional decisions.

6.5 Shares accurate results of student progress with students, parents, and key school personnel.

6.6 Provides constructive and frequent feedback to students on their progress toward their learning goals.

6.7 Teaches students how to self-assess and to use metacognitive strategies in support of lifelong learning.

Performance Rubrics

☐ Level IV	☐ Level III	☐ Level II	☐ Level I
The teacher candidate **continually demonstrates** expertise in using data to measure student progress and leads others in the effective use of data to inform instructional decisions. (Teacher candidate rated as Level IV continually seeks ways to serve as role models or teacher candidate leaders.)	The teacher candidate **systematically and consistently gathers**, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.	The teacher candidate **inconsistently gathers, analyzes, or uses** relevant data to measure student progress, inconsistently uses data to inform instructional content and delivery methods, or inconsistently provides timely or constructive feedback.	The teacher candidate **does not gather, analyze, or use** relevant data to measure student progress, to inform instructional content and delivery methods, or to provide feedback in a constructive or timely manner.

Examples of Evidence/Artifacts to demonstrate performance on this standard:

Lesson plans

Examples of pre- & post-assessments with analysis

Evidence of how assessment results were used for next steps

Student work samples with feedback from candidate

Evidence of decisions made based on assessment data – differentiated grouping, differentiated assessment, remediation, etc.

Evidence of how assessment data are communicated to parents – progress reports, report cards, student/parent conferences, etc.

Performance Standard 7: Positive Learning Environment

The teacher candidate provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.

Performance Indicators at the Level III Level

7.1 Responds to disruptions in a timely, appropriate manner.

7.2 Establishes clear expectations for classroom rules, routines, and procedures and enforces them consistently and appropriately.

7.3 Models caring, fairness, respect, and enthusiasm for learning.

7.4 Promotes a climate of trust and teamwork within the classroom.

7.5 Promotes respect for and understanding of students' diversity, including – but not limited to – race, color, religion, sex, national origin, or disability.

7.6 Actively listens and pays attention to students' needs and responses.

7.7 Creates a warm, attractive, inviting, and supportive classroom environment.

7.8 Arranges the classroom materials and resources to facilitate group and individual activities.

Performance Rubrics

☐ Level IV	☐ Level III	☐ Level II	☐ Level I
The teacher candidate **continually engages** students in a collaborative and self-directed learning environment where students are encouraged to take risks and ownership of their own learning behavior.	The teacher candidate **consistently provides** a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	The teacher candidate **inconsistently provides** a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	The teacher candidate **inadequately addresses** student behavior, displays a negative attitude toward students, ignores safety standards, **or does not** otherwise provide an orderly environment that is conducive to learning or encourages respect for all.

Examples of Evidence/Artifacts to demonstrate performance on this standard:

Procedural checklist

Observation notes made by the candidate

Feedback from supervisor and/or mentor teacher

Student feedback/survey data

Parent feedback/survey data

Classroom map

Reflections by the candidate

Performance Standard 8: Academically Challenging Environment

The teacher candidate creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.

Performance Indicators at the Level III Level

8.1 Maximizes instructional time.

8.2 Conveys the message that mistakes should be embraced as a valuable part of learning.

8.3 Encourages productivity by providing students with appropriately challenging and relevant material and assignments.

8.4 Provides transitions that minimize loss of instructional time.

8.5 Communicates high, but reasonable, expectations for student learning.

8.6 Provides academic rigor, encourages critical and creative thinking, and pushes students to achieve goals.

8.7 Encourages students to explore new ideas and take academic risks.

Performance Rubrics

☐ Level IV	☐ Level III	☐ Level II	☐ Level I
The teacher candidate **continually creates** an academic learning environment where students are encouraged to set challenging learning goals and tackle challenging materials.	The teacher candidate **consistently creates** a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	The teacher **candidate inconsistently provides** a student-centered, academic environment in which teaching and learning occur at high levels or where students are self-directed learners.	The teacher candidate **does not provide** a student-centered, academic environment in which teaching and learning occur at high levels, or where students are self-directed learners.

Examples of Evidence/Artifacts to demonstrate performance on this standard:

Lesson plans

Observation with feedback from supervisor and/or mentor teacher

Student feedback/survey data

Self-analysis of a videotaped lesson

Reflections by the candidate

Performance Standard 9: Professionalism

The teacher candidate exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.

Performance Indicators at the Level III Level

9.1 Carries out duties in accordance with federal and state laws, Code of Ethics, and established state and local school board policies, regulations, and practices.

9.2 Maintains professional demeanor and behavior (e.g., appearance, punctuality and attendance).

9.3 Respects and maintains confidentiality.

9.4 Evaluates and identifies areas of personal strengths and weaknesses related to professional skills and their impact on student learning and sets goals for improvement.

9.5 Participates in ongoing professional growth activities based on identified areas for improvement (e.g., mentoring, peer coaching, course work, conferences) and incorporates learning into classroom activities.

9.6 Demonstrates flexibility in adapting to school change.

9.7 Engages in activities outside the classroom intended for school and student enhancement

9.8 Maintains appropriate interactions with students, parents, faculty, and staff.

9.9 Engages in self-reflection about the success of the lesson after teaching; seeks feedback from mentor teacher about teaching and impact on student learning.

Performance Rubrics

☐ Level IV	☐ Level III	☐ Level II	☐ Level I
The teacher candidate **continually engages** in a high level of professional growth and application of skills and contributes to the development of others and the well-being of the school and community.	The teacher candidate **consistently exhibits** a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	The teacher candidate **inconsistently supports** the school's mission or seldom participates in professional growth opportunities.	The teacher candidate **shows a disregard** toward professional ethics **or** the school's mission **or rarely takes advantage of** professional growth opportunities.

Examples of Evidence/Artifacts to demonstrate performance on this standard:

Feedback from supervisor and/or mentor teacher on meeting professional expectations – on time, meeting dress code, attendance

Evidence of membership in professional organization(s)

Evidence of participation in professional learning opportunities (workshops, conferences, etc.)

Dispositions evaluation (completed by supervisor and mentor teacher)

Self-assessment/reflection of professionalism

Attendance log

Georgia Candidate Keys Effectiveness System
Candidate Assessment on Performance Standards (CAPS)

Performance Standard 10: Communication

The teacher candidate communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.

Performance Indicators at the Level III Level

10.1 Uses verbal and non-verbal communication techniques to foster positive interactions and promote learning in the classroom and school environment.

10.2 Engages in ongoing communication and shares instructional goals, expectations, and student progress with families in a timely and constructive manner.

10.3 Collaborates and networks with colleagues and community to reach educational decisions that enhance and promote student learning.

10.4 Uses precise language, correct vocabulary and grammar, and appropriate forms of oral and written communication.

10.5 Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner.

10.6 Adheres to school and district policies regarding communication of student information.

10.7 Creates a climate of accessibility for parents and students by demonstrating a collaborative and approachable style.

10.8 Listens and responds with cultural awareness, empathy, and understanding to the voice and opinions of stakeholders (parents, community, students, and colleagues).

10.9 Uses modes of communication that are appropriate for a given situation.

10.10 Engages in appropriate conversations and maintains confidentiality of information related to students, parents, faculty, and staff. Such conversations include text messaging, social media, emails, etc.

Performance Rubrics

☐ Level IV	☐ Level III	☐ Level II	☐ Level I
The teacher candidate **continually uses** communication techniques in a variety of situations to proactively inform, network, and collaborate with stakeholders to enhance student learning.	The teacher candidate **communicates effectively and consistently** with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	The teacher candidate **inconsistently communicates** with students, parents or guardians, district and school personnel, or other stakeholders or communicates in ways that only partially enhance student learning.	The teacher candidate **inadequately communicates** with students, parents or guardians, district and school personnel, or other stakeholders by poorly acknowledging concerns, responding to inquiries, or encouraging involvement.

Examples of Evidence/Artifacts to demonstrate performance on this standard:

Parent contact logs

Sample email communication with parents

Personal blog sites or websites used to communicate with students and parents

Feedback from supervisor and mentor teacher

Evidence of effective use of social media to communicate with students and parents

Parent letters

Newsletters

Evidence of communication with colleagues (other professionals in the school/district) which demonstrates collaboration to meet student needs

Observation feedback on lesson delivery from supervisor and/or mentor teacher

Professional Behaviors and Dispositions Assessment (PBDA)

Outcome Statement *Professional Behaviors and Dispositions*	Does Not Meet Expectations (0)	Developing (1)	Meets Expectations (2)	Exceeds Expectations (3)	Not Observed	Evidence That Supports Assessor Rating
1. Collaboration The teacher or teacher candidate collaborates with others. CAEP 1.1, InTASC Cross Cutting Themes 1(k), 3(k), 3(l), 3(nm), 5(u), 5(v), 6(m), 7(l), 8(s), 9(l), 10(k), 10(l)	Acknowledges verbally or in writing a reluctance or unwillingness to collaborate with others **OR** is confrontational, argumentative, or unwilling to cooperate with others in collaborative settings	Acknowledges verbally or in writing the need for or the importance of collaboration **but does not** engage in productive, collaborative work	Collaborates with others **AND** makes positive contributions toward productive, collaborative work	Actively seeks opportunities to collaborate with others **AND** makes positive contributions to collaborative work		
2. Attitude The teacher or teacher candidate demonstrates a positive attitude. CAEP 1.1, InTASC 9 Note: This criterion is measurable only by observation of the candidate's behaviors. Examples are provided but are not intended to be inclusive of all behaviors related to the criterion.	Demonstrates a negative attitude *Example: Gossips or complains excessively or engages in other negative discourse*	Demonstrates a positive attitude under typical circumstances, but response to challenging situations is often unpredictable *Example: Requires guidance to seek positive solutions for challenging situations*	Demonstrates a positive attitude in typical **AND** challenging situations *Example: Focuses on positive outcomes when faced with challenging situations; avoids complaining; is pleasant to others; faces challenges or problems with a demeanor of hope or optimism; exhibits flexibility and openness while working with colleagues*	Demonstrates a positive attitude in typical and challenging situations **AND** is proactive in promoting positive attitudes among others, *Example: Views constructive criticism as an opportunity for growth; recognizes the strengths in others rather than their deficits*		

Outcome Statement *Professional Behaviors and Dispositions*	Does Not Meet Expectations (0)	Developing (1)	Meets Expectations (2)	Exceeds Expectations (3)	Not Observed	Evidence That Supports Assessor Rating
3. Relationship with Adults The teacher or teacher candidate maintains positive relationships with adults (parents, colleagues, guardians, staff, administration, etc.). CAEP 1.1, InTASC 3, 10 Note: This criterion is measurable only by observation of the candidate's behaviors. Examples are provided but are not intended to be inclusive of all behaviors related to the criterion	Acts toward others in ways that are disrespectful or inappropriate *Example: Often OR egregiously demonstrates a lack of respect for others; communicates inappropriately; behaves in ways that are disrespectful to others' feelings, perspectives, and/or cultures*	Generally maintains positive relationships with adults, with few lapses *Example: Generally respectful of others; communicates appropriately; considers others' feelings, perspectives, and cultures*	Maintains positive relationships with adults at all times *Example: Always respectful and kind toward others; communicates appropriately; considers others' feelings, perspectives, and cultures*	Maintains positive relationships with adults at all times **AND** is proactive in creating and promoting an environment that is mutually respectful *Example: Encourages others to develop and maintain positive relationships amongst themselves*		

Outcome Statement Professional Behaviors and Dispositions	Does Not Meet Expectations (0)	Developing (1)	Meets Expectations (2)	Exceeds Expectations (3)	Not Observed	Evidence That Supports Assessor Rating
4. Communication The teacher or teacher candidate communicates effectively. CAEP 1.1, InTASC Cross Cutting Themes 3(o), 3(n), 6(o), 8(u), 10 (a, d, g, k, m, n, q, r)	Acknowledges verbally or in writing a reluctance or unwillingness to use effective and appropriate communications with others (e.g., students, parents or guardians, district and school personnel) OR lacks the verbal, non-verbal, and written communication techniques that foster positive interactions and promote learning in the classroom and school environment Example: Uses negative or closed body language; speaks harshly; ignores others	Acknowledges verbally or in writing the importance of effective communication (e.g., with students, parents or guardians, district and school personnel) BUT sometimes lacks the verbal, non-verbal, and written communication techniques that foster positive interactions and promote learning in the classroom and school environment	Communicates effectively with all stakeholders (e.g., students, parents or guardians, district and school personnel) AND uses verbal, non-verbal, and written communication techniques to foster positive interactions and promote learning in the classroom and school environment	Communicates effectively with all stakeholders (e.g., students, parents or guardians, district and school personnel) and uses verbal, non-verbal, and written communication techniques to foster positive interactions and promote learning in the classroom and school environment; AND communicates with individuals outside the school environment to promote awareness of education-related issues Example: Speaks at a local service organization; writes a letter to their congress-person; presents a workshop or seminar at a professional conference; creates and distributes a newsletter for parents		
5. Attendance The teacher or teacher candidate adheres to policies regarding attendance and punctuality. CAEP 1.1, InTASC 9	Absences and/or late arrivals violate university, school, and/or district policies regarding attendance and punctuality.	Works toward becoming knowledgeable of university, school, and/or district policies regarding attendance and punctuality AND attempts to comply with policies	Knows and adheres to university, school, and/or district policies regarding attendance and punctuality	Knows and adheres to university, school, and/or district policies regarding attendance and punctuality AND attends school related events that are not required, such as extracurricular school activities, parent organization meetings, community events related to the school		

Outcome Statement *Professional Behaviors and Dispositions*	Does Not Meet Expectations (0)	Developing (1)	Meets Expectations (2)	Exceeds Expectations (3)	Not Observed	Evidence That Supports Assessor Rating
6. Relationship with Students The teacher or teacher candidate interacts appropriately and positively with others. CAEP 1.1, InTASC 3, 10	Interacts inappropriately or negatively toward students **OR** provides instruction that disregards, disrespects, or is not aligned with the intellectual, social, cultural, emotional, and physical needs of the age group *Example: Shows bias and/or favoritism toward students; engages in inappropriate physical or social interactions with students*	Interacts appropriately and positively with students **BUT** provides instruction that disregards, disrespects, or is not aligned with the intellectual, social, cultural, emotional, and physical needs of the age group *Example: Plans/teaches lessons that are age-inappropriate or which portray certain cultures in stereotypical ways*	Interacts appropriately and positively with students **AND** provides instruction that respects and aligns with the intellectual, social, cultural, emotional, and physical needs of the age group	Interacts appropriately and positively with students and provides instruction that respects and aligns with the intellectual, social, cultural, emotional, and physical needs of the age group **AND** is proactive in promoting respect for and understanding of students' needs and interests		
7. Initiative The teacher or teacher candidate demonstrates evidence of initiative. CAEP 1.1, InTASC 10	Avoids opportunities to initiate and/or complete responsibilities *Example: Blames others rather than taking personal responsibility; provides excuses, such as lack of understanding or support*	Completes assigned responsibilities when prompted *Example: Reflects on experience and suggests possibilities for approaching new situations and challenges*	Initiates and completes responsibilities without prompting *Example: Is proactive in asking questions and seeking guidance for areas of uncertainty; draws on knowledge and experience to respond to new situations and challenges; anticipates and plans for the unexpected*	Initiates and completes responsibilities without prompting **AND** seeks opportunities to take on new responsibilities and challenges		

Outcome Statement Professional Behaviors and Dispositions	Does Not Meet Expectations (0)	Developing (1)	Meets Expectations (2)	Exceeds Expectations (3)	Not Observed	Evidence That Supports Assessor Rating
8. Professional Appearance The teacher or teacher candidate adheres to good hygiene and follows university, school, and/or district policies for professional appearance. CAEP 1.1; InTASC 9	Does not meet minimum expectations for personal hygiene **OR** violates university, school, and/or district policies for professional appearance	Is clean and neat **BUT** occasionally fails to adhere to university, school, and/or district policies for professional appearance	Is clean and neat **AND** adheres to university, school, and/or district policies for professional appearance	Is clean and neat **AND** consistently exceeds university, school, and/or district minimum standards for professional appearance *Example: A male teacher wears a long-sleeve shirt and tie on most days, even though it is not required by school policy.*		
9. Legal and Ethical Conduct The teacher or teacher candidate adheres to legal and ethical standards for behavior. CAEP 1 1; InTASC 9	Does not adhere to university, school, and/or district policies; **OR** deliberately fails to uphold the State Code of Ethics *Example: Falsifies information on student records*	Reviews and seeks guidance for gaining knowledge of and adhering to university, school, and/or district policies related to legal and ethical standards of behavior **AND** asks questions or pursues information to increase understanding of the State Code of Ethics *Example: Seeks guidance on the equitable treatment of others and protecting students from conditions that interfere with learning or are harmful to their health and safety*	Knowledgeable of and adheres to university, school, and/or district policies related to legal and ethical standards of behavior **AND** upholds the State Code of Ethics for Educators *Example: Exhibits equitable treatment of others and exerts reasonable effort to protect students from conditions that interfere with learning or are harmful to their health and safety*	Knowledgeable of and adheres to university, school, and/or district policies related to legal and ethical standards of behavior and upholds the State Code of Ethics for Educators **AND** advocates for equitable treatment of others **AND** develops preventative methods to protect students and/or teachers from conditions that interfere with learning or are harmful to their health and safety *Example: Develops a workshop for students or others in which s/he explicitly teaches the State Code of Ethics for Educators*		

Outcome Statement *Professional Behaviors and Dispositions*	Does Not Meet Expectations (0)	Developing (1)	Meets Expectations (2)	Exceeds Expectations (3)	Not Observed	Evidence That Supports Assessor Rating
10. Diversity The teacher or teacher candidate demonstrates respect for and appreciation for a wide variety of individual differences. CAEP 1.1, InTASC 2	Does not listen and respond appropriately to others' opinions **AND/OR** demonstrates a lack of respect for or insensitivity to those of different cultural backgrounds, cognitive and physical abilities, and personal ideologies	Listens and responds appropriately to others' opinions **AND** seeks guidance on how to exhibit respect for those of different cultural backgrounds, cognitive and physical abilities, and personal ideologies	Listens and responds appropriately to others' opinions **AND** exhibits respect for those of different cultural backgrounds, cognitive and physical abilities, and personal Ideologies	Listens and responds appropriately to others' opinions and exhibits respect for those of different cultural backgrounds, cognitive and physical abilities, and personal ideologies **AND** advocates for fair and equitable treatment for all		
11. Learning Environment The teacher or teacher candidate demonstrates a commitment to creating a positive, low-risk learning environment. CALP 1 1, InTASC 3	Does not demonstrate a willingness to create a positive, low-risk learning environment **OR** allows disruptive behavior to interfere with learning	Demonstrates progress toward creating a positive, low-risk learning environment **AND** provides students with choices, makes relevant connections, builds understanding, and develops relationships that create a sense of belonging between and among learners	Demonstrates a commitment to creating a positive, low-risk learning environment by providing students with choices, making relevant connections, building understanding, and developing relationships that create a sense of belonging between and among learners	Demonstrates a commitment to creating a positive, low-risk learning environment by providing students with choices, making relevant connections, building understanding, and developing relationships that create a sense of belonging between and among learners **AND** is **proactive** in disseminating information with others about how to create a positive learning environment		
12. Time Management The teacher or teacher candidate uses time effectively. CALP 1 1, InTASC 7	Demonstrates no evidence of a reliable system for planning and scheduling *Example: Waits until the last minute to prepare; does not use a reliable system for planning and scheduling*	Demonstrates progress toward development of a reliable system for planning and scheduling *Example: Sometimes waits until the last minute to prepare; does not use a reliable system for planning and scheduling*	Demonstrates effective use of time through thoughtful planning, thorough preparation, and efficient organization *Example: Prepares in advance for events and uses a reliable system for planning and scheduling*	Demonstrates effective use of time through thoughtful planning, thorough preparation, and efficient organization **AND** supports others in helping them to learn time management skills		
13. Commitment to Student Learning	Demonstrates little or no evidence of commitment to student learning	Demonstrates commitment to student learning by identifying student strengths	Demonstrates commitment to student learning by	Demonstrates commitment to student learning by evaluating student strengths		

Outcome Statement *Professional Behaviors and Dispositions*	Does Not Meet Expectations (0)	Developing (1)	Meets Expectations (2)	Exceeds Expectations (3)	Not Observed	Evidence That Supports Assessor Rating
The teacher or teacher candidate demonstrates a commitment to students' learning. CAEP 1.1, 1.3; InTASC 1, 2, 7	*Example: Lesson plans are poorly constructed and/or inadequately aligned with learning objectives*	**OR** needs based on evaluations, assessments	evaluating student strengths **AND** needs *Example: Plans instruction and assessments that are clearly aligned with learning objectives; takes time to know every student and their learning need; differentiates instruction and assessments based on identified strengths and areas for improvement*	and needs **AND advocates** for optimal student learning opportunities based on the latest research and, if applicable, using the latest technology		
14. Commitment to Continuous Improvement The teacher or teacher candidate demonstrates a commitment to continuous improvement as an educator. CAEP 1.1; InTASC 10	Demonstrates little or no evidence of commitment to continuous improvement as a professional educator *Example: Restricts efforts to meet minimum requirements with no evidence of ongoing professional development*	Demonstrates evidence of a developing commitment to continuous improvement as an educator through use of information and feedback related to professional practice *Example: Demonstrates a willingness to analyze and apply data to guide instruction in the classroom; accepts and attempts to apply feedback and/or constructive criticism; attends recommended workshops, conferences, and job-related meetings*	Demonstrates commitment to continuous improvement as an educator through intentional use of information and feedback related to professional practice *Example: Analyzes and applies data to guide instruction in the classroom; seeks feedback; accepts constructive criticism; attends recommended workshops, conferences, and job-related meetings*	Demonstrates commitment to continuous improvement as an educator through intentional use of information, feedback, and research related to professional practice to guide instruction in the classroom **AND** engages in professional learning opportunities, seeks feedback from others, holds membership in professional organizations		

GEORGIA COLLEGE

GEORGIA'S PUBLIC LIBERAL ARTS UNIVERSITY

John H. Lounsbury College of Education

April 18, 2019

Name: _____   Position: _____

Benefits	Challenges
Opportunities	**Aspirations**

Benefits

- Keeping stakeholders on the same page
- Developing an intentional plan for future students
- Able to gain information data about growth of teacher candidates while working with partner teachers
- Mutual understanding of our programs and students
- Having all stakeholders at the table to provide feedback and receive updates
- Everyone will be on the same page
- Partner teachers will know what to expect
- Great idea bringing everyone to the table. Will help students, teachers, school systems, etc. Everyone will be on the same page
- Collaboration among stakeholders
- Meaningful dialogues that may impact all parties
- To grow as a community to produce excellent teacher educators
- Collaboration of different entities that will allow for growth
- It allows multiple perspectives to be acknowledged
- Better communication of expectations across the board
- Hearing from a range of perspectives
- Feeling of ownership in the process
- Development of strong relationships and collaborative efforts
- A voice!
- Communication…it's key!
- Expertise of how our partners are experiencing different levels of placement candidates
- It is vital for a group like this to meet in order to better understand the ways our future educators will be influencing our students. Benefits include acquisition of new ideas and networking.
- Networking and learning about everything our P-20 community does and how the center can get more involved
- Better informed about Teacher Education program at GC
- Identify how CoAS can support the efforts of CoE, and vice versa

Challenges

- Assessments of student teacher
- Low applicant pool
- Time-busy schedules
- Inability to match right partner teacher with teacher candidates
- Time
- Ensuring that all voices are heard and valued
- None noted
- Communication with all parties involved with student teacher
- Developing systems of communication that work consistently
- Closing the loop on
- It might be difficult to come to specific conclusions and then implement those changes, but definitely not impossible
- Schedules – convening a large group
- It's a big undertaking, but very exciting!
- Closing the loop on clarity of expectations so all have clear information
- As a media specialist directing a library media program, I need to wrap my mind around the teacher education program...our program of study is a little different from a classroom teacher's field placement.
- Learning the needs of P-20 teachers and student teachers
- Recruiting students from CoAS majors to explore MAT program

Opportunities

- GMC transfer students
- Collaboration
- Working together out in the field
- Building close relationships
- Great opportunities to strengthen teacher education program at all levels
- Increasing the number of students who successfully complete your programs after completing our programs
- Opportunities to collaborate and improve the teacher education program with a diverse group of people
- Conversations to benefit all stakeholders
- Better understanding of what the expectations are on both ends
- Chance to help grow the CoE program. Having everyone seeing the work/investment/caring will help spread the word on what a great program is at GC.
- Opportunities to connect with other professionals/stakeholders
- Opportunity to collaborate devise an ideal teaching and learning program with multiple facets and target 21st century teachers and students
- For recruitment of more students to GC and College of Education
- Specialized partner teacher development sessions
- There is an opportunity to increase communication between the partner teacher, the teacher candidate, and the university
- Development of strong relationships and collaborative efforts
- To help put thoughts/ideas to action (love CAPS, PBDA)
- Building clearer more productive
- Understanding the teacher preparation program will help me to reach out to new teachers so I can better support them in my role as a media/instructional support person
- Contribute to professional development/training opportunities for partner-student teachers
- Collaborations!
- Pipeline of students from CoAS to MAT

<u>Aspirations</u>

- Continue to grow pool of applicants
- Recruit and prepare successful teachers
- Evolve with changing expectations of schools
- To have the best teacher education program in the state of Georgia
- Know more
- Share more
- Recruit more
- Build an even better partnership with the college
- Continue with improvements we have already seen with the program in the last few years
- Having clear expectations for partner teachers and students
- A system that prepares students and keeps them in education
- Hope to fine-tune our Education program to prepare students to easily transition and desire to transition into our schools and communities
- To see more student teacher candidates come through the program
- Develop better partner teachers (a pipeline of teachers that can fulfill future needs)
- I think having a meeting with the partner teacher, teacher candidate, and mentor leader <u>prior</u> to placement would allow for clearer expectations all around
- Being able to sit and talk with mentor leaders, not just school observer
- To "triangulate" as Holly put it
- Perhaps future research on how stakeholder councils can work
- I would love to have a "partner media specialist" who requires placement! Let's work on revamping the M.Ed. in Library Media!! It's constantly evolving (our role in schools)
- Sustainable pipeline from CoAS to CoE
- Create more programs similar to recently approved MAT in Music Ed.