Pre-Professional Block
Information Packet

Fall Semester
2014
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Common Student Concerns

Illness/Absences

- If you are going to be absent because of an illness, you **MUST contact your school site**. Call the office staff and leave a message for your teacher AND send an e-mail to your teacher. Copy your University Supervisor and the PPB office (ppb@georgiasouthern.edu).
- If you want the absence to be considered excused, you **MUST present documentation signed by the doctor within 1 week of your absence**. Your best bet is to secure documentation at the time you are seen by the doctor.
- Appointments that can be rescheduled at other times do not constitute excused absences. For example, dentist appointments, oil changes, etc., should be rescheduled. You are only committed to your field placement for a maximum of 8 hours per week (including drive time) during a typical work day. This leaves 32 other hours in which to schedule appointments. Emergency medical appointments are acceptable as excused absences **WITH appropriate documentation**.
- If you have a chronic (long-term) illness, you should work with the Student Disability Resource Center (SDRC) here on campus to determine how to handle repeated absences that may occur because of your illness. SDRC can be contact at 912-478-1566 or at carolsmith@georgiasouthern.edu
- Important note: PPB cannot accept “blanket” excuses from a doctor for your absences; i.e., those excuses that read that you are under a doctor’s care for an illness and may miss at any time you feel ill. Again, go to the SDRC if this is the nature of your illness and potential absence.
- Another important note: The issue surrounding absences is not simply about “making up” your time. It is about being a reliable, dependable, professional. Your clinical supervisor is counting on you to be in her or his classroom at the time identified by your school and GSU. Be where you are supposed to be when you are supposed to be there.

Cell Phone Use

- **Do not take your cell phone in the classroom other than on your scheduled edTPA video day. If Dr. Griffin finds you in violation of this policy, you WILL NOT receive a passing grade in practicum.**

Punctuality

- You must be in your **assigned classroom** no later than 8:00 or 12:00, depending on your assigned field time. This means that the school sign-in log should always show your signature as occurring **earlier** than this time. If your teacher assigns you to hall duty or breakfast duty on a daily basis, you must still check in with him or her prior to going to your assigned duty.

Signing In at Your Host School or in GSU Classes

- Sign in at schools earlier than the time you are to be in your classroom (see above).
- Sign in with your **ACTUAL** arrival time. If you arrive at 7:56, indicate 7:56. If you arrive at 8:01, sign it at 8:01. It is better to sign in accurately and accept a punctuality infraction than to misrepresent your sign in time and violate the GSU Student Conduct Code.
• Sign in only for yourself. Do NOT sign in for friends or classmates whether they are present or absent. This, too, is a violation of the GSU Student Conduct Code and will result in failure, minimally, of EDUC 2090 for Unprofessional Behavior.
Memorandum
To: Clinical Supervisors
From: Marlynn Griffin, Pre-Professional Block Coordinator
Date: Fall 2014
Re: Please Read This Page Carefully – PPB Overview

Thank you for agreeing to host a Georgia Southern University Pre-Professional Block (PPB) student. For most students, this will be their first field experience and a great opportunity to observe the workings of a school from the teacher’s perspective. Detailed information about the PPB field experience, student responsibilities, your responsibilities, and student evaluations are found in this packet. Below is a brief overview of some key aspects of the PPB field experience.

Frequently Asked Questions:
1. When do students begin their practicum?
   - Monday, September 8, or Tuesday, September 9 depending on student schedule
2. When does practicum end?
   - Mid-November, between November 3 and November 13, depending on the school calendar (see p. 10)
   - NO later than Friday, November 21 if student has days to make up
3. What time should I expect students to arrive in my classroom?
   - Students should arrive promptly in your classroom at 8:00 am or 12:00 pm, depending on schedule
4. May students’ arrival time be adjusted?
   - Students are welcome to arrive a few minutes early if it’s okay with the CS. Significant changes (such as coming in 30 minutes earlier on a daily basis) to arrival times must be made through the PPB Office, ppb@georgiasouthern.edu
5. How long will students be with me each day?
   - 3 hours per day, 2 days per week (M/W or T/Th) for 8-1/2 weeks for a total of 51 hours
6. Do PPB students have to make up hours missed due to K-12 holiday?
   - YES! PPB students must accrue 51 hours in the field, so all missed hours must be rescheduled
7. How should I start?
   - On a student’s first day in your classroom, introduce her or him to the class. Try to find 3-5 minutes to talk with the PPB student and let them know what to expect in your room, in terms of their responsibilities.
   - To find more information about the role of the Clinical Supervisor, see page 6 of this packet.
8. What can the students do while they are assigned to me?
   - Just about anything you do except teach new content and be left alone with the students.
     - Help with small groups
     - Work individually with students needing extra attention
     - Accompany you and your class to recess, lunch, specials, etc.
     - Move around the room to work with students as they work independently
     - Photocopy, grade, file, compile materials, create bulletin boards.
   - Keep them involved and busy! The busier they are, the more they can be of use to you and the more positive their experience is likely to be.
9. What does GSU require of students assigned to me?
   - Each student is required to complete a series of 13 observations described in this packet on pages 17-20, as well as 3 observations of the Clinical Supervisor’s choice. While students are responsible for initiating these activities, some activities may require your facilitation in scheduling. For example, students are required to observe in a different grade level classroom. The Clinical Supervisor should recommend a teacher and then either the
CS or the PPB student should contact that teacher to finalize the observation time. Other activities, such as a tour of the school, are likely to be arranged by the Clinical Associate.

10. What if my student arrives late, is inappropriately dressed, uses a cell phone in the classroom, browses non-class related websites, or engages in other questionable behavior?

- Don’t overlook these behaviors! The student is in your room; you or the Clinical Associate are encouraged to give the student a “heads-up” about her or his behavior; you may send inappropriately dressed students home. If you prefer not to address these behaviors, you may contact Marlynn Griffin, PPB Coordinator, and I will meet with the student as soon as I can. I encourage you to be the first person to address concerns with the student, just as soon as the offending behavior occurs. “Miss Smith, it is 8:04 and you are to be in my room at 8:00. Please be sure to leave yourself enough time to arrive promptly on Wednesday.” This often is more effective than the call from me which may not occur until after the student’s next day in your room, depending on the efficiency of the communication about the concern.

11. But this is the first field experience; shouldn’t I be more lenient?

- No! Please look closely at the evaluation rubrics at the end of this packet. We are not asking you to evaluate students on planning or teaching, but on professionalism – being on time, being dressed appropriately, not using their cell phone, etc. All students have been through a 3-hour orientation to the field during which these expectations for behavior were made clear. Any infractions should be addressed by the CS, CA, or Marlynn Griffin the first time they occur so students can modify their behavior accordingly.

12. When will I evaluate my student(s)?

- Approximately 3-1/2 weeks after their first day and at the end of their practicum. Please take a minute to familiarize yourself with the evaluation rubrics on pages 33-42 of this packet. It will be particularly helpful for struggling students if any weaknesses are noted at mid-term, when the PPB coordinator can counsel with the student and suggest strategies for improvement, and ideally, success in this placement.

If you have any additional questions about the PPB field experience you are welcome to contact:

PPB graduate assistant, Sarah Guetherman
ppb@georgiasouthern.edu
(912) 478-5013

Dr. Marlynn Griffin
mgriffin@georgiasouthern.edu
(912) 478-0695 (w)
(912) 682-1013 (cell)

Thank you for hosting our students, and have a great semester!
Pre-Professional Block Personnel Responsibilities

The purpose of this memo is to clarify the purpose of the Pre-Professional Block (PPB) and roles of personnel associated with the PPB at Georgia Southern University. Specifically, the memo will describe (1) the purpose of the PPB field experience, (2) the role of the PPB student, (3) the role of the Clinical Supervisor, (4) the role of the Clinical Associate, (5) the role of the University Supervisor, and (6) the role of the PPB Coordinator and Graduate Assistant.

1. **Purpose of the PPB Field Experience:** The PPB field experience takes place, typically, at the end of a student’s sophomore year at GSU. Students are officially pre-education majors; their admission to the Teacher Education Program takes place after the PPB semester. One purpose of the field experience is to provide students with a realistic picture of the workings of a school, the day-to-day occurrences in a classroom setting, and the responsibilities of a teacher, to assist students in deciding if teaching truly is the career for them. An equally important function of the field experience is to encourage students to develop the observation, reflection, and critical thinking skills that are vital to classroom teachers.

2. **Role of the Student:** Students are typically assigned a 51-hour field placement. Students will go to schools for 8-1/2 weeks, two days each week on a pre-assigned schedule that corresponds to the student’s GSU class schedule. Students MUST complete 51 hours (or the number indicated by individual agreement with the PPB office) in the field. If a student is unable to attend a placement because the host school is on a break, the GSU student must work with the Clinical Supervisor to find a mutually agreeable time to make up the missed hours. The placement is not considered complete until ALL assigned hours are completed at the school site.

During their time at the school, students must complete 16 observation activities. These activities are described in the PPB Information Packet that all students are required to purchase for self and his or her Clinical Supervisor. Twelve of the activities must come from the list of 14 provided in the packet; the Clinical Supervisor determines the other 4 activities. It is the responsibility of PPB students to initiate the completion of the observations. While completing these observations is the students’ primary task, students should also be prepared to assist the Clinical Supervisor in appropriate tasks as determined by the Clinical Supervisor.

PPB students must adhere to the dress code and other policies of the cooperating school, and must behave respectfully, maturely, and professionally at all times. PPB students should NOT: (a) be left alone with a class of K-12 students, nor (b) be permitted to teach a lesson.

3. **Role of the Clinical Supervisor:** While the Clinical Supervisor is instrumental in the success of the PPB field experience, we at GSU acknowledge that her or his primary responsibility is to her or his students. The responsibilities of the Clinical Supervisor to the PPB Student are described below:

   o Introduce the PPB student to your class(es) on the first day of his or her field placement.
   o Assist the PPB student in scheduling the observation activities, though it is the PPB student’s responsibility to request this assistance.
   o Assign four observations/activities to the PPB student. These can include: grading, creating a bulletin board, reading a book, making photocopies, participating in a fire drill – anything that the CS might do in the course of a typical work week.
   o Using email or fax complete midterm and final evaluations provided by GSU. Hard copies of these documents are included in the back of this packet.

While assisting the PPB student in meeting his or her field requirements, the Clinical Supervisor is also encouraged to utilize the PPB student to assist with classroom responsibilities. PPB students can assist K-12 students individually with assignments, assist the CS with paperwork such as grading, filing, and
making copies, make bulletin boards, etc. While it is appropriate to assign some paperwork to the PPB student, please keep in mind that students should experience a variety of responsibilities during the field experience.

4. **Role of the Clinical Associate:** The Clinical Associate is primarily involved in assisting with (a) the initial field placement for PPB and (b) any troubleshooting that may become necessary during the PPB student’s field experience. In addition, the CA should arrange a tour of the school for all PPB students and may choose to schedule some of the PPB observation activities that take place outside of the assigned classroom (e.g., Orientation to the School).

5. **Role of the University Supervisor:** The University Supervisor oversees the PPB student’s progress toward completion of written assignments, is a contact person at GSU for both student and Clinical Supervisor, and is responsible for evaluating students in coordination with the Clinical Supervisor. **STUDENTS:** Please contact the PPB Office immediately (478-5013 or ppb@georgiasouthern.edu) if your University Supervisor is not one of your teachers for EDUC 2110, EDUC 2120, or EDUC 2130.

6. **Role of the PPB Coordinator and Graduate Assistant (GA):** The PPB Coordinator, Dr. Marlynn Griffin, is ultimately responsible for all aspects of the PPB field experience. The PPB Graduate Assistant, Ms. Sarah Guetherman, assists with almost all facets of PPB. The Coordinator and GA will solicit field placements, assign students to their field placements, inform Clinical Associates of any placements made for their school, assign GSU supervisors to each student, conduct field placement orientation sessions for all students, and assist Clinical Supervisors, Clinical Associates, and students with any troubleshooting that may be necessary. Marlynn can be reached via one of the following:

1. 912-478-0695 (office; most days, 8:45 am – 2:45 pm)
2. 912-489-5572 (home; you may call anytime between 6:30 am and 10:00 pm)
3. 912-682-1013 (cell phone; you may call anytime between 6:30 am and 10:00 pm)
4. 912-478-5013 (PPB Office; The PPB Graduate Assistant, Sarah Guetherman, can assist with many problems and/or put you in contact with Dr. Griffin)
5. mgriffin@georgiasouthern.edu
6. ppb@georgiasouthern.edu

Thank you for working with the Georgia Southern University Pre-Professional Block students. Please do not hesitate to contact me if you have questions, problems, or concerns with students, or if I can be of any other assistance.

Sincerely,
Marlynn M. Griffin, Ph.D.
PPB Coordinator
Welcome to the Pre-Professional Block (PPB)! This block consists of three courses:
- EDUC 2110, Investigating Critical and Contemporary Issues in Education;
- EDUC 2120, Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts; and
- EDUC 2130, Exploring Learning and Teaching.

Typically, students enroll in all three courses concurrently, and complete a 51 hour practicum, or field experience, that meets on the alternate days of your PPB classes (i.e., if class meets M & W, field experience meets on T & Th). This field experience does not carry course credit, but it must be satisfactorily completed before a student can be admitted to the upper division Teacher Education Program he or she hopes to enter.

The practicum consists primarily of directed observation and participation in a classroom setting at a school within a 60-mile radius of GSU. PPB students will spend a total of 51 hours in practicum, 2 lab days per week for 8-1/2 consecutive weeks during the semester. During this time, PPB students will be engaged in a wide variety of activities (see pages 16-19) that range from whole-class observations to individual interactions with children in the class.

PPB students will be assigned a University Supervisor (one of the student’s PPB instructors at GSU) who will be responsible for overseeing the practicum experience, reading the PPB journal, conducting the PPB capstone, and coordinating the evaluation for this practicum. The final evaluation will be based on input from both the University Supervisor and the Clinical Supervisor (host teacher). PPB practicum will be evaluated on a satisfactory, low satisfactory, or unsatisfactory basis. More information on the requirements and grading criteria for the practicum are provided later in this packet.

You will be informed about the particular school where you are scheduled to do your field experience during the week before you go. *Please note that the scheduled field times indicate the times you are supposed to be present in your assigned classroom. Thus, students in the 8-12:15 lab time blocks will be in their classrooms from 8-11 a.m. (with driving time to be back on campus by 12:15 p.m.). Students in the 11-3:15 lab time blocks will be in their classrooms from 12-3 (with driving time to leave campus by 11 a.m.).

The PPB practicum will serve three major purposes:
1) Provide you with a realistic picture of the workings of a school, the day-to-day occurrences in a classroom setting, and the responsibilities of a teacher, to enable you to determine whether you would like to become a teacher;
2) Encourage you to develop your observation, reflection and critical thinking skills, which are vital to classroom teachers.
3) Serve a “gatekeeping” function for the Teacher Education Program (TEP). Please note that you will NOT be admitted to an upper division TEP until you have received a satisfactory evaluation in the Professionalism components of the PPB Practicum.

Driving directions may be obtained from Google Maps or Mapquest. If you are not familiar with the directions being provided, you should take a trial drive to the school prior to your first field day. Since Mapquest and other tools are not completely accurate, it is wise to get directions from several online sources and compare them prior to your first field day. DO NOT ask school personnel to provide driving directions for you. Part of your responsibility as a future professional educator is to acquire directions to the school.
Important Notes for Getting Started in PPB

1. **Attendance at Orientations I, II, & III is mandatory** for all students unless you have transferred a 30 hour observation experience from another institution. You will **NOT** receive a field placement unless you attend one session each for Orientation I, II, and III and complete all required paperwork. Be sure you attend the orientation sessions that correspond to the section of PPB for which you are registered.

2. **Bring checks or cash ($10-15) to Orientation II** for purchase of professional liability insurance, which is required before you can begin your field placement.

3. You must complete the following in order to receive a field placement. **A field placement will not be made for any student who fails to complete one or more of the following**
   a. Sign and submit the Off-Campus Student Participation Agreement during Orientation I.
   b. **Purchase a background check** through certifiedbackground.com by **August 22, 2014**.
   c. Complete a Teacher Education Program application and submit it to the Student Success Center by **August 29, 2014**.

4. You will be assigned a **University Supervisor** by August 25. Assignments will be sent through folio.

5. Your **field placement will be posted on Folio** by August 29. Your first day in the field will be either September 8th or 9th depending on your PPB section. **NOTE: If you have failed to complete any of the requirements in Item 3 above, your field placement will NOT be posted.**

6. You **MUST contact your Clinical Supervisor prior to beginning your field placement.** E-mail addresses will be provided.

**Orientation I**
PPB Sections A & B – Thursday, 8/21/14, 8:30-11:30 am, Room 1122, College of Education
PPB Sections C – Wednesday, 8/20/14, 8:00 am – 11:00 am, Room 2148, College of Education
PPB Sections E - Tuesday, 8/19/14, 11:15 – 2:15 pm, Room 2148, College of Education
PPB Sections H, MUSIC Ed-First Semester, EDUC 2130 ONLY- Friday, 8/29/14, 8:00-10:45 am, Room 2148, College of Education

**Orientation II**- Will take place between August 26 - 29 Time and place to be announced at Orientation I.
**Music Ed Orientation II will take place on Friday, 8/22/14, 8:30-10:30 a.m., Room TBA first week of classes**

**Orientation III** - Will take place between September 2 – 5 Time and place to be announced by University Supervisors.
Field Experience Schedule and Important Dates

Field Experience Times (actual times in field) – Fall Semester 2014:
- Blocks A & B: Tuesdays & Thursdays 8-11am
- Blocks C & D: Mondays & Wednesdays 8-11am
- Blocks E: Tuesdays & Thursdays 12-3pm
- Music Ed: Fridays, starting no later than 8:00 am

Starting date for field placement: Monday, September 8, or Tuesday, September 9.

Ending date for field placement: mid- to late November. See chart below for specific field dates.

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Aug 19 - 22 Orientation I (see page 9 for details)
Aug 22 Deadline for initiating background check through certifiedbackground.com
Aug 22 Deadline to log in to folio and activate evaluations (see p. 13 for instructions)
Aug 25 University Supervisors Assigned
Aug 26 - 29 Orientation II (see page 9 for details)
Aug 28 TEP forms due to Student Success Center
Aug 29 PPB Field Placements posted on Folio. **No placement will be posted without background check, release form and submission of TEP application prior to deadlines indicated above.** Note: Contact your Clinical Supervisor by email BEFORE you arrive at the school for your first field day!

Sep 2 - 5 Meetings with University Supervisors – date and times TBA by University Supervisors
Sep 8 Field Placements begin
Oct 3 Mid-term evaluations DUE (These are handled through the PPB office. Students are not responsible for these documents in any way. If there are any problems with your mid-term evaluation, you will be contacted by Dr. Griffin and/or your University Supervisor)
Nov 19 Journal Entries due, unless University Supervisor requests another date (may be before or after this date). **NOTE: 16 acceptable entries must be submitted to pass PPB**
Dec 1 - 5 Capstone Presentation
Georgia State Law requires that teachers undergo a criminal background check prior to employment. The College of Education at Georgia Southern University operates in accordance with the law and in response to the desire of school systems to have criminal background checks on teacher candidates participating in field experiences in schools. For purposes of Georgia Southern University, every student identified below must complete a criminal background check through CertifiedBackground.com:

- **Students registered for Pre-Professional Block Practicum.** The background check must be completed during the week of PPB orientation and prior to receiving a field placement.
- **Students transferring into Georgia Southern University and entering a Teacher Education Program (including all students returning to complete a Teacher Education Program and courtesy placements).** The background check must be completed upon admission into the Teacher Education Program.
- **Teacher candidates applying to student teach.** The background check must be completed by the deadline to apply to student teach.

**Background Check Fees:**

- Initial Background Check - $33.00 (out-of-state residents will have on additional county check completed at an additional $13.50 fee) – package code GE00
- Recheck at Student Teaching - $15.00 – package code GE00R

Complete the following steps for a criminal background check:

1. Go to [www.CertifiedBackground.com](http://www.CertifiedBackground.com) and click on Applicant.
2. In the package code box, enter the Georgia Southern package code GE00 or GE00R
4. Complete the background check on-line by the PPB or Student Teaching deadline.
5. Complete the CertifiedBackground release form by providing a digital signature.
6. As part of the process, you will also be required to sign the Criminal Background Check Disclosure Form. This form will be signed during PPB orientation or as part of the student teaching application process. The form will allow the Director of Field Experiences and Partnerships in the Office of Undergraduate Teacher Education to review the results of the background check.

The Director will notify the student of a negative finding and may request a meeting to discuss the situation and the impact it could have on field placements. The background check information will be shared with any school system which is asked to host a field experience for the student. The decision to accept the student for field placement will be at the sole discretion of the school. The Director of Field Experiences will make up to three attempts to identify a school willing to host the student with negative findings for a field experience. **Please be aware if a criminal background check (or recheck) shows that you have a felony charge that is pending, you must resolve it prior to receiving a field placement.**

Questions about the criminal background check may be directed to Pat Parsons, Director of Field Experiences and Partnerships, College of Education at (912) 478-5247 or pparsons@georgiasouthern.edu.
Important Background Check Information

Please note that you MAY NOT begin your field placement until your background check is complete. If you are late initiating the check, you may lose your opportunity to receive a placement this semester. If the background check process is delayed, you will have to make up all hours missed due to a late start date. This may pose a particular problem for those students who hope to carpool to their placement. Therefore, it is CRITICAL that you carefully complete your background check.

Here are some helpful hints.

- Check MUST be initiated by 8/22/14 unless you have written permission in the form of an email from Dr. Griffin to initiate it later because of financial aid.
- Keep your email open as you complete the application process, as you will receive some email from CertifiedBackground.com to guide you through the application process.
- Be sure to check your email daily until your background check is complete. If there is any missing information, CertifiedBackground.com and/or PPB will send you an email to let you know that information is missing.
- At the end of the application process you will receive a password from CertifiedBackground.com. If you don’t receive this, you are not finished. Receipt of the password does not mean you are finished, but it is an important step along the way.
- The password is necessary for logging back in to CertifiedBackground to check the status of your application. Use it to make sure that the process is progressing.
- You must complete an electronic signature with the application. An electronic signature is not merely your name typed on the form; it is a separate step. If you don’t complete the electronic signature, your application is not complete.
- Either disable your popup blockers before you start this process, allow popups from certifiedbackground.com, or watch the yellow popup blocker bar as you proceed. In some web browsers, the electronic signature form is blocked. You will need to allow access in order to complete your application.
- If you have any questions, certifiedbackground.com has a help desk. Go to their site and get the number and use it!
**Folio Submission Instructions**

In order to for CS and US to access PPB Evaluation rubrics and complete midterm and final evaluations, students must submit a blank document in Folio. Below are the steps for submitting this document into the drop box and making rubrics accessible.

***Blank document submission due first Friday of the semester.***

1. Save a blank document.
2. Go to Folio “EDUC 2090 – PPB Practicum”
3. Click “Assessments”
4. Click “Drop box”
5. You will see PPB Journal Entries and Blank Document Submission. Click it.
6. Scroll to the bottom of the page.
7. Click “Add a File”
8. Click “Upload”
9. Find your blank document on your computer. Click it and click “Open”.
10. Click “Add”
11. Click “Submit”
12. Once you submit your blank document, you should receive an email in Folio that is a drop box submission receipt. If you do not receive this email, then your document was not submitted into the drop box.

After all observations and reflective journal entries are complete (16 total), please follow the steps below to submit your journal.

1. Save journal entries as one document. Please DO NOT submit multiple documents.
2. Go to Folio “EDUC 2090 – PPB Practicum”
3. Click “Assessments”
4. Click “Drop box”
5. You will see PPB Journal Entries and Blank Document Submission. Click it.
6. Scroll to the bottom of the page.
7. Click “Add a File”
8. Click “Upload”
9. Find your journal entries document on your computer. Click it and click “Open”.
10. Click “Add”
11. Click “Submit”
12. Once you submit your journal entries, you should receive an email in Folio that is a drop box submission receipt. If you do not receive this email, then your document was not submitted into the drop box.
Required Assignments for Field Experience

Observation Activities

All PPB students will complete a checklist of activities (see page 16) while they are in the schools. IT IS YOUR RESPONSIBILITY TO MAKE SURE THAT YOU COMPLETE ALL THE ACTIVITIES DURING YOUR FIELD EXPERIENCE! Your classroom teacher will assist you in scheduling these activities, but you should take the initiative and discuss them with your classroom teacher ahead of time. Please note that you are expected to contact your host teacher before your first day in the field. During your first week in the field, you must schedule a time to initiate a discussion of the organization and completion of these observation activities with him or her. Note that this might require arriving early or staying late.

Please keep in mind that the most important goal of this field experience is to provide you with a valuable experience that will facilitate your reflection about whether you want to teach. Although the activities on the checklist must be completed, you should know that your teacher might have additional activities for you to do in an effort to make your experience more informative. These activities might include some grading and additional work with students; you will not, however, be required (or allowed) to present a lesson for the whole class, or be left alone in the classroom with the students.

Journal Writing

Pre-professional block students will complete a journal that is based on their field experience observations. This journal should contain a 1 to 1-1/2-page minimum personal reflection paper pertaining to each of the activities (16) on the checklist. Completion of this journal will allow pre-professional block students to practice the important skill of reflecting upon their experiences in the classroom, and will provide documentation of completion of the activities on the checklist. Journals will be completed in partial fulfillment of the requirement for a passing evaluation in your PPB Practicum; your university supervisor will provide you with more specific guidelines/deadlines for completing these journals. In addition, your journals will be kept on file upon completion, and may be considered by your pre-professional block instructors as well as the TEP Admissions committee as they are evaluating your personal and professional development as well as written communication skills. This evaluation process will be discussed in more detail below. Sixteen journal entries judged as having acceptable quality MUST be submitted ON TIME via Folio to receive a passing evaluation in the PPB practicum.

Journal Format – These guidelines must be followed, in addition to any others required by your University Supervisor

Journal entries must be word processed. Microsoft Word works best, but other word-processing programs are also acceptable.

- Journal entries must be double-spaced
- Each entry must start on a new page
- Each entry must be titled
- A Table of Contents must be included
- Pages in the journal must be numbered
- All journal entries should be submitted together as one long document

Journal Submission

Journals will be submitted electronically through the COE’s electronic evaluation system, Folio. (see instructions on page 13)
In addition to completing a journal that is based on the checklist of activities, each pre-professional block instructor may require that the student complete assignments based on the field experience that pertain specifically to his or her course. These additional assignments will be evaluated as part of the course for which they were assigned. Some of the assignments will require conversations or other interactions with the Clinical Supervisor. As a courtesy to your CS, be sure to allow sufficient time and advanced notice for completing these assignments. Forgetting to complete the assignment in a timely manner does not constitute an emergency for the CS and will be considered lack of professionalism on the part of the PPB student.

Please also note that your Clinical Supervisor might request to see a copy of one of your journal entries, to help him or her complete an evaluation of the PPB field experience (see rubric in this packet). You are required to provide an entry if one is requested; however, this entry can be one that YOU select, and your teacher will not be allowed to read your entire journal.

Meetings with University Supervisor

In addition to your visits to an area school, part of your lab time will be devoted to Field Placement Orientation Sessions, and individual and/or small group meetings with your University Supervisor. Please keep in mind that one purpose of these individual and/or small group meetings is to provide your university supervisor with an opportunity to evaluate you based on the criteria presented in the University Supervisor rubrics at the back of this packet. One of these meetings will take place before your first day in the field and one of these meetings, the Capstone meeting, will take place after your last day in the field. More information about the capstone meeting is given below and your university supervisor will provide more.

Summary of Required Assignments – All MUST be completed for a passing evaluation to be considered.

- Beginning of semester documents and purchases (nametag, background check, TEP form, release form)
- Observation Activities
- Submission of 16 Journal Writings based on Observation Activities
- PPB Orientations and Meetings with University Supervisor
- Capstone Presentation
- Other Assignments as Specified by University Supervisor and/or Clinical Supervisor
Pre-Professional Block Field Experience
Observation Activities

**Statement of purpose:** The goal of the PPB Practicum is to enable the student to gain significant hands-on experience that will serve to inform his or her decision about becoming a teacher. In addition, the field experience will provide a forum for facilitating the development of critical observation and reflective thinking, both crucial skills for classroom teachers and school professionals.

**Required Activities:**
Students must complete 13 of the 15 activities described below, as well as three additional activities to be assigned by the Clinical Supervisor. **Thus, a total of 16 activities must be completed.** One or more of the student’s PPB instructors may also require additional requirements and/or assignments pertaining to these activities.

 Identify a “focus” student. This student is a student you will follow through several of the observation activities, describing him or her and his or her interactions and reactions. (Note to PPB students and faculty: Language related to “focus student” is consistent with edTPA language and requirements)

1. **Orientation to the School.** This orientation should include a campus tour, overview of procedures/guidelines, handbooks, visits with school nurse, school counselor, media specialist, and a representative administrator such as the assistant principal.

2. **Teacher Duties.** Observation of at least two "duties" such as hall duty, recess duty, lunch duty, bathroom duty or bus duty (at the Clinical Supervisor’s discretion).

3. **Observing a Whole Class Session.** As you complete this activity, note what your focus student is doing in the context of the whole class session, as well as what the rest of the class is doing. Is your focus student’s behavior, attentiveness, interaction, learning, etc., consistent with or different from that of the rest of the class? In what way? Observe the instructional activities and comment on the level of student engagement (i.e., interest) as well as teacher attempts to foster engagement. What does the teacher do to attempt to foster engagement? Is he or she successful? How do you know? What could be done differently?
   a. Consider what you have learned thus far in your EDUC 2130, Exploring Learning and Teaching, class. Make at least TWO clear connections between the theory(ies) of that class and the instruction occurring in the whole group session. For example, if you see scaffolded instruction, state so, identify the theorist associated with scaffolding and identify the example of the scaffold you observed.

4. **Small Group Interaction.** Note: This observation should include your focus student. Interaction activity with a small group of students (choice of activity to be made by mutual agreement between Clinical Supervisor and PPB student). Note what your focus student is doing, as well as the rest of the group. Describe the interaction activity, noting particularly students’ level of interest in the task, any challenges or successes you had, and your ideas of what might be done differently in a different situation.

5. **Working with Individuals I.** Identify this student or the student with whom you work in Observation Activity 6 as your focus student. One-on-one interaction activity with a single classroom student (choice of activity and student to be made by mutual agreement between Clinical Supervisor and PPB student). Describe the interaction activity, noting particularly students’ level of interest in the task, any challenges or successes you had, and your ideas of what might be done differently in a different situation.
6. **Working with Individuals II**. Identify this student or the student with whom you work in Observation Activity 5 as your **focus student**. One-on-one interaction activity with one culturally diverse child. “Culturally diverse” is defined as culturally different, as much as possible, from the PPB student completing the activity. Diversity may be SES, racial, gender, or all of the preceding (choice of activity and student to be made by mutual agreement between Clinical Supervisor and PPB student). Describe the interaction activity, noting particularly students’ level of interest in the task, any challenges or successes you had, and your ideas of what might be done differently in a different situation. Also, describe what made this student a “diverse” student and what you learned related to diversity.

7. **Different Setting**. One field day devoted to whole class observation of a different grade level class (early childhood education), a regular education classroom (special education) or a different content area (all other majors). In addition to observing the instructional activities, observe the student engagement and teaching strategies you observed. How do these compare with the engagement and teaching strategies you observed in your whole class instructional activity? How are they similar? How are they different? As with Whole Class Observation activity, consider what you have learned thus far in your EDUC 2130, Exploring Learning and Teaching, class. Make at least TWO clear connections between the theory(ies) of that class and the instruction occurring in the whole group session. For example, if you see scaffolded instruction, state so, identify the theorist associated with scaffolding and identify the example of the scaffold you observed.

8. **Different Setting #2** Observe art, music, physical education and/or some other exploratory or “specials” class if you are NOT a music or HPE major. If you are a music or HPE major, observe an academic classroom setting. How do these two settings compare? How are the classroom setting and structure different? Consider classroom management, behavior, student engagement, etc. as you make your comparison. Consider what you have learned thus far in your EDUC 2130, Exploring Learning and Teaching, class. Make at least TWO clear connections between the theory(ies) of that class and the instruction occurring in the whole group session. For example, if you see scaffolded instruction, state so, identify the theorist associated with scaffolding and identify the example of the scaffold you observed.

9. **Teacher Interviews**. Complete an interview with your Clinical Supervisor during his or her planning period, or after or before school. Be sure that you schedule this interview with your teacher. When you interview your teacher, you may choose to focus on one of the following as the topic of your interview:

   a. Ask the teacher how he or she defines intelligence? Or intelligences? (Do you accept a particular theorist's conception of intelligence, e.g., Howard Gardner's?) What are characteristics of intelligent behavior? What are some examples of how students demonstrate intelligence?

   b. Ask the teacher about the effectiveness of steps taken at the school to decrease violence in the school. Describe the measures being implemented in the school in attempts to deal with, and/or prevent, the problem of violence at the school (Adams et al., 2006).

   c. Ask the teacher about the planning process. Does he or she plan alone or with a team of teachers? How often do grade level meetings occur, what is discussed, and how productive are they? Describe planning for diverse learners.

   d. Ask your teacher what he or she does to motivate students, to capture their imagination and engage them in learning. Ask if he or she has any students that are particularly difficult to involve, and what measures are taken to get them interested.
e. Develop your own interview questions, (such as why did the teacher choose teaching; what does he or she like the most about it; what are his or her greatest challenges; if they had to choose a profession again, would they choose teaching and why or why not?) or use those provided by your instructor for EDUC 2110, 2120, or 2130.

10. English Language Learners (ELLS), Immigrant, and Migrant Students in Schools. “Interview an administrator or counselor or ask for a "fact sheet" showing the cultural, ethnic, and linguistic backgrounds of the students, teachers, paraprofessionals, administrators, and custodial staff at your host school” (Adams et al., 2006, p. 146). How is bilingual or bicultural education supported? Describe the academic performance of the English Language Learners and migrant students in the school and district (Adams et al., 2006).

11. Behavior in the Classroom. Observe the students who are “misbehaving” – that is, who are not behaving in a way that reflects the classroom rules (Adams et al, 2006). “Talk to the students to determine why they did what they did. Were they bored? Were they confused? Were they attempting to hide embarrassment or confusion?” (Adams et al., 2006, p. 75) Not all misbehavior is resistant or defiant; some “misbehavior” is due to immaturity, boredom, frustration, lack of understanding, etc. Describe any misbehaviors that occur and describe what might have been done to prevent them. ***Before talking to any students about their behavior, be sure to obtain teacher permission to do so.

12. School Punishment. Talk to a teacher or administrator or obtain a student handbook to determine what punishment measures are used at this school. What types of behaviors result in automatic suspension or expulsion? What are the academic repercussions for students who have been suspended? What positive behavioral supports are in place at the school? If available, observe an in-school suspension room or timeout room and describe what occurs in this setting. (Adams et al., 2006) Describe your teacher’s behavior management plan. How does it fit with the schoolwide discipline plan? Does it seem effective? Why or why not? Do the students seem to understand the plan? How do you know? How does the teacher implement the plan?

13. Lesson Plans. Observe and/or analyze your teacher’s lesson plans in one subject for a week’s worth of lessons. What components are included in these plans? What evidence is there of standards in the plans? Do the lessons seem appropriate for the students? Will students understand the tasks, be engaged in the learning, etc.? Observe the teacher teaching at least one day of the plan. How did he or she adhere to the plan? Describe any diversions and analyze the implementation of the lesson.

14. Teacher/Parent Relationships. Attend a parent/teacher conference, observe a parent/teacher interaction, attend an IEP meeting or interview the teacher about his or her views about parents. How does the teacher view parents? How does the parent view the teacher? Do they seem to value each and respect each other? How are the teacher’s non-verbal interactions consistent with her or his verbal interactions? How are the teachers views about parents when not interacting with parents or formally discussing them with you consistent with her or his views about parents when not interacting or in casual comments about parents?

15. Organization. Describe your teacher’s organization of students, materials, classroom activities, classroom movement, movement between classes, etc. Does your teacher seem organized or not? How do you know? What impact does the level of organization have on instruction, classroom management, student behavior, teacher frustration level, etc.?
All cited materials come from the book referenced below. If you would like additional information on critical field experience observation ideas and activities, this text is an excellent resource and may be purchased online from a number of sources including this one: http://www.taylorandfrancis.com/

Reference
Pre-Professional Block Journal Entry Sample

Students will complete journal entries for each of the 16 field observations they conduct during the PPB practicum. These entries should be 1-1/2 to 2 pages in length, word-processed and double-spaced, in an easily readable font such as Times New Roman or CG Times. The entries should consist of both reporting and reflecting elements. That is, students will offer a brief description of the event they observed and then will describe their reflections of the event in greater detail.

*Reporting* involves describing the situation you observed; who you observed, what they were doing, how long you observed, etc. This section should set the stage for the reflections you will offer. It should offer enough detail that the reflections are meaningful, but should not be a lengthy, detailed description of the observation.

*Reflecting* involves thinking about and analyzing the situation you observed; why the teacher did as s/he did, why students acted as they did, how you might use what you learn in your classroom one day, what might you do differently, your evaluation of what went well and what did not and why you made this evaluation. This section is designed to encourage you to think about the events of teaching. Teachers need to be constantly observing, thinking about, reflecting on, and modifying their teaching practice in order to best meet the needs of the students in their classrooms.

Suppose you were observing a teacher as she administered a test. You might offer the following journal entry. The items in italics are *reflective* elements of the entry. The rest are considered reporting elements. Note that there is just enough reporting to give the reader a clear idea as to what the reflections are referring.

***See next page for sample journal entry. Note that in the interest of space, I did NOT double space. However, you will need to double space your entry. Note also that while this appears to be a short journal entry (less than one page) it would actually be 1-1/2 to 2 pages if double spaced.***

**Observation of an Exam – Teacher-Assigned Activity #1**

On Monday, Sept. 28, I observed in Ms. Johnson’s class as she administered a geography exam. The students were in their usual desks, with nothing on their desks except their pencils and the test. The thermostat was broken, and the heater was pouring hot air into the room. Ms. Johnson distributed the test and then returned to her desk to grade papers.

As the students began working, their discomfort with the temperature was obvious. They were shifting in their seats, removing sweaters, pushing their sleeves up. *I think Ms. Johnson should have found another room in which to administer her test, or she should have postponed it to another day. I wonder why she didn’t postpone it; perhaps she was behind schedule and did not have time to move the test, or perhaps she did not want to frustrate the students who were prepared for an exam on that day. Anyway, the students did not appear to be concentrating as much on their test as they were on how hot the classroom was. I think that they probably did not do as well on this test as they would have if the classroom had been comfortable.*

About 5 minutes into the test, one student (I’ll call her Ann) began saying “stop it, stop it” to another student. Ms. Johnson walked over to the students to see what the problem was. The boy next to Ann (I’ll call him Joe) was apparently trying to look on Ann’s paper to see her answers and was pushing her
arm out of the way to get a better look. Ms. Johnson quietly picked up Joe’s test and asked him to come back to her desk with her. She placed a mark on the test next to the last question Joe answered before this occurred, and asked him to continue working. Next, she checked on Ann to make sure she was calm enough to continue the exam. *I think that Ms. Johnson handled this cheating situation well.* She stopped it as soon as she became aware of the situation, and did so without too much embarrassment to Joe. She did not fuss at him or publicly embarrass him; she simply moved him away from the source of his answers. She also did not allow him to receive credit for the answers he marked before she caught him, but did allow him to complete the test and receive credit for the questions he answered on his own. Ms. Johnson also had Joe write a note to his parents describing what happened in class and asked him to bring the note back, signed by his parents. *It seems like a good idea to me that she made him take the responsibility for informing his parents of his behavior, and I think that with a behavior as serious as cheating, the parents must know about it.* I also think it is a good idea to let the student still get credit for the answers that he clearly answered on his own. *Cheating is definitely wrong, but if a teacher knows a student completed part of the test alone, maybe it is okay for the student to get credit for that part of the test. Of course, this was a 4th grade class. I think that if the students are in high school or college, they are definitely old enough to know not to cheat and they should not receive any credit for an assignment if they cheated on even part of it.*

*I also appreciated the fact that she went back to check on Ann to be sure she was okay. I think it would be upsetting to have someone look on your paper during a test, and I know that if it was me I would have had trouble getting my focus back on my test. However, I do think that if Ms. Johnson had been up walking around the room while the students took the test the whole cheating situation might have been avoided. Most students won’t cheat if they know the teacher might walk by at any minute and see what they are doing.*

*I hope that when I begin teaching I never have to encounter cheating in my classroom. If I do, I would like to handle the situation like Ms. Johnson did, being calm and matter-of-fact, but still stopping the behavior and making sure there was a consequence for the misbehavior.*
FIELD EXPERIENCE DISPOSITION AND BEHAVIOR EXPECTATIONS
PRE-PROFESSIONAL BLOCK

ATTENDANCE POLICY:
Students must complete a minimum of 51 field hours during the PPB Practicum. Attendance every day of your field experience is MANDATORY! One unexcused absence will result in an unsatisfactory evaluation in Professionalism and will prevent you from being admitted into the TEP. You are responsible for scheduling makeup days with your Clinical Supervisor if you have a documented excused absence or if your host school does not meet on one or more of your assigned field days. Failure to coordinate these make up days with the Clinical Supervisor will result in a poor evaluation of your professionalism by your classroom teacher as well as your pre-professional block instructors, which could affect you admittance into the Teacher Education Program. Excused absences include: documented death in the family, documented illness requiring hospitalization or doctor’s visit, religious holidays, and documented attendance at certain University functions. OFFICIAL DOCUMENTATION OF ANY ABSENCE MUST BE PROVIDED TO THE UNIVERSITY SUPERVISOR AS WELL AS THE CLINICAL SUPERVISOR.

PROFESSIONAL EXPECTATIONS:

When you go into the schools, you are expected to:
• Dress in a professional manner.
• Behave in a professional manner.
• Observe and participate attentively and respectfully.
• Be considerate of your Clinical Supervisor.

Please read the following carefully.

I. DRESS IN A PROFESSIONAL MANNER.

1. *NAME BADGES MUST BE WORN AT ALL TIMES.

2. Find out about and comply with your school’s dress code.

3. Consult with your teacher as well. Some teachers prefer more formal dress even if the dress code allows more informal clothes. Your teacher’s preference is what you should follow. Not sure what to wear the first day? See the General Guidelines at the end of this section.

4. Some general guidelines for dress, compiled from a variety of school dress codes for teachers and students, appear below:

   ▪ Belts may not be worn unbuckled; all pants must be fastened at the waist and not allowed to sag below the waist.
   ▪ Students should note that one of Bulloch County’s dress policies states that apparel with suggestive lettering, suggestive pictures, or which refers to alcoholic beverages, drugs, or tobacco products may not be worn to school. This policy is applicable to all other counties as well.
   ▪ Sunglasses are not allowed to be worn on the face, head or around the neck. (Exception: HPE majors assigned to outside field placements.)
   ▪ Leggings worn as pants under long shirts or short dresses are not allowed.
Dresses and skirts should fall at or below the knee.
Tattoos and body piercings (other than traditional earrings in the ear for girls, with a limit to three per ear) are not permissible and must be covered up (tattoo covering product can be found at Wal-Mart) or removed while in the schools.
Crop pants must be longer than the calf of the leg (in some schools crop pants are not allowed at all).
Some schools allow sleeveless tops for female staff members (not tank tops). Check with your school on this policy. **In addition, tops should not be tight or low-cut.**
Some schools do not allow open-toed or backless shoes. Check with your school on this policy.
**NO** jeans, sweat pants, sweat suits, athletic shoes (P.E. majors may be the exception), T-shirts, overalls, skorts, flip-flops, and sheer or lace-type clothing. Hats are not to be worn on the head or around the neck. Head scarves, sweat bans, combs, tank tops, see-through or mesh shirts, bare midriff, bare backs, halter, tops, tube tops or strapless attire are unacceptable for school wear. Dress must cover the armpits and chest, and no undergarments should be visible. Shirts must be kept buttoned to cover the chest. No swim wear or sleep wear.
**Physical Education majors** in most cases may wear appropriate clothing for the playing field (such as shorts, jogging suits, and t-shirts) but must comply with the professional dress code when in the classroom. Check with your school before the first day in the field.
No cleavage, top or bottom, should show. It is not appropriate to show your breasts or your buttocks while in the field.

**What is appropriate to wear?**
- **General Guidelines for Men and Women:**
  Clothing should be neat and professional. Your clothing should help portray you as an adult, as an aspiring teacher. It should not be distracting in any way, should not be “sexy,” should not be designed to attract attention of the opposite sex, should not be clothing that would be worn for weekend or evening activities.

- **Specific Suggestions for Men:**
  Dress slacks, short/long sleeve dress shirts, ties, polo-style shirts (some schools), sport jacket/suit, khaki pants. Shirts should be tucked in and paired with a belt if necessary.

- **Specific Suggestions for Women:**
  Skirts/dresses, slacks, suits, khaki pants, blouses/sweater sets. Shirts should be tucked in unless the shirt is designed to be worn out.

**Be aware that teachers or administrators have the right to ask you to leave if dress is not appropriate.**

### II. BEHAVE IN A PROFESSIONAL MANNER

1. Plan to arrive a few minutes before you are scheduled and sign in at the office. For those of you traveling out of town to a school, PLAN AHEAD and leave sufficient time for yourself to arrive on time. Tardiness will reflect poorly on your professionalism evaluation.

2. Sign in at the office when you arrive and sign out at the office before you leave. Failure to accurately record your arrival and departure time is considered a violation of the GSU Student
Conduct Code and may result in adjudication of the offense as well as a poor evaluation of professionalism by the CS and/or US. Remember: On Time to school is LATE to the classroom.

3. Remember that you are a representative of the teaching profession when you are in the schools.

4. Strive to be a responsible adult role model. This is what students need from you, not a “buddy”.

5. When working with students, remember that their learning is your primary concern.

6. The following are not appropriate: chewing gum, food or drink in the classroom, studying for other classes, or doing anything that will distract the students from learning or the teacher from teaching. **Do not bring cell phones or computers into the classroom. Do not bring weapons, drugs, alcohol, cigarettes to school on your person or in your car.**

7. Use professional language while in the classroom. Slang words such as “freakin,” “sucks,” and “screwed” are all examples of words not to be used in the schools.

8. Do not violate a student’s right to privacy by discussing him or her outside of the educational setting.

9. Any pictures taken of students in your placement should be used in a professional manner (i.e. personal picture albums or capstone presentation). They should not be posted on Myspace, Facebook or any other online photo album. Pictures taken or publicized without consent are a student privacy violation under the Professional Standards Commission (PSC) Code of Ethics for Educators.

10. **Statement on Internet Social Network and BLOG Sites:** Participation in student teaching is a privilege and carries with it professional responsibilities. As a future professional educator, you are expected to maintain high standards of personal and professional ethics at all times and in all settings. Social networking sites, such as Facebook, MySpace, Xanga, and Friendster should represent your high personal and professional standards. If you have postings on any of these sites you must remember that they are public and may be viewed by school personnel and students. If school personnel find your postings to be unprofessional they can request your removal from their school. This request will be honored immediately and a new student teaching placement will not be identified until the following semester.

   **Be aware that teachers and administrators have the right to ask you to leave if your behavior is not appropriate.**

**III. OBSERVE AND PARTICIPATE ATTENTIVELY AND RESPECTFULLY**

1. Your purpose is to learn as much as you can by observing all aspects of classroom teaching. **Give it your full attention.**

2. As you observe, try to think of questions that you need to have answered in order to understand what is happening in the classroom.

3. Limit any writing in class to very brief notes. You cannot observe if you are writing extensively. Any journal or log entries or papers should be written up after class.
4. Do not tape record or video your Clinical Supervisor or students without their (or parents) consent. Recording teachers or students without their permission may lead to legal, ethical and professional consequences.

5. The students in the class will be aware of your attitude toward it. Be sure that you are demonstrating respect and consideration at all times.

6. Do not sleep, work on other school work, talk with other GSU students, or engage in any other disruptive behavior in the classroom.

7. Don’t sit around; get involved. Take “hints” from your clinical supervisor (e.g., “why don’t you go to music with the kids?”) You’ll learn more, you’ll be a help to the Clinical Supervisor, and you’re likely to enjoy your time at the school more if you get involved.

IV. BE CONSIDERATE OF YOUR CLINICAL SUPERVISOR

1. Check with your teacher at the earliest possible moment to confirm the best time for the various activities that you will be completing, and for any guidelines or preferences she/he may want to give you.

2. Enter and leave the classroom as quietly as possible, in order to avoid disrupting classroom activity.

3. If you must be late or absent, notify your teacher at the school at the earliest possible moment. Many teachers plan special activities for field experience students and will have to change plans if you are not there. Your teacher will determine whether you can make up the time and when.

4. Be sure to consult with your teacher in advance about any ideas you have for activities or treats. The classroom is your teacher’s responsibility and her/his authority must be respected.

5. If for some reason you have to drop your field experience, please notify your clinical supervisor, university supervisor, and the PPB office (912-478-5013).

HAVE A WONDERFUL FIELD EXPERIENCE!!
Sharing Transportation

One Possible Way to Arrange a Ride
1. Look at p. 9* of your PPB packet (*note: this is subject to change as the packet is updated).
2. Look at the sections for Orientation I. Students in sections A&B will attend field placement at the same time. Students in sections C&D will attend at the same time. Students in sections E&F will attend at the same time. Section H students will attend at the same time.
3. Get together with these students (email, talk in class) and arrange a carpool.

Another Way to Arrange a Ride
1. Monitor your email for the placement release.
2. Download the file and “Sort” it according to school.
3. Find students who are placed at the same school as you are or at a nearby school.
4. Take note of which sections these students are in (Students in sections A&B will attend the field at the same time. Students in sections C&D will attend the field at the same time. Students in sections E&F will attend the field at the same time. Section H students will attend the field at the same time.).
5. Contact these students (email, talk in class) and arrange a carpool.

Professionalism with Carpooling
1. If you are taking a student who does not have a car, it's reasonable to ask them to split the gas with you (1/2 and 1/2); it's not reasonable to ask them to pay for all the gas. Remember, if that student was not going to your site you would pay for all gas and would not have company. Figure your total weekly mileage, divide it by miles per gallon, multiply by cost per gallon and divide the total cost by number of people sharing a ride. (100 miles per week at 20 mpg = 5 gallons gas x 3.44/gallon = 17.20 divided by 2 people = 8.60/week)

2. If several of you are riding together, alternate cars so costs are divided. If one person has a "better" car and all of you prefer that vehicle, then chip in for gas! Figure your total weekly mileage, divide it by miles per gallon, multiply by cost per gallon and divide the total cost by number of people sharing a ride. (100 miles/wk at 20 mpg = 5 gallons gas x 3.44/gallon = 17.20 divided by 4 people = 4.30/week)

3. Be prompt - if you are a passenger, be ready when you agree to be ready. Your driver should wait only about 2 minutes beyond agreed meeting time and then should leave you. Your lateness should not affect the professionalism evaluation of others.

4. Be prompt - if you are the driver, be on time to collect your passengers. Allow enough time to get to the school driving the speed limit and driving safely. No one can afford a speeding ticket, car repairs for an accident, or the risk of injuring others.

Remember - All of you are going into a helping profession, one in which you will routinely collaborate with others. Collaboration is a team effort, and works best when equally shared. Help each other out if you can!
Capstone Experience Preparation

Capstone Experience
Upon completion of your field experience you will be required to give a 5-7 minute oral presentation on a topic related to your PPB experience this semester. This presentation will take place in a group consisting of approximately 10-15 classmates, at least one PPB instructor, and possibly a Clinical Associate. Your University Supervisor will be scheduling this capstone presentation at a later date. Additionally, at the time of your presentation you will submit evidence of advanced preparation for the presentation (such as notecards, formal paper, PowerPoint presentation, poster, or other evidence as specified by your University Supervisor). The University Supervisor will provide guidelines for this documentation. As you work on developing effective teacher characteristics throughout PPB, think of ways you can address in your oral presentation those PPB events that have fostered your development. Your presentation will be more focused and more interesting if you provide specific examples of events from your field experience.

Required Capstone Presentation Topic
As you think over your PPB course work and practicum this semester:
1. Describe the belief you held about teaching that has developed or changed the most.
2. Explain how and why you think this belief has changed or developed.
3. Explain how your PPB experience has influenced the way in which you view yourself as a future professional educator.

Oral Presentation Guidelines
1. Develop notes to use when speaking to help you focus your presentation.
2. Be sure to address all parts of the presentation topic.
3. Present a 5-7 minute formal talk on the capstone topic.
4. Dress professionally (as you would for a day in the field).
5. Use your best oral presentation skills.
**Teacher Education Program (TEP) Admissions Information**

It is possible for students to pass all three courses, EDUC 2110, EDUC 2120, and EDUC 2130 but NOT obtain a passing evaluation in the area of Professionalism. While grades of “C” or better are required for these courses before admission to TEP, these grades alone are not sufficient for admission to TEP. In order to be admitted into the Teacher Education Program (TEP), you must meet the following requirements.

a. A cumulative grade point average (GPA) of 2.50 or better on all course work. This includes your GSU course work as well as any transfer and transient hours that have been accepted by GSU.
b. Earn a minimum of 50 semester credit hours in Core Curriculum courses, including Area F Pre-Professional Block courses.
c. Successful completion of Area A and F courses (including Pre-Professional Block) with grades of “C” or better and a 2.75 GPA (adjusted) in both areas combined.
d. Successful completion of the Regents Testing Program.
e. Successful completion of the GACE I examination, or exemption from GACE on the basis of SAT/ACT/GRE scores.
f. Successful completion of the Pre-Professional Block TEP Admissions Folio Review (journal entries, capstone, PPB evaluations).
g. A satisfactory evaluation on PPB practicum rubrics. Any student who does not successfully complete the field component of the PPB courses may apply through the Undergraduate Teacher Education office to attempt this field experience again. This practicum will be repeatable as field placements are available, and must be completed successfully within three attempts, including the original attempt.
505-6-.01 THE CODE OF ETHICS FOR EDUCATORS

Effective October 15, 2009

(1) Introduction. 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.

(2) Definitions
(a) “Certificate” refers to any teaching, service, or leadership certificate, license, or permit issued by authority of the Professional Standards Commission.
(b) “Educator” is a teacher, school or school system administrator, or other education personnel who holds a certificate issued by the Professional Standards Commission and persons who have applied for but have not yet received a certificate. For the purposes of the Code of Ethics for Educators, “educator” also refers to paraprofessionals, aides, and substitute teachers.
(c) “Student” is any individual enrolled in the state’s public or private schools from preschool through grade 12 or any individual under the age of 18. For the purposes of the Code of Ethics and Standards of Professional Conduct for Educators, the enrollment period for a graduating student ends on August 31 of the year of graduation.
(d) “Complaint” is any written and signed statement from a local board, the state board, or one or more individual residents of this state filed with the Professional Standards Commission alleging that an educator has breached one or more of the standards in the Code of Ethics for Educators. A “complaint” will be deemed a request to investigate.
(e) “Revocation” is the invalidation of any certificate held by the educator.
(f) “Denial” is the refusal to grant initial certification to an applicant for a certificate.
(g) “Suspension” is the temporary invalidation of any certificate for a period of time specified by the Professional Standards Commission.
(h) “Reprimand” admonishes the certificate holder for his or her conduct. The reprimand cautions that further unethical conduct will lead to a more severe action.
(i) “Warning” warns the certificate holder that his or her conduct is unethical. The warning cautions that further unethical conduct will lead to a more severe action.
(j) “Monitoring” is the quarterly appraisal of the educator’s conduct by the Professional Standards Commission through contact with the educator and his or her employer. As a condition of monitoring, an educator may be required to submit a criminal background check (GCIC). The Commission specifies the length of the monitoring period.
(k) “No Probable Cause” is a determination by the Professional Standards Commission that, after a preliminary investigation, either no further action need be taken or no cause exists to recommend disciplinary action.

(3) Standards
(a) Standard 1: Legal Compliance - An educator shall abide by federal, state, and local laws and statutes. Unethical conduct includes but is not limited to the commission or conviction of a felony or of any crime involving moral turpitude; of any other criminal offense involving the manufacture, distribution, trafficking, sale, or possession of a controlled substance or marijuana as provided for in Chapter 13 of Title 16; or of any other sexual offense as provided for in Code Section 16-6-1 through 16-6-17, 16-6-20, 16-6-22.2, or 16-12-100; or any other laws applicable to the profession. As used herein, conviction includes a finding or verdict of guilty, or a plea of nolo contendere, regardless of whether an appeal of the conviction has been sought; a situation where first offender treatment without adjudication of guilt pursuant to the charge was granted; and a situation where an adjudication of guilt or sentence was otherwise withheld or not entered on the charge or the charge was otherwise disposed of in a similar manner in any jurisdiction.
(b) **Standard 2: Conduct with Students** - An educator shall always maintain a professional relationship with all students, both in and outside the classroom. Unethical conduct includes but is not limited to:

1. committing any act of child abuse, including physical and verbal abuse;
2. committing any act of cruelty to children or any act of child endangerment;
3. committing any sexual act with a student or soliciting such from a student;
4. engaging in or permitting harassment of or misconduct toward a student that would violate a state or federal law;
5. soliciting, encouraging, or consummating an inappropriate written, verbal, electronic, or physical relationship with a student;
6. furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student; or
7. failing to prevent the use of alcohol or illegal or unauthorized drugs by students who are under the educator’s supervision (including but not limited to at the educator’s residence or any other private setting).

(c) **Standard 3: Alcohol or Drugs** - An educator shall refrain from the use of alcohol or illegal or unauthorized drugs during the course of professional practice. Unethical conduct includes but is not limited to:

1. being on school premises or at a school-related activity while under the influence of, possessing, using, or consuming illegal or unauthorized drugs; and
2. being on school premises or at a school-related activity involving students while under the influence of, possessing, or consuming alcohol. A school-related activity includes, but is not limited to, any activity sponsored by the school or school system (booster clubs, parent-teacher organizations, or any activity designed to enhance the school curriculum i.e. Foreign Language trips, etc).

(d) **Standard 4: Honesty** - An educator shall exemplify honesty and integrity in the course of professional practice. Unethical conduct includes but is not limited to, falsifying, misrepresenting or omitting:

1. professional qualifications, criminal history, college or staff development credit and/or degrees, academic award, and employment history;
2. information submitted to federal, state, local school districts and other governmental agencies;
3. information regarding the evaluation of students and/or personnel;
4. reasons for absences or leaves;
5. information submitted in the course of an official inquiry/investigation; and
6. information submitted in the course of professional practice.

(e) **Standard 5: Public Funds and Property** - An educator entrusted with public funds and property shall honor that trust with a high level of honesty, accuracy, and responsibility. Unethical conduct includes but is not limited to:

1. misusing public or school-related funds;
2. failing to account for funds collected from students or parents;
3. submitting fraudulent requests or documentation for reimbursement of expenses or for pay (including fraudulent or purchased degrees, documents, or coursework);
4. co-mingling public or school-related funds with personal funds or checking accounts; and
5. using school property without the approval of the local board of education/governing board or authorized designee.

(f) **Standard 6: Remunerative Conduct** - An educator shall maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation. Unethical conduct includes but is not limited to:
1. soliciting students or parents of students to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local board of education/governing board or authorized designee;

2. accepting gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest;

3. tutoring students assigned to the educator for remuneration unless approved by the local board of education/governing board or authorized designee; and

4. coaching, instructing, promoting athletic camps, summer leagues, etc. that involves students in an educator’s school system and from whom the educator receives remuneration unless approved by the local board of education/governing board or authorized designee. These types of activities must be in compliance with all rules and regulations of the Georgia High School Association.

(g) Standard 7: Confidential Information - An educator shall comply with state and federal laws and state school board policies relating to the confidentiality of student and personnel records, standardized test material and other information. Unethical conduct includes but is not limited to:

1. sharing of confidential information concerning student academic and disciplinary records, health and medical information, family status and/or income, and assessment/testing results unless disclosure is required or permitted by law;

2. sharing of confidential information restricted by state or federal law;

3. violation of confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, violating local school system or state directions for the use of tests or test items, etc.; and

4. violation of other confidentiality agreements required by state or local policy.

(h) Standard 8: Abandonment of Contract - An educator shall fulfill all of the terms and obligations detailed in the contract with the local board of education or education agency for the duration of the contract. Unethical conduct includes but is not limited to:

1. abandoning the contract for professional services without prior release from the contract by the employer, and

2. willfully refusing to perform the services required by a contract.

(i) Standard 9: Required Reports - An educator shall file reports of a breach of one or more of the standards in the Code of Ethics for Educators, child abuse (O.C.G.A. §19-7-5), or any other required report. Unethical conduct includes but is not limited to:

1. failure to report all requested information on documents required by the Commission when applying for or renewing any certificate with the Commission;

2. failure to make a required report of a violation of one or more standards of the Code of Ethics for educators of which they have personal knowledge as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner; and

3. failure to make a required report of any violation of state or federal law soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. These reports include but are not limited to: murder, voluntary manslaughter, aggravated assault, aggravated battery, kidnapping, any sexual offense, any sexual exploitation of a minor, any offense involving a controlled substance and any abuse of a child if an educator has reasonable cause to believe that a child has been abused.

(j) Standard 10: Professional Conduct - An educator shall demonstrate conduct that follows generally recognized professional standards and preserves the dignity and integrity of the teaching profession. Unethical conduct includes but is not limited to any conduct that impairs and/or diminishes the certificate holder’s ability to function professionally in his or her employment position, or behavior or conduct that is detrimental to the health, welfare, discipline, or morals of students.
(k) Standard 11: **Testing** - An educator shall administer state-mandated assessments fairly and ethically. Unethical conduct includes but is not limited to:
1. committing any act that breaches Test Security; and
2. compromising the integrity of the assessment.

(4) Reporting
(a) Educators are required to report a breach of one or more of the Standards in the Code of Ethics for Educators as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. Educators should be aware of legal requirements and local policies and procedures for reporting unethical conduct. Complaints filed with the Professional Standards Commission must be in writing and must be signed by the complainant (parent, educator, personnel director, superintendent, etc.).
(b) The Commission notifies local and state officials of all disciplinary actions. In addition, suspensions and revocations are reported to national officials, including the NASDTEC Clearinghouse.

(5) Disciplinary Action
(a) The Professional Standards Commission is authorized to suspend, revoke, or deny certificates, to issue a reprimand or warning, or to monitor the educator’s conduct and performance after an investigation is held and notice and opportunity for a hearing are provided to the certificate holder. Any of the following grounds shall be considered cause for disciplinary action against the holder of a certificate:
   1. unethical conduct as outlined in The Code of Ethics for Educators, Standards 1-10 (PSC Rule 505-6-.01);
   2. disciplinary action against a certificate in another state on grounds consistent with those specified in the Code of Ethics for Educators, Standards 1-10 (PSC Rule 505-6-.01);
   3. order from a court of competent jurisdiction or a request from the Department of Human Resources that the certificate should be suspended or the application for certification should be denied for non-payment of child support (O.C.G.A. §19-6-28.1 and §19-11-9.3);
   4. notification from the Georgia Higher Education Assistance Corporation that the educator is in default and not in satisfactory repayment status on a student loan guaranteed by the Georgia Higher Education Assistance Corporation (O.C.G.A. §20-3-295);
   5. suspension or revocation of any professional license or certificate;
   6. violation of any other laws and rules applicable to the profession; and
   7. any other good and sufficient cause that renders an educator unfit for employment as an educator.

(b) An individual whose certificate has been revoked, denied, or suspended may not serve as a volunteer or be employed as an educator, paraprofessional, aide, substitute teacher or in any other position during the period of his or revocation, suspension or denial for a violation of The Code of Ethics. The superintendent and the superintendent’s designee for certification shall be responsible for assuring that an individual whose certificate has been revoked, denied, or suspended is not employed or serving in any capacity in their district. Both the superintendent and superintendent’s designee must hold GaPSC certification.
PPB Practicum
Performance Evaluation

*Please note that distribution and receipt of all midterm and other evaluations will be handled through the PPB office. STUDENTS ARE NOT RESPONSIBLE FOR COORDINATING THESE EVALUATIONS!

During your pre-professional block (PPB) semester you will be evaluated to determine your level of performance on the following characteristics of effective teacher behavior.

Domain #1: Communication

A – Oral Communication
1. Uses English diction (vocabulary, correct grammar, & syntax) when speaking to students, peers, teachers, and professors in the public school, university, and other settings.

2. Uses appropriate tone of voice when speaking to students, peers, teachers, and professors, in the public school, university, and other settings (e.g., use of appropriate voice inflections with young children; use of respectful tone with peers and professionals).

B – Written Communication
Uses Standard English grammar, syntax, semantics, and spelling in both formal and informal writings (e.g., Standard English, punctuation, sentence structure, semantics, and spelling).

Organizes and presents written information on a selected topic in a clear and effective manner (e.g., writes sentences and paragraphs that clearly and concisely represent ideas; organizes paragraphs using transitions that logically develop the central theme or idea of the writing).

Domain #2: Professionalism

1. Arrives at classes and field-based activities punctually and well-prepared.

2. Completes assignments in a timely manner and with regard for quality.

3. Interacts positively with students, teachers, peers, and professors in the public school, university, and other professional settings.

4. Demonstrates professional conduct within educational settings (e.g., behaves in a non-disruptive manner in professional settings; serves as a respectful role model to students; attire is appropriate for school settings).

5. Follows public school and university guidelines regarding professional appearance.
Who completes the Performance Evaluation?

Because the College of Education believes the development of the above behaviors is essential to your success as a future professional educator, you will be evaluated by several people in different settings/situations (described below) during your PPB semester:

University Supervisor: Your University Supervisor will complete a detailed rubric based on his/her interactions with you in class as well as out of class in the context of small group and/or individual meetings. In addition, your University Supervisor’s evaluation will include input from capstone evaluators and other instructors teaching in your section of PPB.

Clinical Supervisor: Your Clinical Supervisor will also complete a detailed rubric, based upon his/her evaluation of your performance in your field experience. Evaluations of University Supervisors and Clinical Supervisors will be combined to determine your overall performance evaluation (S/U) for the field experience.

These evaluations, along with other admissions requirements listed on page 24 of this packet, will be considered by the TEP admissions committee in making their decision about whether to admit you into the Teacher Education Program. Thus, successful completion of your PPB courses and practicum constitute necessary but not sufficient criteria for admittance into the TEP at the end of the semester.
Pre-Professional Block
Clinical Supervisor Evaluation of Professionalism

Candidate: ____________________________  Clinical Supervisor: ____________________________

Date: ____________________________

Performance Indicators for Professionalism

As you complete this evaluation of Professionalism, please keep in mind that this is the **FIRST** field experience for GSU students. These candidates are NOT YET education majors; successful completion of the Pre-Professional Block is one prerequisite for admission to the Teacher Education Program (TEP). Your evaluation should indicate, for a first field experience, whether it appears that the candidate has what it takes to become a good candidate for our program and has basic potential to become a good teacher. While we expect to see growth over the time in the TEP, we do want to look for basic potential at the PPB juncture.

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Unsatisfactory/No 1</th>
<th>Needs Improvement 2</th>
<th>Satisfactory/Yes 3</th>
<th>Candidate Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the candidate complete the assigned number of hours in the field? (51 hours, unless otherwise specified)</td>
<td>Did not complete all field hours.</td>
<td>Not applicable.</td>
<td>Completed all hours in the field.</td>
<td></td>
</tr>
<tr>
<td>Did the candidate have any unexcused absences?</td>
<td>Candidate had multiple unexcused absences.</td>
<td>Candidate had few (1 or 2) unexcused absences.</td>
<td>Candidate did not have any unexcused absences.</td>
<td></td>
</tr>
<tr>
<td>Arrived at field-based activities punctually.</td>
<td>Was late on more than two occasions.</td>
<td>Was late on one or two occasions.</td>
<td>Was always on time</td>
<td></td>
</tr>
<tr>
<td>Consistent communication with CS.</td>
<td>Did not communicate with CS on more than one occasion when communication was warranted and/or communication was very unclear.</td>
<td>Did not communicate with CS on one occasion when communication was warranted and/or communication was somewhat unclear.</td>
<td>Communicated clearly with CS prior to arrival in field and consistently as needed throughout practicum.</td>
<td></td>
</tr>
<tr>
<td>Interacted appropriately with students.</td>
<td>Often demonstrated inappropriate interactions with students, and/or interactions were highly inappropriate.</td>
<td>Occasionally demonstrated inappropriate interactions with students.</td>
<td>Always interacted appropriately with students.</td>
<td></td>
</tr>
<tr>
<td>Interacted appropriately with teachers.</td>
<td>Often demonstrated inappropriate interactions with teachers, and/or interactions were highly inappropriate.</td>
<td>Occasionally demonstrated inappropriate interactions with teachers.</td>
<td>Always interacted appropriately with teachers.</td>
<td></td>
</tr>
<tr>
<td>Interacted appropriately with other school personnel.</td>
<td>Often demonstrated inappropriate interactions with school personnel, and/or interactions were highly inappropriate.</td>
<td>Occasionally demonstrated inappropriate interactions with school personnel.</td>
<td>Always interacted appropriately with school personnel.</td>
<td></td>
</tr>
</tbody>
</table>
### Performance Indicators for Professionalism (cont.)

<table>
<thead>
<tr>
<th>Attire appropriate for school setting.</th>
<th>Attire inappropriately on more than one occasion, and/or attire was highly inappropriate.</th>
<th>Attire inappropriately on one occasion, and/or attire was mildly inappropriate on several occasions.</th>
<th>Always attired appropriately for public school setting.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observations completed in a timely manner.</td>
<td>Observations completed at the last minute and/or much prompting required for completion.</td>
<td>Observations completed in a less timely manner than was desirable and/or some prompting required for completion.</td>
<td>Observations completed in a timely manner and candidate took initiative to complete them.</td>
</tr>
<tr>
<td>Took initiative as appropriate to assist clinical supervisor.</td>
<td>Took little or no initiative to assist teacher.</td>
<td>Inconsistently took some initiative to assist teacher.</td>
<td>When appropriate and/or needed, consistently took initiative to assist teacher.</td>
</tr>
<tr>
<td>Behaved in a non-disruptive manner (i.e., was not loud, paid attention, did not use cell phone, etc.)</td>
<td>Behavior was often disruptive to the learning environment.</td>
<td>Mild disruptive behavior was evident on rare occasions.</td>
<td>Always behaved in a non-disruptive manner</td>
</tr>
<tr>
<td>Served as a respectful role model.</td>
<td>Served as a poor role model to candidates on several occasions.</td>
<td>Generally served as a good role model, though some poor judgment was evident.</td>
<td>Consistently served as a good role model for candidates.</td>
</tr>
<tr>
<td>Demonstrated a professional attitude in the school setting.</td>
<td>Attitude was rarely professional.</td>
<td>Attitude was often professional, though some lack of professionalism was evident.</td>
<td>Attitude was usually or always professional.</td>
</tr>
<tr>
<td>Well-prepared for field experience on a daily basis.</td>
<td>Generally not prepared for field experience.</td>
<td>Generally well-prepared, with some lapses in preparedness.</td>
<td>Consistently well-prepared for field experience.</td>
</tr>
<tr>
<td>Dependable</td>
<td>Demonstrated a lack of dependability; changed plans on more than two occasions.</td>
<td>Generally followed through with scheduled plans (e.g., made 1 or 2 changes to planned observations, arrival times).</td>
<td>Consistently followed through with scheduled plans (e.g., arrival times, observations).</td>
</tr>
<tr>
<td>Teachable</td>
<td>Did not respond well and/or was resistant to suggestions for constructive feedback about needed changes in dispositions and/or behavior.</td>
<td>Generally responded well to suggestions for change in dispositions and/or behavior.</td>
<td>Consistently responded well to suggestions for change in dispositions and/or behavior.</td>
</tr>
<tr>
<td>Overall Impression</td>
<td>Poor overall impression.</td>
<td>Generally positive impression, but some room for improvement is evident.</td>
<td>Positive overall impression.</td>
</tr>
</tbody>
</table>

Please elaborate on the information you have provided and make additional comments below.
Pre-Professional Block  
Clinical Supervisor Analysis of Oral Communication

Candidate: __________________________  Clinical Supervisor: __________________________
Date: __________________________

Please note: The Clinical Supervisors are using the following forms to provide informative feedback about the candidate’s oral communication skills. In most cases, the PPB instructor will NOT make the decision to assign a failing grade in the PPB practicum based on poor oral communication skills alone. It is up to the discretion of the upper division program to which the candidate is applying to prohibit entry into TEP or to recommend assistance with oral communication based on the feedback provided below.

Clinical Supervisors: If you mark the unsatisfactory column for any indicator, please provide brief written documentation explaining in what ways the candidate is not meeting the standard.

Oral Communication Performance Indicators

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Unsatisfactory 1</th>
<th>Needs Improvement 2</th>
<th>Satisfactory 3</th>
<th>Candidate Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate used appropriate grammatical forms.</td>
<td>Consistent grammatical errors were evident in two or more forms.</td>
<td>Some grammatical errors were present in one or more forms.</td>
<td>Few, if any, grammatical errors were present.</td>
<td></td>
</tr>
<tr>
<td>Candidate’s word choice was appropriate to the situation.</td>
<td>Numerous errors of judgment in word choice were evident.</td>
<td>Some errors of judgment in word choice were evident.</td>
<td>Few, if any, errors of judgment in word choice were evident.</td>
<td></td>
</tr>
<tr>
<td>Candidate articulated correctly.</td>
<td>Candidate was difficult to understand, due to numerous articulation errors.</td>
<td>Candidate’s speech was somewhat unclear at times due to some articulation errors.</td>
<td>Candidate’s articulation was generally clear and did not interfere with his or her ability to be understood.</td>
<td></td>
</tr>
<tr>
<td>Candidate used adequate and appropriate volume.</td>
<td>Candidate was often difficult to hear OR spoke too loudly on a regular basis.</td>
<td>Candidate was sometimes difficult to hear OR spoke too loudly on occasion.</td>
<td>Candidate’s volume was consistently appropriate to the situation.</td>
<td></td>
</tr>
<tr>
<td>Candidate used an appropriate rate of speech.</td>
<td>Candidate’s rate of speech was often too fast or too slow.</td>
<td>Candidate’s rate of speech was sometimes too fast or too slow.</td>
<td>Candidate’s rate of speech was neither too fast nor too slow.</td>
<td></td>
</tr>
<tr>
<td>Candidate communicated ideas clearly when speaking.</td>
<td>Candidate often failed to clearly communicate.</td>
<td>On occasion, the candidate failed to clearly communicate.</td>
<td>Candidate clearly communicated most or all of the time.</td>
<td></td>
</tr>
<tr>
<td>Candidate used an appropriate tone of voice.</td>
<td>Candidate often used a tone of voice inappropriate to the situation.</td>
<td>On occasion, candidate used a tone of voice inappropriate to the situation.</td>
<td>Candidate used an appropriate tone of voice most or all of the time.</td>
<td></td>
</tr>
</tbody>
</table>

Record Total Score in last column.

Please elaborate on the information you have provided and make additional comments below.
University Supervisor Pre-Professional Block Evaluation of Professionalism

Candidate: ________________________________ University Supervisor: ________________________________

Date: ______________________________________

Please Note: The University Supervisor and Clinical Supervisor base the candidate’s evaluation in the Pre-Professional Block Practicum on professionalism evaluations. Candidates MUST complete (a) orientation to field experience [Orientation I], (b) 51 hours of field observation, (c) sixteen journal entries, and (d) a capstone presentation in order to be eligible to pass the practicum and be eligible for admission to the Teacher Education Program.

Performance Indicators for Professionalism

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Un satisfactory/No 1</th>
<th>Needs Improvement 2</th>
<th>Satisfactory/Yes 3</th>
<th>Candidate Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate attended Orientation I</td>
<td>Did not attend</td>
<td></td>
<td></td>
<td>Attended</td>
</tr>
<tr>
<td>Candidate attended initial meeting with University Supervisor</td>
<td>Did not attend</td>
<td></td>
<td></td>
<td>Attended</td>
</tr>
<tr>
<td>Candidate attended Capstone Presentation</td>
<td>Did not attend</td>
<td></td>
<td></td>
<td>Attended</td>
</tr>
<tr>
<td>Candidate submitted 16 journal entries</td>
<td>Did not submit 16 entries and/or many entries not focused on assigned topics.</td>
<td>Submitted 16 entries, most of which focused on assigned topics.</td>
<td>Submitted 16 entries on assigned topics</td>
<td></td>
</tr>
<tr>
<td>Completed PPB Code of Ethics quiz</td>
<td>Completed quiz more than one week late or did not complete quiz.</td>
<td>Completed quiz no more than 1 week late.</td>
<td>Completed by date indicated.</td>
<td></td>
</tr>
<tr>
<td>Candidate submitted written assignments on time</td>
<td>Candidate’s written work was generally submitted late.</td>
<td>Candidate’s work was sometimes submitted late.</td>
<td>Candidate’s work was always submitted on time.</td>
<td></td>
</tr>
<tr>
<td>Submitted assignments with regard to quality.</td>
<td>Candidate’s work was of generally poor quality.</td>
<td>Candidate’s work evidenced some errors, but was of reasonable quality.</td>
<td>Candidate’s work was of good quality.</td>
<td></td>
</tr>
<tr>
<td>Candidate demonstrated a professional attitude when interacting with University Supervisor.</td>
<td>Attitude was often unprofessional.</td>
<td>Attitude was often professional, though some lack of professionalism was evident.</td>
<td>Attitude was always professional.</td>
<td></td>
</tr>
<tr>
<td>Demonstrated a professional attitude when interacting with other GSU faculty and staff.</td>
<td>Attitude was often unprofessional.</td>
<td>Attitude was often professional, though some lack of professionalism was evident.</td>
<td>Attitude was always professional.</td>
<td></td>
</tr>
<tr>
<td>Demonstrated appropriate social interactions with GSU faculty, staff and candidates.</td>
<td>Social interactions were often inappropriate.</td>
<td>Social interactions were often appropriate, though some inappropriateness was evident.</td>
<td>Social interactions were always appropriate.</td>
<td></td>
</tr>
<tr>
<td>Demonstrated consistent attendance at GSU classes.</td>
<td>Missed 4 or more classes.</td>
<td>Missed 2-3 classes.</td>
<td>Missed no more than 1 class.</td>
<td></td>
</tr>
<tr>
<td>Arrived at PPB classes (EDUC 2110, 2120, and 2130) punctually.</td>
<td>Candidate was late on 4 or more occasions.</td>
<td>Candidate was late on 2-3 occasions.</td>
<td>Candidate was late on no more than 1 occasion.</td>
<td></td>
</tr>
</tbody>
</table>
**Scoring Notes:**
- Candidates can earn a **total of 90 points** on the professionalism rubrics (US = 39 pts; CS = 51 pts).
- A score of 79 points and above (87.78%) is considered a **satisfactory** score.
- A score in the range of 70-78 points (77.78-86.67%) is considered a **low satisfactory** score.
- A score of 69 points and below (76.67%) is considered an **unsatisfactory** score.
- Any single score of “1” on any element by either the US or the CS can be considered grounds for a failing evaluation. Any score of “1” should be discussed by the US, CS and PPB Coordinator to determine whether this score warrants assigning the candidate a failing evaluation for PPB.
- The following situations will result in a grade of unsatisfactory, regardless of the total number of points earned in other categories.
  - Failure to attend PPB Orientation Session I
  - Failure to complete 51 hours in the field
  - Failure to complete Ethics quiz
  - Failure to complete Capstone Presentation
  - Failure to submit 16 journal entries

69 points and below – **Unsatisfactory**
70-78 points – **Low Satisfactory**
79 points and above – **Satisfactory**

**The above point ranges are intended to serve as the general guidelines for making decisions about a candidate’s PPB Professionalism Evaluation. However, the University Supervisor may provide written documentation for assigning a grade other than what is suggested above. For example, if a candidate scores in the Low Satisfactory range, the University Supervisor may make a determination that the areas needing improvement are serious enough that he or she opts to assign a grade of ‘U’ rather than a grade of ‘S’. If the US exercises this option, he or she should total the points in the rubric and then mark the qualitative rating that describes the candidate’s performance, rather than the descriptor that aligns with the points earned. For example, if a candidate received 72 points, but needed significant improvement in the areas of “interacted appropriately with candidates” and “demonstrates a professional attitude” (as evaluated by CS and US), among others, the US might opt to assign a grade of “U” and should submit this evaluation via Folio and in writing to the PPB Coordinator.**

**Please note:** The rubrics of candidates receiving grades in the low satisfactory range are flagged and subject to further review by Teacher Education Program areas.
Pre-Professional Block
University Supervisor Analyses of Written and Oral Communication

Candidate Name: ______________________________

University Supervisor: __________________________

Date: ______________________________

Please note:

• The Pre-Professional Block instructors are using the following forms to provide informative feedback about the candidate’s written and oral communication skills.

• Unless otherwise noted, the feedback for written communication is based on a single submission of journal entries to the PPB instructor at the end of the semester, and thus the feedback is summative in nature.

• Unless otherwise noted, the feedback for oral communication is based on the candidate’s 5-7 minute capstone presentation at the end of the semester.

• In most cases, the PPB instructor will NOT make the decision to recommend that a candidate re-take the PPB practicum based on poor oral or written skills alone. It is up to the discretion of the upper division program to which the candidate is applying to prohibit entry into TEP or to recommend additional writing instruction or assistance with oral communication based on the feedback provided on the oral and written communication rubrics.
**PPB Instructors:** If you mark the unsatisfactory column for any indicator, please provide brief written documentation explaining in what ways the candidate is not meeting the standard.

**Written Communication Performance Indicators**

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Satisfactory</th>
<th>Candidate Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Candidate used appropriate grammatical forms.</strong></td>
<td>Consistent grammatical errors were evident in two or more forms.</td>
<td>Some grammatical errors were present in one or more forms.</td>
<td>Few, if any, grammatical errors were present.</td>
<td></td>
</tr>
<tr>
<td><strong>Candidate used appropriate semantic forms.</strong></td>
<td>Consistent semantic errors were evident in two or more forms.</td>
<td>Some semantic errors were present in one or more forms.</td>
<td>Few, if any, semantic errors were present.</td>
<td></td>
</tr>
<tr>
<td><strong>Candidate demonstrated mastery of spelling.</strong></td>
<td>Numerous errors were evident throughout the candidate’s work.</td>
<td>Some spelling errors were present in candidate’s work.</td>
<td>Few, if any, words were misspelled in candidate’s work.</td>
<td></td>
</tr>
<tr>
<td><strong>Candidate followed appropriate rules of punctuation.</strong></td>
<td>Consistent punctuation errors were evident in two or more forms.</td>
<td>Some punctuation errors were present in one or more forms.</td>
<td>Few, if any, punctuation errors were present.</td>
<td></td>
</tr>
<tr>
<td><strong>Candidate used appropriate organization for written work, including the use of multiple paragraphs, transitions, etc.</strong></td>
<td>Candidate’s organization was of a poor quality, for example, lacking clear transitions, and/or the use of multiple paragraphs.</td>
<td>Candidate demonstrated some organization difficulties.</td>
<td>Candidate presented a clearly organized paper with few errors present.</td>
<td></td>
</tr>
<tr>
<td><strong>Candidate presented information clearly.</strong></td>
<td>Information presented was very difficult to follow and/or understand.</td>
<td>There was some difficulty understanding what the candidate has written.</td>
<td>Information was clearly presented and easy to understand.</td>
<td></td>
</tr>
<tr>
<td><strong>Candidate demonstrated reflection in written work.</strong></td>
<td>Very little reflection and/or reflection that was superficial in nature was present.</td>
<td>Some reflection was evident, and/or reflection was somewhat superficial.</td>
<td>Candidate clearly reflected on field experiences in a meaningful way.</td>
<td></td>
</tr>
</tbody>
</table>

Record Total Score in the last column. Please elaborate on the information you have provided and make additional comments below.
**PPB Instructors:** If you mark the unsatisfactory column for any indicator, please provide brief written documentation explaining in what ways the candidate is not meeting the standard.

### Oral Communication Performance Indicators

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Satisfactory</th>
<th>Candidate Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate used appropriate grammatical forms.</td>
<td>Consistent grammatical errors were evident in two or more forms.</td>
<td>Some grammatical errors were present in one or more forms.</td>
<td>Few, if any, grammatical errors were present.</td>
<td></td>
</tr>
<tr>
<td>Candidate’s word choice was appropriate to the situation.</td>
<td>Numerous errors of judgment in word choice were evident.</td>
<td>Some errors of judgment in word choice were evident.</td>
<td>Few, if any, errors of judgment in word choice were evident.</td>
<td></td>
</tr>
<tr>
<td>Candidate articulated correctly.</td>
<td>Candidate was difficult to understand, due to numerous articulation errors.</td>
<td>Candidate’s speech was somewhat unclear at times due to some articulation errors.</td>
<td>Candidate’s articulation was generally clear and did not interfere with his or her ability to be understood.</td>
<td></td>
</tr>
<tr>
<td>Candidate used adequate and appropriate volume.</td>
<td>Candidate was difficult to hear throughout half or more of the presentation.</td>
<td>Candidate was difficult to hear during some of the presentation.</td>
<td>Candidate could be clearly heard throughout the presentation.</td>
<td></td>
</tr>
<tr>
<td>Candidate used an appropriate rate of speech.</td>
<td>Candidate’s rate of speech was too fast or too slow throughout much of the presentation, creating a distraction for the audience.</td>
<td>Candidate’s rate of speech was too fast or too slow throughout some of the presentation, but did not lead to distraction.</td>
<td>Candidate’s rate of speech was neither too fast nor too slow.</td>
<td></td>
</tr>
<tr>
<td>Candidate communicated ideas clearly when speaking.</td>
<td>Throughout the presentation, candidate failed to clearly communicate with the audience.</td>
<td>On occasion, the candidate failed to clearly communicate with the audience.</td>
<td>Candidate clearly communicated most or all ideas during the presentation.</td>
<td></td>
</tr>
<tr>
<td>Candidate clearly addressed assigned Capstone topic (see page 25 of packet).</td>
<td>Presentation did not address the assigned Capstone topic.</td>
<td>Presentation focused somewhat on the assigned Capstone topic.</td>
<td>Presentation was well-focused on the assigned Capstone topic.</td>
<td></td>
</tr>
<tr>
<td>Presentation showed evidence of advance preparation. (Powerpoint, Prezi, notes, etc., as specified by US)</td>
<td>No evidence of advance preparation was provided.</td>
<td>Evidence of advance preparation was provided, but it was of generally poor quality.</td>
<td>Evidence of advance preparation was provided and it was of satisfactory quality.</td>
<td></td>
</tr>
</tbody>
</table>

Please elaborate on the information you have provided and make additional comments below.
Off-Campus Student Participation Agreement

**A copy of this agreement MUST be signed and returned to the PPB Coordinator before a field placement will be identified.**

THIS IS A RELEASE OF LEGAL RIGHTS. READ CAREFULLY BEFORE SIGNING.

I __________________________ hereby acknowledge my awareness that participation in an off-campus PPB field placement arranged through Georgia Southern University’s Office of Undergraduate Teacher Education may expose me to a risk of property damage and bodily or personal injury, including injury that may prove fatal to myself or others. For the sole consideration of the University arranging for my participation in an off-campus field placement, I agree to assume all the risks and responsibilities surrounding my participation in the PPB practicum, the transportation, and in any independent research or activities undertaken as an adjunct thereto, and in advance release, waive, forever discharge, and covenant not to sue the University, the Board of Regents of the University System of Georgia, their members individually and their officers, agents, employees, and any students acting as employees (hereafter collectively referred to as the “Releases”), from and against any and all liability for any harm, injury, damage, claims, demands, actions, causes of action, costs and expenses of any nature that I may have or that may hereafter accrue to me, arising out of or related to any loss, damage, or injury, including but not limited to suffering and death, that may be sustained by me or by any property belonging to me, whether caused by the negligence or carelessness of the Releases, or otherwise, while in, on, upon, or in transit to or from the premises where the practicum/field experience or any adjunct to the practicum/field experience, occurs or is being conducted. I understand that acceptance of this signed *Off-Campus Student Participation Agreement* by the Board of Regents of the University System of Georgia shall not constitute a waiver, in whole or in part, of sovereign immunity by said Board, its members, officers, agents, and employees.

I further agree to follow all administrative policies, standards, and practices of the off-campus facility. I understand that I shall not be deemed to be employed by, or to be an agent or servant of, the Board of Regents, Georgia Southern University for any services I provide during the field placement and that I will not receive monetary compensation for such services from the University. I further state that there are no health-related reasons or problems which preclude or restrict my participation, without provisions of reasonable accommodation, in this activity and that I shall be fully responsible for any medical costs, through adequate health insurance or otherwise, that may be attendant as a result of injury to me during my internship activities.

I have read and understand the above *Off-Campus Student Participation Agreement* and I agree that it binds my heirs, executors, administrators, and assigns, as well as myself. I have freely and voluntarily signed this Agreement and agree that it shall be construed in accordance with the laws of the State of Georgia. If any terms or provision of this Agreement shall be held illegal or unenforceable, the validity of the remaining portions shall not be affected.

Signature of student participant __________ Signature of witness __________ Date __________

(must be 18 years or older)
Pre-Professional Block (PPB) Field Placement Agreement

1) Pre-Professional Block (PPB) Field Placement includes any visit made to the assigned partner school during the PPB semester. Examples of such visits include, but are not limited to,
   a. visiting the school prior to the official practicum start date to meet the Clinical Supervisor,
   b. attending placement to accrue required hours,
   c. attending placement to accrue missed or “make-up” hours.

2) “Field placement” refers to your PPB field placement and any part of the partner school campus or corresponding district office or other schools within the district. Terms used to denote the field placement may vary, but include classroom, learning environment, school, campus. All field placement policies apply to the field placement as a whole.

3) A failing evaluation in PPB practicum may result from a single major unacceptable incident (one clear violation of PPB or school policy) or an accumulation of unprofessional behaviors that show a pattern of unprofessional behavior.

4) A single reported violation of the PPB cell phone policy will result in a failing grade in PPB practicum and immediate removal from the field site if hours are remaining.

5) Removal from PPB field placement results in dismissal from the Pre-Professional Block practicum (EDUC 2090) and failure of the practicum. When school personnel request that candidates be removed from the school for performance or professional reasons, a new field placement will rarely be identified until the following semester.

6) A failing evaluation in PPB practicum may be recommended by any PPB faculty or school personnel (University Supervisor, PPB Coordinator, Clinical Associate, Clinical Supervisor, Principal, etc.). In rare circumstances, the failing evaluation may supersede a passing evaluation submitted by the Clinical Supervisor and/or University Supervisor.

7) A failing evaluation will result in the completion of the PPB Unsatisfactory Practicum Evaluation form. This form is completed by the PPB Coordinator in concert with the Clinical Supervisor, Clinical Associate, and/or University Supervisor. It will be electronically signed or signed and faxed by the CS and/or CA and submitted to the PPB Coordinator.

My signature below indicates that I have received a copy of this document and that the document has been reviewed by the PPB Coordinator or representative during PPB Orientation.

________________________________________  ______________  _________________________
Student Signature                        Date                        Witness
Video recording is included as one of your course requirements, because it adds richness and valuable context to the evaluation of your teaching. However, because videos will almost always include identifiable images of students, their use as part of your course work carries some significant ethical and legal responsibilities. For reasons of privacy and safety, many parents are concerned about their children appearing in videos and photos, especially any that might be used outside the classroom. For both legal and ethical reasons, those concerns must be respected at all times. Doing so requires the following of you:

1. **Verify students have a signed School System Media Release form on file.** You must confer with your clinical supervisor to confirm students have a signed school system media release form on file in order to appear on recordings that will be used for educational purposes.

2. **Before creating the video, you must be sure you know the names of any students whose parents did not grant permission, and must avoid including those students on the video by positioning the camera so that it does not capture their images.** Important note: Non-consenting students must not be excluded from the learning activity.

3. Do not use any identifiable information in the video. No reference to state, city, school, or teacher should be included in the recording. Only use first names of students.

4. **Once created, video clips will be submitted as part of your required course work, but must not be shared or distributed beyond that.** Video clips are created solely to be used as part of your course requirements. No part of that video should be used for any other personal or professional purposes. In particular, it must not be posted online, sent to friends and family, or included in your job portfolio. Any suspected misuse of video clips(s) will result in the submission of an Academic Dishonesty Report to the Office of Student Conduct. The outcome of this report could be failure in the course, as well as other University sanctions. This violation falls under the FERPA laws and is subject to an investigation. (Remember: Once you have shared the video electronically with anyone, you have effectively lost control of the distribution of the video.)

5. **Once you have received confirmation that you have successfully submitted your required video recording, video clips must be destroyed.** This includes not only the segments submitted, but any video material created as part of your effort to prepare for and complete the assignment.

*I have read the above guidelines and agree to follow them.*

Teacher Candidate Name Printed ____________________________________________

Teacher Candidate Signature________________________________________________

Date ___________________

July 2014
Video Permission and Scheduling  
edTPA in Pre-Professional Block

As part of your Pre-Professional Block (PPB) requirements, you will video one or more observation activities as specified by your University Supervisor. Because the Georgia Professional Standards Commission and the PPB has rules and limitations surrounding the use of student images and the use of cell phones and other recording devices, you must adhere to the following guidelines.

1. All plans for creating videos must be approved in writing by your Clinical Supervisor at least one week in advance. The edTPA PPB Video Permission and Scheduling Form will be used to document this approval. This form must be submitted to your University Supervisor and the PPB. Forms may be sent electronically to ppb@georgiasouthern.edu or submitted to Dr. Griffin by placing them on her office door (room 2130 of the Education Building). It is fine to send a photograph of the document to the PPB email address.

2. Verify students have a signed School System Media Release form on file. You must confer with your clinical supervisor to confirm students have a signed school system media release form on file in order to appear on recordings that will be used for educational purposes.

3. Video cameras and iPads may be checked out through the Instructional Resources Center (IRC) in the College of Education. Alternatively, you may use your cell phone to complete your video activity. The IRC also has available for loan tripods that will support most phones. Note: If you opt to use your cell phone or other video recording device, you may have the phone in the practicum setting only on the day indicated on the Permission and Scheduling Form.

4. Videos may be uploaded to GSU folio or presented to your University Supervisor on a jump drive, as per his or her preference. Videos may not be loaded to YouTube, Facebook, or any other online site as this is a violation of the Georgia Southern University agreement with our partner schools. Misuse of videos is a violation of the GSU Academic Dishonesty Code and the Georgia Code of Ethics for Educators and will be treated as such. Penalties for improper use of videos include referral to the GSU Student Conduct Board, possible failure of PPB, and applicable University sanctions.

5. The following Observation Activities from your PPB Information Packet may be used for this assignment.
   a. 4. Small Group Interaction
   b. 5. Working with Individuals #1
   c. 6. Working with Individuals #2
This form serves as documentation of an agreement between the Clinical Supervisor ______________________ (name) and PPB Student ______________________ (name) to video students in the learning environment in accordance with PPB requirements on ____________ (date) during the activity identified here ______________________________. This video will be submitted to the University Supervisor via GSU folio or on a jump drive and will not be displayed in any other location. The PPB Student may use a video camera, iPad or cell phone to record the activity. The only day the PPB Student may bring a cell phone to the learning environment without violating the PPB cell phone policy is the day indicated above. If the video observation must be re-scheduled, the student must complete a new Video Permission and Scheduling form. This form must be completed at least 1 week prior to the scheduled video date.

_____________________________________
PPB Student Signature

_____________________________________
Clinical Supervisor Signature

_____________________________________
Date