

DALTON STATE COLLEGE

SCHOOL OF EDUCATION

**EARLY CHILDHOOD/ELEMENTARY EDUCATION
INITIAL CERTIFICATION PROGRAM**

PROFESSIONAL EDUCATION BLOCK I

TEACHER CANDIDATE HANDBOOK

EXPECTATIONS, ROLES AND RESPONSIBILITIES

DALTON STATE COLLEGE

School of Education

Professional Teacher Education Program

The School of Education's MISSION is to *provide excellence in the initial preparation of professional educators for diverse settings who are competent and effective teachers, who work toward school improvement, and who can bring diverse learners to high academic achievement.*

The Education Faculty has established goals that are an outgrowth of the vision, mission and philosophy. The Goals are as follows:

1. Effective teachers must possess a strong academic background, in both content and pedagogy.
2. Collaboration with parents and community are essential to the teaching and learning process.
3. Teachers must view themselves as advocates of children, as leaders in the community, and as competent decision makers.
4. Teachers must show confidence in their ability to assess learners, utilize best teaching practices, and positively affect student achievement.
5. Teachers must be committed to lifelong learning.
6. Teachers must be focused on learner outcomes.

Our Beliefs are predicated upon the above goals and are as follows:

1. *All children are unique learners and grow and develop over their lifetime.*
2. *Learners have different developmental rates, cognitive styles, and experiences.*
3. *Developmentally appropriate opportunities must address learners' areas of aesthetic, cognitive, emotional, language, physical, and social development.*
4. *A child-centered, risk-free environment is critical to the success of the learner.*
5. *The school environments should build on the diversity of culture, experiences, ethnicity, abilities, and perspectives of learners.*
6. *Learners must be actively engaged in the learning process. Effective teachers must possess a strong academic background, in both content and pedagogy.*
7. *Collaboration with parents and community are essential to the teaching and learning process.*
8. *Teachers must view themselves as advocates of children, as leaders in the community, and as competent decision makers.*
9. *Teachers must show confidence in their ability to assess learners, utilize best teaching practices, and positively affect student achievement.*
10. *Teachers must be committed to lifelong learning.*
11. *Teachers must be focused on learner outcomes.*

Based on our Goals and Beliefs, we have established *Professional Outcomes* which embrace the competencies and proficiencies of the Interstate New Teacher Assessment and Support Consortium (INTASC) Principles and the Georgia State Standards. We believe that each of the *Professional Outcomes* is of equal value, and is critical to the preparation of professional educators to be competent and effective teachers, and leaders in school improvement. Faculty members emphasize the importance of preparing caring, dedicated, skilled professional educators who are committed to offering children equitable educational opportunities to become lifelong learners. The ten ***Professional Outcomes***, identified as knowledge, skills, and dispositions, listed below, and reflected in the Conceptual Framework are what we believe proficient teacher candidates should exhibit upon program completion.

Knowledge

Professional Outcome # 1: Knowledge. Candidates will demonstrate general knowledge inherent in a liberal arts curriculum, advanced knowledge in content areas, and specific knowledge in professional pedagogy.

Skills

Professional Outcome #2: Adaptive: Candidates will demonstrate strategic planning and flexibility appropriate to a wide variety of learners for effective student growth.

Professional Outcome # 3: Leader: Candidates will demonstrate effective leadership skills to initiate and facilitate change.

Professional Outcome # 4: Decision Maker: Candidates will demonstrate knowledge and skills when making decisions that will effect positive student learning.

Professional Outcome # 5: Proactive: Candidates will advocate for the removal of barriers that impede lifelong learning and hinder student progress.

Dispositions

Performance Outcome # 6 – Culturally Sensitive. Candidates will develop awareness and understanding of individual and group differences when diagnosing and prescribing instruction for student learning.

Performance Outcome # 7 – Reflective - Candidates will demonstrate critical thinking skills in the diagnosis and prescription of instruction.

Performance Outcome # 8 – Empathetic. Candidates will develop sensitivity for individual, family, and institutional needs.

Performance Outcome # 9 – Collaborative. Candidates will develop skills to work effectively with various stakeholders involved in the educational process

Performance Outcome # 10 - Lifelong Learner. Candidates continually will seek to improve their knowledge, skills and dispositions as advocates of excellence.

**EARLY CHILDHOOD EDUCATION
PROFESSIONAL EDUCATION BLOCK I**

**SITE SUPERVISING TEACHERS
TEACHER CANDIDATES
DALTON STATE COLLEGE SUPERVISORS**

Roles and Responsibilities

As a Site Teacher, you are involved in training a new teacher for Georgia's future! This is a valuable service to the profession, to the teacher candidate, and to Dalton State College. We hope that having a DSC Block I Teacher Candidate in your classroom will be valuable for you, as well. Many of our Site Teachers tell us that by observing Teacher Candidates and by discussing with them how a classroom works, they become better teachers themselves.

Block I is an exciting, challenging semester where Teacher Candidates begin their professional work in the field while attending courses. The DSC Teacher Candidate assigned to you is a Block I Candidate, which means that this is his or her first semester of teacher training. Most Block One Teacher Candidates are juniors, and most have very limited experience as teachers in a classroom. Some of our Block I Candidates have a bachelor and/or master's degree, and have previous work experiences. He (she) will learn a lot from observing you, and it is very important that you explain **what** you do in your classroom as well as **why** you do it.

While observation and discussion is a very important part of the Block One clinical experiences, your DSC Teacher Candidate is not there just to be an observer. He (she) is there to help you in any way possible – reading to the children; working with a small group or individual; supervising tables; helping you walk children to the library, lunch, or recess; making a game; grading papers; etc. However, you must supervise any activity you ask a Block One Candidate to do. Please do not ask your Candidate to be “in charge” of anything you cannot observe.

Logistics

Teacher Candidates will spend two full days per week (Tuesday and Thursday or Monday and Wednesday) at designated sites. The dates will be posted on the division website. **Hours missed for any reason will be made up at a time that is negotiated with the Site Teacher.** Teacher Candidates will serve in two separate placements at a designated school. The building administrator determines placement sites. The Candidate will be arriving at 7:30 A.M. daily and will remain at the school site until 3:00 P.M.

Upon arriving at the school, Teacher Candidates will sign in daily. If, for any reason, a Candidate is unable to be at the school at the designated time, it is the responsibility of the Candidate to phone the school to notify the Site Teacher and to phone the DSC office (706.272.2362). Days and hours missed must be made up prior to the end of the semester.

Site Teacher Responsibilities:

- Serve as a positive role model in education.
- Maintain open communication necessary for productive team work. Frequent discussion between the Teacher Candidate and Site Teacher will provide valuable assistance to the professional growth of the Block I Candidate. Consequently, it is recommended that weekly feedback occur as frequently as possible
- Observe and evaluate the Teacher Candidate in all settings.
- Assist the Candidate in:
 - ✓ Understanding the comprehensive duties of a teacher
 - ✓ Become acquainted with the diversity of the learners in the classroom and how to plan instruction to meet their needs
 - ✓ Learn about the school facilities
 - ✓ Demonstrate an individual teaching style
- Assess the Teacher Candidate using the Assessment of Professional Behaviors (APB)

Assessments to be completed by the Site Supervising Teacher:

The Site Supervising Teachers will complete the Assessment of Professional Behaviors (APB) at the end of the placement (usually 4 weeks). Since the Block I Teacher Candidate will have two placements, the Candidate will receive two assessments. The APB will be submitted to the Division of Education by mail.

MAILING INSTRUCTIONS

The Site Supervising Teacher will submit to the designated office person in each school the APB. The school representative will mail the APBs to the Division of Education by the assigned due date. It is important the Division of Education receive the returned forms by the assigned dates.

Site Teachers are encouraged to contact the Director of Field Experiences at the office of the Division of Education (706.227.2362) if there are questions or concerns.

Teacher Candidate Responsibilities:

Teacher Candidates initially combine observations and assistance to the classroom teacher as they become acquainted with the students, teachers, routines, and the building.

Candidates' roles/responsibilities expected by Dalton State College during field experiences will be discussed and covered during Block I Seminar.

1. During the semester Teacher Candidates will be asked by their Block I professors to apply course content or collect specific information for discussion in class (see the course syllabus for specific information).
2. Teacher Candidates are expected to assume active roles with individual children or small groups as quickly as possible. It is the Site Teacher's responsibility to define the role the Candidate will assume in the classroom.
3. Teacher Candidates are responsible for maintaining documentation of their hours in the field.

4. Teacher Candidates will be supervised by the Site Teacher in Block I placements.
5. Candidates understand that becoming a teacher is a serious commitment. Teacher Candidates are expected to be dependable and on time on their scheduled days. **Lateness or frequent absences may result in the Candidate failing the clinical experience placement part of their block.**
6. Candidates are expected to dress professionally while at the site placement. Body pierces will be covered, tattoos will be covered. The Teacher Candidate will observe the Georgia Code of Ethics. Failure to do so, or failure to conform to the school/teacher handbook, will result in immediate removal from the clinical field experience placement.
7. Teacher Candidates will begin the development of their professional portfolio. Contents will be identified in class meetings.

Evaluation:

Grades for clinical field placement are a part of the academic grade for the Block I Seminar. ***Successful completion of field experiences is a requirement for passing Block I Seminar. Successful completion of field experiences will be determined by the assessment instruments submitted to the Seminar Instructor.***