



# School of Agriculture and Natural Resources

Agricultural Education and Communication

## Example Student Teaching Handbook\*

# Agricultural Education

### AGED 4460

#### **School of Agriculture & Natural Resources**

Department of Agricultural Education & Communication  
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\*The contents of this document are subject to change at the discretion of the ABAC Ag Ed Faculty

## INTRODUCTION

The clinical practice experience, also known as student teaching, is a cooperative effort between a local school district and Abraham Baldwin Agricultural College (ABAC). The cooperating school provides a context for teacher candidates to apply and synthesize theory and practice. Clinical practice is the capstone experience of the teacher preparation program. The cooperating teacher is a key person who guides and evaluates the teacher candidate's activities on a continuing basis. The aim of the experience is to have the teacher candidate develop their unique and effective teaching style and to begin to master appropriate teaching skills and behaviors. Developing the necessary professional teaching attitudes, dispositions, and competencies is an important component of the clinical experience program.

The college supervisor is involved in defining and communicating the purposes and expectations to be fulfilled by the teacher candidate and the cooperating teacher. An important role for the college supervisor is to assist in keeping channels of communication open between the cooperating teacher and the teacher candidate. Through listening and sharing, the college supervisor and the cooperating teacher can help teacher candidates overcome barriers that may hinder their development into a successful agriculture teacher.

The purpose of the *Student Teaching Handbook in Agricultural Education* is to assist teacher candidates, cooperating teachers, and college supervisors in understanding their responsibilities related to the clinical practice experience in Agricultural Education. The handbook is designed to provide assistance and direction for the clinical practice experience.

Sincerely,

Dr. Frank B. Flanders, Associate Professor  
Agricultural Education Program Coordinator

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## VERIFICATION OF PLACEMENT

*Instructions:* Complete this form and send a copy to your college supervisor. **This is to be done prior to or during the first week at the clinical practice site.** List the classes you will be responsible for teaching. Include the dates you will begin teaching the classes and when you plan to return responsibility of the classes back to your cooperating teacher. You should have a full teaching load for **at least four full weeks.** See the Suggested Timetable for details.

Clinical Intern: \_\_\_\_\_

Telephone: \_\_\_\_\_

Email: \_\_\_\_\_

School: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_

Coop. Teacher Phone: \_\_\_\_\_

### DAILY SCHEDULE

Block/Period No.	Class Start Time	Class End Time	Course Title	Grade Level	Starting Date	Ending Date

\*\* This is the date you will start teaching the class and the date you will stop\*\*

Dates that you will not be in class (i.e. spring break, holidays, fair dates, personal leave, CDEs, testing dates, etc.). Teacher candidates follow the local school schedule, not the ABAC calendar.

<b>Date of Absence (i.e. January 7, 2021)</b>	<b>Time of Absence (i.e. 7:30-4:30)</b>	<b>Event/Reason for Class Absence (i.e. GVATA Mid-Winter Conf., sister’s wedding, etc.)</b>

Other details your collegiate supervisor should know:

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### IMPORTANT DATES\*

Events/ Assignments	Date(s)
Submit <i>Verification of Placement Form</i>	First week of January
First Day of Student Teaching	1 <sup>st</sup> day based on your school's calendar
First College Supervisor Visit	January 31-February 25
Dispositions Formative Assessment by Cooperating Teaching (Intern Keys)	February 7 – 28
Second College Supervisor Visit	February 28-March 31
Mid-Semester Student Teacher Seminar**	Last week of February
Summative Assessment by Cooperating Teaching (Intern Keys)	April 1 - April 16
Third College Supervisor Visit	April 1 – 22
Signature Assessment: Capstone Instructional Impact Analysis	Third week of April
Last Day of In-Class Teaching	April 18-22
Last Day of Student Teaching	Last week of April
Final Student Teacher Seminar (with final presentations) **	First week of May
Signature Assessment: Summative Evaluations and Professional Goal Setting	First week of May

\*All dates are subject to change

\*\*Attendance at seminars is required

## SUGGESTED TIMETABLE

### Preliminary Activities

Only after you have been officially placed and after you receive clearance from the department should you contact your cooperating teacher or visit the school to which you have been assigned. If time permits prior to the first day of clinical practice, you should complete the following:

- Visit clinical practice center and cooperating teacher
- Begin working on *Verification Placement Form*
- Identify your personal work area
- Identify classes and units that you will be teaching
- Learn about resources available (media center, community, e-mail, etc.)
- Obtain class rosters, seating arrangements, daily schedule, etc.
- Secure a copy of school policy manual and a map of the school/area
- Review rules of the school, department, classes, and discipline procedures with the cooperating teacher.
- Review discipline procedures with cooperating teacher
- Become acquainted with safety procedures
- Identify students with special learning needs and assistance available
- Join or be sure you are on the state listserv and the appropriate region listserv
- Obtain teacher identification badge (if required)
- Familiarize yourself with daily check in procedure and faculty parking areas

### 1<sup>st</sup> Week

- Report to clinical practice site
- Submit *Verification of Placement Form* to college supervisor
- Visit with administration, teachers, community, etc.
- Observe classes that you will teach
- Prepare lesson plans for classes
- Complete as many items in Clinical Practice Handbook as possible/practical
- Conduct at least one SAE (Supervised Agricultural Experience) visit with cooperating teacher
- Meet with cooperating teacher daily in conference
- Assist cooperating teacher with all FFA and other activities
- Submit weekly reflection journal report

### 2<sup>nd</sup> Week

- Teach 1<sup>st</sup> class
- Observe the next classes you will teach
- Secure teaching materials for next classes
- Prepare lesson plans for classes
- Conduct at least one SAE visit with cooperating teacher
- Meet with cooperating teacher daily in conference
- Assist cooperating teacher with all FFA and other activities
- Submit weekly reflection journal report

### **3<sup>rd</sup> Week**

- Continue teaching 1<sup>st</sup> class
- Continue conferences with cooperating teacher
- Observe cooperating teacher in his/her classes
- Prepare lesson plans for classes
- Assist cooperating teacher with all FFA and other activities
- Submit weekly reflection journal report

### **4<sup>th</sup> Week**

- Add 2<sup>nd</sup> class
- May move to less frequent conference schedule if directed by cooperating teacher (minimum of one conference per week)
- Prepare lesson plans for classes
- Conduct at least one SAE visit with cooperating teacher
- Assist cooperating teacher with all FFA and other activities
- Submit weekly reflection journal report

### **5<sup>th</sup> - 6<sup>th</sup> Weeks**

- Add 3<sup>rd</sup> class
- Conduct at least one SAE visit with cooperating teacher
- Plan for remaining classes
- Assist cooperating teacher with FFA and other activities
- Submit weekly reflection journal reports

### **7<sup>th</sup> – 10<sup>th</sup> Weeks**

- Add 4<sup>th</sup> class
- Teach full course load in weeks 7 through 10 (or as coordinated with cooperating teacher)
- Conduct remaining SAE visits
- Assist cooperating teacher with all FFA and other activities
- Submit weekly reflection journal reports
- Observe successful teachers in the school as approved by cooperating teacher, administration, etc.

### **11<sup>th</sup> – 16<sup>th</sup> Weeks**

- Start giving classes back to cooperating teacher (one per week) after four weeks with full load
- Teach only 1 class in week 15
- Debriefing- no teaching duties in week 16
- Prepare materials that will help in job search
- Visit other programs as approved
- Review and complete any unfinished requirements in the Clinical Practice Handbook
- Attend convention with your school
- Complete Signature Assessment #5 *Capstone Instructional Impact Analysis*
- Prepare summative student teaching presentation for final seminar



## **17<sup>th</sup> Week**

- Return to campus
- Attend final seminar and complete summative student teaching presentation
- Complete Signature Assessment #6 *Student Teaching Reflections and Professional Goal Setting*

## RESPONSIBILITIES OF TEACHER CANDIDATES

Carefully study and consider the suggestions and instructions offered in this handbook. They are based on the observations and experiences of many successful professionals. The undertaking which you are beginning is without doubt the most important phase of your preparation as a teacher of agriculture.

Candidates engaged in clinical practice are representing Abraham Baldwin Agricultural College (ABAC) and the Agriculture Education profession. Teacher candidates are expected to be aware of and abide by the ethical guidelines of the Agriculture Education profession and Georgia Professional Standards Commission Code of Ethics for Educators Rule 505-6-.01. Candidates are expected to demonstrate maturity and professionalism while at the internship site as well as on the ABAC campus and in all public settings. Candidates are required to review and take the GaPSC Code of Ethics assessment (<http://www.gapsc.com/Ethics/Home.aspx>), both at program entry and exit. Candidates must read, sign, and abide by the Quality Assurance Agreement.

First impressions are important. Be genuinely courteous, cooperative, and sincere in working with students, cooperating teachers, administrators, faculty members, school employees, parents, and the public. The ability to work well with other people and to maintain desirable relationships is one which every beginning teacher should cultivate. Appearance and conduct should be acceptable for professionals in the Agriculture Education profession.

The clinical practice experience is an opportunity for you to learn. Carefully observe not only what is done and reflect on how things are done. This should be the basis for much of your reflection journal entries. Be professional and discrete at all when engaged in conversations with friends and outsiders about what transpires at your cooperating school.

Be aware that hosting a teacher candidate creates disruptions of the regular school program. At the same time, you are added personnel in the school and, as such, you should have additional ideas to present for consideration which can be of value to the educational program. **Endeavor to make some permanent, tangible contributions to the department during the clinical practice period. A tradition in Agricultural Education has been for the clinical intern to leave at least one educational item (teaching aid, etc.) for the department.**

### *Professionalism*

1. Being a teacher candidate during clinical experience is a full-time job. The clinical experience includes being responsible for teaching in the classroom and laboratory, plus out-of-class responsibilities. Attendance and preparation should reflect the seriousness of this responsibility.
2. You are a guest in the assigned school; you are expected to support school policies and personnel. All school rules and regulations are to be followed. The cooperating teacher is your immediate supervisor.
3. The school administration expects teacher candidates to become members of the teaching staff. Every teacher has obligations in the total program and you must be willing to do your share in this respect. At the same time, teacher candidates are not assigned to the school to do "odd jobs" or be a substitute teacher. **If the cooperating teacher is absent for any reason, you cannot be left alone**

**with students – a substitute must be hired.** You cannot serve as a substitute teacher for any class in the school.

4. You should dress, talk, and act as a professional. You should exemplify professionalism in dealing with confidential information. Demonstrate a professional attitude in all contacts within the school and community. Professional dress includes a tie, for men, when it is not a safety hazard in a laboratory setting.
5. Teacher candidates are expected to maintain a cordial, but professional relationship with students. Teacher interns are not certified teachers, nor are they students' friends or peers. They should not associate with students outside of school, except in the role of a teacher, even at school or teacher-sponsored functions. **Remember be friendly, but not a friend- S. Beacham**
6. You should assume responsibility for the quality of your experience. Seek out opportunities to be involved and ask for new assignments or responsibilities as soon as you feel able to master them. **Do not wait to be told what to do.** After general instructions have been given and activities planned, proceed to get the job done. Use initiative, but be sure to keep your cooperating teacher informed. Be cautious, however, of assuming too many duties too quickly.
7. Do not hesitate to ask for assistance from your cooperating teacher. If you do not know how to complete a particular task, let your cooperating teacher know.
8. Never criticize one student to another, nor should you criticize your class, other teacher candidates, cooperating teacher, administrators, other school or college personnel or program, or the school itself to others. Conduct unbecoming of a "professional educator" is considered just cause for removing a teacher candidate from an assigned clinical practice site.
9. Do not be afraid to suggest new ideas but strive for tact when doing so. If the idea is not adopted or some idea is being used that may be contrary to your past experiences, ask why. Usually there is a good reason.
10. Learn all you can during your clinical practice experience. Get all the experience possible in all phases of the job – program organization and management, classroom teaching, field work, agricultural experience programs, conducting adult classes, SAEs, and FFA activities. The more you experience during clinical practice, the less you will face for the first time as a full-time teacher.
11. Take criticism in the spirit in which it is offered. Suggestions will be offered for your professional improvement. Invite suggestions and profit by them. Make positive changes in your teaching as suggested by your cooperating teacher.

### ***Classroom and Laboratory***

1. First contacts are important. Learn the names of students and as much about them (SAEs, home conditions, etc.) as soon as possible before starting your teaching. Using a person's name when interacting with them is an important social and educational technique.

2. Prepare your instructional plans carefully and have them checked and approved by your cooperating teacher several days in advance so you can make any recommended changes. This also applies to exams, field trips, meetings, audio-visual materials, etc.
3. Maintain an orderly, business-like classroom atmosphere. You must maintain proper classroom management of your classes. Secure the cooperation of your class, but do not be too easy or overly friendly. As you gain experience, you can more easily direct and supervise classroom work which allows greater and more desirable student activity and freedom. Gain student respect without being overly concerned about them liking you.
4. Work to improve such things as your handwriting, board work, grammar, spelling, etc. You must set a good example for your students.
5. Do not talk down to the students; nor teach above their heads. Take into consideration their age and experience. Be sure to check for understanding by utilizing formative assessments often. Study the work of the cooperating teacher; always try to determine why students reacted or answered in the fashion they did.
6. Teaching in the laboratory requires careful planning and organization. Secure and organize your materials and equipment in advance.
7. On field trips, plan and inform students of what you want them to observe or do. Follow this up later in class by means of discussion, a quiz, further explanation, and assisting the students in writing thank you notes.
8. Be prompt in meeting all your classes and appointments. It is better to arrive ahead of time than to rush into a room just ahead of the bell. Be consistent in your methods and relationships. Develop patience and self-control.

### ***General Guidelines and Policies***

1. It is a privilege to have permission to observe and student teach in a secondary school. Candidates should conduct themselves in a way becoming of a professional so that the partnership with local schools may not be jeopardized.
2. Be prepared to spend the time necessary to participate in the activities expected of agriculture teachers. **You are expected to take an active role in evening and weekend activities.** Remember, clinical practice is an opportunity for you to experience the roles and responsibilities of an agriculture teacher. Plan to be involved in a variety of activities and budget your time and other resources to allow for your participation. Employment is not allowed during clinical practice since it would detract from the potential benefits of the clinical practice experience.
3. Keep the required records and reports and submit them on time. Follow your college supervisor's directions on how and when to submit reports. Your cooperating teacher can assist you.
4. Whenever you leave the school for any reason, be sure that you have the consent of your cooperating teacher and the appropriate school administrator. **Report any absence or tardiness to the**

**cooperating teacher as soon as possible. Teacher candidates should also inform their college supervisor of any absence.**

5. Set aside time at the end of each day for a conference with your cooperating teacher, at least for the first three weeks of clinical practice. After the third week of teaching, these conferences may be held on a weekly basis.
6. Attend to all financial matters and any other obligations before leaving the community.
7. Before leaving your school, be sure to express your appreciation to your cooperating teacher and administrators. Follow this up with a written note expressing appreciation.
8. **Teacher candidates are not excused from their responsibilities during the week of ABAC spring break or other college holidays. The teacher intern must follow the school calendar for their internship site.**

## RESPONSIBILITIES OF THE COOPERATING TEACHER

The cooperating teacher is the classroom teacher who supervises teacher candidates. The role of the cooperating teacher is to help the teacher candidate have a professionally rewarding experience while helping to prepare them for a career in teaching. Clinical practice is regarded as one of the most important phases in any teacher education program. It is quite likely that a cooperating teacher will have more to do with the future performance of the teacher candidate than any other person. There is no doubt that this person will greatly influence the professional attitude of the teacher candidate as well as provide him/her with the opportunity to increase his/her professional knowledge and skill. It is with this challenge in mind that the following suggestions are made.

### *Preparation*

1. Assist teacher candidates in finding adequate and affordable housing (if necessary).
2. Be sure that the teacher candidate is introduced to administrator(s) immediately and to other faculty members and employees.
3. The cooperating teacher and the teacher candidate should cooperatively determine the policy on such matters as: (a) daily working hours, (b) extended activities, (c) responsibilities, (d) level of professional dress, (e) mileage and other expenses, (f) personal conduct, and (g) absences.
4. Acquaint the teacher candidate with the school and agriculture department facilities and with the activities and procedures of the school and department.
5. Put the teacher candidate at ease and make them feel useful and important to the program. Students should address the teacher candidate as "Mr./Ms. \_\_\_" rather than by his/her first name.
6. Prepare the classes for the teacher candidate by explaining to students the purpose and importance of clinical practice.
7. Plan ahead! Discuss tentative teaching assignments and responsibilities for the entire clinical practice experience. Assist the teacher candidate in preparation of the calendar for the semester.
8. Review the teacher candidate's assignments to become familiar with them and become prepared to help oversee completion of the tasks.
9. Share teaching materials with the teacher candidate and assist them in preparing their own teaching materials.

### *Planning Teacher Candidate Experiences*

Cooperatively plan the teacher candidate's activities with emphasis on the following:

1. In cooperation with the teacher candidate review the **Clinical Practice Experiences Checklist** and develop a plan to complete the tasks during the clinical practice experience. Allow freedom to arrange a schedule which will include the majority of the desired activities – a self-active process.

2. Make assignments for teaching or participation in FFA activities early enough so the teacher candidate can be prepared.
3. If possible, without a change to the course calendar, start the teacher candidate teaching a unit in a field in which they are well qualified.
4. Plan ahead and set up a long-range schedule of teaching assignments and responsibilities for FFA and other activities which will allow the teacher candidate to plan his/her work and schedule.
5. Assist candidates and accompany them on visits to monitor students' supervised agricultural experience programs during early clinical practice.

### ***Supervision of Teacher Candidates***

1. Be a salesperson for the teaching profession. Portray a positive image of the teaching profession and help the teacher candidate to see the positive rewards of teaching.
2. Establish an atmosphere where the teacher candidate is not afraid to try something new or to occasionally fail. Be a support person for the teacher candidate while maintaining an objective outlook.
3. Check instructional plans before each lesson is taught (at least during the first few lessons of each new class assigned). All lesson plans should be checked and approved by the cooperating teacher before the lesson is taught. Remember, student learning is still the responsibility of the cooperating teacher.
4. Monitor progress in supervising students' SAE's. Assist the candidate in supervising, helping students develop, and visitation to observe and assist with SAE's.
5. Conduct evaluations of the teacher candidate's classroom, laboratory, and field instruction and offer constructive criticism during a weekly feedback conference. During the first three weeks of instruction, set aside time at the end of each day for a feedback conference with the teacher candidate. As time progresses these may be moved to weekly conferences. At no time should teacher candidates go longer than one week without a formal conference with the cooperating teacher.
6. A teacher candidate should have their own class responsibilities and their performance with that class should not be interfered with by another, if there is another teacher candidate at the school. Likewise, the cooperating teacher(s) should not take away the control and direction of the class when a teacher candidate is functioning, except in an emergency.
7. Observe the ability of the teacher candidate to work with other people in the school and community. The development of the ability to follow professional procedures and to communicate well with people is important for the teacher candidate, as well as the developing skills in teaching.
8. Provide the teacher candidate with both verbal and written feedback on a regular basis. The cooperating teacher should review the evaluations with the teacher candidate prior to the arrival of the college supervisor. Submit all reports promptly.

## **RESPONSIBILITIES OF THE COLLEGE SUPERVISOR**

College supervisors are a liaison between Abraham Baldwin Agricultural College and the cooperating schools. In addition, they are charged with the following responsibilities:

1. The college supervisor will work with the cooperating teacher and the teacher candidate in planning, executing, and evaluating the clinical practice experience.
2. The college supervisor will make observation visits on at least two (preferably three) separate occasions. Each observation will be followed by a conference to evaluate progress, make constructive suggestions, and provide help as requested by the teacher candidate and/or cooperating teacher.
3. The college supervisor will calculate the teacher candidate final grade based on cooperating teacher and college supervisor evaluation of internship keys evaluation instrument.
4. The college supervisor will act as a resource person for the teacher candidate. The supervisor should be contacted immediately when a problem or concern arises.
5. Assist cooperating teachers in navigating and completing assessments.
6. Input grades for AGED 4460.



## **VISITS BY THE COLLEGE SUPERVISOR**

### **Expectations for the Teacher Candidates**

1. Have ABAC Ag Ed lesson plans ready for review upon the college supervisor's arrival.
2. Be prepared to explain the objectives for the classes being taught the day of the visit.
3. Describe how the lesson objectives will be accomplished.
4. Prior to the arrival of the college supervisor, plan seating for college supervisor during observation.
5. At the end of the day (or when appropriate), join the cooperating teacher and the college supervisor in a feedback conference concerning the day's lessons and activities.

### **Expectations for the Cooperating Teacher**

1. During the first visit by the college supervisor, be present with the college supervisor in the classroom or laboratory to observe the teacher candidate teach.
2. Participate in the feedback conference with the teacher candidate and the college supervisor at the conclusion of each college supervisor visit.
3. Share any concerns that might strengthen the teacher candidate's preparation program.
4. Share observations completed using the Teaching Performance Feedback Scale and Intern Keys.

### **Expectations for the College Supervisor**

1. Arrive at the cooperating department in time to observe at least one full instructional period.
2. Observe teaching with the intent of providing support and encouragement and as reinforcement of successful teaching patterns to the teacher candidates. Complete appropriate observation forms.
3. Provide teacher candidate with objective feedback on the current state of their instructional skills.
4. Analyze what happens in the classroom in terms of the objectives for the lesson.
5. Lead the teacher candidate and the cooperating teacher in a post-teaching conference.
6. Assist the teacher candidate and cooperating teacher in diagnosing and solving instructional problems.
7. Assist the teacher candidate in developing a "Professional Development Plan" to be monitored during the following visit.
8. On the second and third visits, review the Professional Development Plan with the teacher candidate from the previous visit.

## ***TEACHER CANDIDATE ASSIGNMENTS AND ASSESSMENTS***

In addition to the assessments administered during the Early Clinical Experience semester, the candidate will be assessed on several measures during student teaching. The following is a short summary of these assessments. Candidates will be provided detailed instructions for successful completion of each before or at the beginning of the student teaching semester.

Formal Observations: Both the college supervisor and the cooperating teacher will use the Teaching Performance Feedback Scale to make periodic observations of the candidate and provide feedback on teaching performance. The college supervisor will make up to three visits to the school to assess the candidate, and more if necessary. The cooperating teacher will provide constructive feedback to the candidate early in the clinical experience as well as periodically throughout the experience.

Intern Keys: The candidate will be assessed using Intern Keys twice by the cooperating teacher and college supervisor. The instrument will be administered as a formative and summative assessment during the student teaching semester.

Dispositions Assessment: The dispositions rubric completed during student teaching will be used to supplement the dispositions measures obtained during the two administrations of the instrument during early clinical experience. Both the college supervisor, teacher candidate, and cooperating teacher will assess the student on dispositions once before mid-term during student teaching. The candidate must achieve at least a '2' (Meets Expectations) across all 14 items.

Unit Planning and Instructional Impact Analysis: Signature Assessment #5, Unit planning and Instructional Impact, will be an assignment during student teaching. Students must earn an aggregate score of '2' (Meets Expectations) or above on each of the evaluation criteria.

Student Teaching Reflection and Professional Goal Setting: Signature Assessment #6, Student Teaching Reflection and Professional Goal Setting, will be an assignment during the end of student teaching conference. Students must earn an aggregate score of '2' (Meets Expectations) or above on each of the evaluation criteria.

The following forms are included later in this handbook to facilitate assessment.

- Lesson Plan Evaluation Form
- Teaching Performance Feedback Scale
- Georgia Intern Keys Assessment Summary
- Grade Assignment Form

## Assignments

Candidates must successfully complete the following assignments. Form and explanations are included on the following pages.

- Clinical Practice Experience Checklist
- Weekly Reflections
- Monthly Reports
- Professional Development Plan
- SAE Supervision Record
- Mock Interview Evaluation

## ***SUMMARY OF ASSIGNMENTS AND ASSESSMENTS***

The following is a summary of assignments and assessments to be completed during student teaching.

Major Assessments	Timeline	Notes
Signature Assessment #5: Unit Planning and Instructional Impact Analysis	Weeks 1-15	Candidate uses data to determine teaching impact and improve the teaching and learning process
Dispositions Rubric	Weeks 6-8. This assessment supplements dispositions 1 & 2 completed in fall semester.	Completed by cooperating teacher
Intern Keys	Weeks 6-8 and 13 – 15	Formative and Summative assessment utilizing Intern Keys
Signature Assessment #6: Student Teaching Reflection and Personal Goal Setting	Week 17. Completed during final seminar of semester	Candidate reflects on total experiences and sets professional goals as a beginning teacher
Major Program Assignments	Timeline	Notes
Verification of Placement	Week 1 of student teaching	Complete and return to the college supervisor
Weekly Reflection Journals	Every week	Submit reflections each week on or before midnight on Sunday for the previous week
Professional Development Plan	Begin during Weeks 1-4 Analyzed and reviewed during College Supervisor's last class visit	Use the check sheet as a guide to outlining professional activities planned for the semester
Monthly Reports	Monthly, follow the schedule provided for all agriculture teachers	Required reporting by all in-service agriculture teachers and student teachers
Clinical Practice Experiences Checklist	Weeks 1-16	Candidate tracks progress on experiences. College supervisor & coop. teacher evaluate
SAE Supervision Record	Weeks 1-16, with a minimum of three SAE visits	Candidate completes an SAE Supervision form after each SAE visit
Mock Interview Evaluation	Weeks 9-15	An administrator should be asked to interview the candidate as if the candidate were being considered for a teaching position

## LESSON PLAN EVALUATION

This form is used during the formal observations by the college supervisor and by the cooperating teacher to evaluate the candidates daily lesson plans.

Teacher: \_\_\_\_\_ Course: \_\_\_\_\_

Instructional Area: \_\_\_\_\_ Date: \_\_\_\_\_

0 = Unacceptable    1 = Developing    2 = Meets Expectations    3 = Target

Evaluation	Essential Elements of an Instructional Plan	Comments
0 1 2 3	1. The <b>Lesson Plan</b> includes the name of the <b>Course, Unit, and Instructional Area.</b>	
0 1 2 3	2. <b>Materials Needed</b> , including the equipment, supplies, references, and other resources needed to teach the lesson, are identified.	
0 1 2 3	4. <b>Objectives, Questions, or Competencies</b> are identified that will lead to accomplishing the purpose.	
0 1 2 3	5. The <b>interest approach</b> (motivation) creates a "felt-need to learn" and leads learners into defining the problem(s) to be solved or content to be mastered.	
0 1 2 3	6. Instructions are outlined for completing the <b>objectives</b> , including an outline of the content in the learning tasks.	
0 1 2 3	7. Appropriate activities are planned for learners to <b>apply the concepts, principles, and/or skills</b> learned.	
0 1 2 3	8. A <b>summary</b> of the objectives and plans are made to bring <b>closure</b> to the lesson.	
0 1 2 3	9. Appropriate plans are outlined and instruments developed for <b>evaluating the learners</b> and/or <b>instruction.</b>	

Notes:

## TEACHING PERFORMANCE FEEDBACK SCALE Page 1 of 2

This form is used during observations by the college supervisor and by the cooperating teacher to evaluate the candidate's teaching performance.

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Instructional Area: \_\_\_\_\_ Observer: \_\_\_\_\_

### Performance Scale

0 = Unacceptable      1 = Developing      2 = Meets Expectations      3 = Target

INSTRUCTIONAL PROCESS	(circle one)	Suggestions/Comments
<b>Preparation:</b> <ul style="list-style-type: none"> <li>• Demonstrates adequate preparation for instruction</li> <li>• Provides organization and structure to the subject</li> </ul>	0 1 2 3	
<b>Starting Class:</b> <ul style="list-style-type: none"> <li>• Handles pre-class activities efficiently</li> <li>• Reviews previous work effectively</li> <li>• Creates interest for learning the subject</li> </ul>	0 1 2 3	
<b>Stated Lesson Objective:</b> <ul style="list-style-type: none"> <li>• Develops a clear objective for the lesson</li> <li>• Communicates the objective(s) to students</li> <li>• Develops problems to solve and/or defines the study question</li> <li>• Uses the experiences of students in teaching</li> </ul>	0 1 2 3	
<b>Provided Input:</b> <ul style="list-style-type: none"> <li>• Uses appropriate teaching methods and techniques</li> <li>• Provides appropriate instructional materials</li> <li>• Distributes instructional materials efficiently</li> <li>• Provides assistance to students as needed</li> </ul>	0 1 2 3	
<b>Modeled Ideal Behavior:</b> <ul style="list-style-type: none"> <li>• Demonstrates correct procedures</li> <li>• Illustrates concepts clearly</li> <li>• Uses correct grammar/spelling</li> <li>• Provides students opportunity to learn the objective(s).</li> </ul>	0 1 2 3	
<b>Checked for Comprehension:</b> <ul style="list-style-type: none"> <li>• Uses class discussion effectively</li> <li>• Provides students feedback and knowledge of their progress</li> <li>• Reinforces appropriate behaviors</li> <li>• Uses effective questioning techniques</li> <li>• Uses a variety of teaching methods/techniques/materials</li> </ul>	0 1 2 3	
<b>Application of Concepts to Student Experiences:</b> <ul style="list-style-type: none"> <li>• Encourages independent effort</li> <li>• Relates application of concepts to consumer agriculture</li> <li>• Demonstrates technical knowledge of the subject</li> </ul>	0 1 2 3	

## TEACHING PERFORMANCE FEEDBACK SCALE

Page 2 of 2

Teacher candidate: \_\_\_\_\_

PERFORMANCE CRITERIA	(circle one)	Suggestions / Comments
<b>Provided Guided Practice:</b> <ul style="list-style-type: none"> <li>• Discusses solutions to problem(s) and/or study questions</li> <li>• Asks thoughtful questions; challenges students' thinking</li> <li>• Responds to students' questions</li> <li>• Provides the opportunity to apply and practice concepts/skills</li> </ul>	0 1 2 3	
<b>Clarity:</b> <ul style="list-style-type: none"> <li>• Explains concepts in a concise and clear manner</li> <li>• Provides clear directions for activities and assignments</li> </ul>	0 1 2 3	
<b>Enthusiasm:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Displays enthusiasm for the subject and for teaching</li> <li><input type="checkbox"/> Demonstrates the ability to motivate students</li> <li><input type="checkbox"/> Using gestures, facial expressions and expressive speech</li> </ul>	0 1 2 3	
<b>Task-oriented:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses instructional time effectively</li> <li><input type="checkbox"/> Keeps students on task bell-to-bell</li> <li><input type="checkbox"/> Provides sample exam questions</li> </ul>	0 1 2 3	
<b>Students and the Learning Environment:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provides opportunities for individual differences</li> <li><input type="checkbox"/> Communicates with all students</li> <li><input type="checkbox"/> Creates a positive learning environment</li> <li><input type="checkbox"/> Manages student behavior in a constructive manner</li> </ul>	0 1 2 3	
<b>Achieved Closure:</b> <ul style="list-style-type: none"> <li>• Summarizes key points/concepts</li> <li>• Concludes lesson with decision(s) and/or recommendation(s)</li> <li>• Includes appropriate evaluation of learning</li> </ul>	0 1 2 3	

Notes:

# GEORGIA INTERN KEYS ASSESSMENT

## For Reference Only

The Georgia Intern Keys is a qualitative evaluation system by which college supervisors and cooperating teachers measure teacher-candidate performance. The cooperating teacher (mentor teacher) and the college supervisor will use Intern KEYS as part of a multifaceted system to assess the professional growth of the intern during clinical internship. Refer to the official GaPSC website for the complete Intern Keys document.

Scale: 1 = Ineffective; 2 = Needs Improvement; 3 = Proficient; 4 = Exemplary

<b>Georgia Intern Keys Effectiveness System Candidate Assessment on Performance Standards</b>	<b>Rubric Summary</b>
<b>Performance Standard 1: Professional Knowledge - The teacher candidate demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.</b>	
1.1 Addresses appropriate curriculum standards and integrates key content elements.	
1.2 Facilitates students' use of higher-level thinking skills in instruction.	
1.3 Demonstrates ability to link present content with past and future experiences, other subject areas, and real-world experiences and applications.	
1.4 Demonstrates accurate, deep, and current knowledge of subject matter.	
1.5 Exhibits pedagogical skills relevant to the subject area(s) taught and best practice based on current research.	
1.6 Bases instruction on goals that reflect high expectations for all students and a clear understanding of the curriculum.	
1.7 Displays an understanding of the intellectual, social, emotional, and physical development of the age group.	
<b>Performance Standard 2: Instructional Planning-The teacher candidate plans using state and local school district curricula and standards, effective strategies, resources, and data to address the different needs of all students.</b>	
2.1 Analyzes and uses student learning data to inform planning.	
2.2 Develops plans that are clear, logical, sequential, and integrated across the curriculum (e.g., long-term goals, lesson plans, and syllabi).	
2.3 Plans instruction effectively for content mastery, pacing, and transitions.	
2.4 Plans for instruction to meet the needs of all students.	
2.5 Aligns and connects lesson objectives to state and local school district curricula and standards, and student learning needs.	
2.6 Develops appropriate course, unit, and daily plans, and is able to adapt plans when needed.	
<b>Performance Standard 3: Instructional Strategies-The teacher candidate promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.</b>	
3.1 Engages students in active learning and maintains interest.	
3.2 Builds upon students' existing knowledge and skills.	
3.3 Reinforces learning goals consistently throughout the lesson.	
3.4 Uses a variety of research-based instructional strategies and resources.	
3.5 Effectively uses appropriate instructional technology to enhance student learning.	
3.6 Communicates and presents materials clearly, and checks for understanding.	
3.7 Develops higher-order thinking through questioning and problem-solving activities.	
3.8 Engages students in authentic learning by providing real-life examples and interdisciplinary connections.	
<b>Performance Standard 4: Differentiated Instruction-The teacher candidate challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.</b>	
4.1 Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.	
4.2 Provides remediation, enrichment, and acceleration to further student understanding of material.	
4.3 Uses flexible grouping strategies to encourage appropriate peer interaction and to accommodate learning needs/goals.	
4.4 Uses diagnostic, formative, and summative assessment data to inform instructional modifications for individual students.	
4.5 Develops critical and creative thinking by providing activities at the appropriate level of challenge for students.	



4.6 Demonstrates high learning expectations for all students commensurate with their developmental levels.	
<b>Performance Standard 5: Assessment Strategies-The teacher candidate systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.</b>	
5.1 Aligns student assessment with the established curriculum and benchmarks.	
5.2 Involves students in setting learning goals and monitoring their own progress.	
5.3 Varies and modifies assessments to determine individual student needs and progress.	
5.4 Uses formal and informal assessments for diagnostic, formative, and summative purposes.	
5.5 Uses grading practices that report final mastery in relationship to content goals and objectives.	
5.6 Uses assessment techniques that are appropriate for the developmental level of students.	
5.7 Collaborates with others to develop common assessments when appropriate.	
<b>Performance Standard 6: Assessment Uses-The teacher candidate systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.</b>	
6.1 Uses diagnostic assessment data to develop learning goals for students, to differentiate instruction, and to document learning.	
6.2 Plans a variety of formal and informal assessments aligned with instructional results to measure student mastery of learning objectives.	
6.3 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust instruction.	
6.4 Systematically analyzes and uses data to measure student progress to design appropriate interventions, and to inform long- and short-term instructional decisions.	
6.5 Shares accurate results of student progress with students, parents, and key school personnel.	
6.6 Provides constructive and frequent feedback to students on their progress toward their learning goals.	
6.7 Teaches students how to self-assess and to use metacognitive strategies in support of lifelong learning.	
<b>Performance Standard 7: Positive Learning Environment-The teacher candidate provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.</b>	
7.1 Responds to disruptions in a timely, appropriate manner.	
7.2 Establishes clear expectations for classroom rules, routines, and procedures and enforces them consistently and appropriately.	
7.3 Models caring, fairness, respect, and enthusiasm for learning.	
7.4 Promotes a climate of trust and teamwork within the classroom.	
7.5 Promotes respect for and understanding of students' diversity, including-but not limited to-race, color, religion, sex, national origin, or disability.	
7.6 Actively listens and pays attention to students' needs and responses.	
7.7 Creates a warm, attractive, inviting, and supportive classroom environment.	
7.8 Arranges the classroom materials and resources to facilitate group and individual activities.	
<b>Performance Standard 8: Academically Challenging Environment-The teacher candidate creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.</b>	
8.1 Maximizes instructional time.	
8.2 Conveys the message that mistakes should be embraced as a valuable part of learning.	
8.3 Encourages productivity by providing students with appropriate challenging and relevant material and assignments.	
8.4 Provides transitions that minimize loss of instructional time.	
8.5 Communicates high, but reasonable, expectations for student learning.	
8.6 Provides academic rigor, encourages critical and creative thinking, and pushes students to achieve goals.	
8.7 Encourage students to explore new ideas and take academic risks.	
<b>Performance Standard 9: Professionalism-The teacher candidate exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.</b>	
9.1 Carries out duties in accordance with federal and state laws, Code of Ethics, and established state and local school board policies, regulations, and practices.	
9.2 Maintains professional demeanor and behavior (e.g., appearance, punctuality, and attendance).	

9.3 Respects and maintains confidentiality.	
9.4 Evaluates and identifies areas of personal strengths and weaknesses related to professional skills and their impact on student learning and sets goals for improvement.	
9.5 Participates in ongoing professional growth activities based on identified areas of improvement (e.g., mentoring, peer coaching, course work, conferences) and incorporates learning into classroom activities.	
9.6 Demonstrates flexibility in adapting to school change.	
9.7 Engages in activities outside the classroom intended for school and student enhancement.	
9.8 Maintains appropriate interactions with students, parents, faculty, and staff.	
9.9 Engages in self-reflection about the success of the lesson after teaching; seeks feedback from mentor teacher about teaching and impact on student learning.	
<b>Performance Standard 10: Communication-The teacher candidate communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.</b>	
10.1 Uses verbal and non-verbal communication techniques to foster positive interactions and promote learning in the classroom and school environment.	
10.2 Engages in ongoing communication and shares instructional goals, expectations, and student progress with families in a timely and constructive manner.	
10.3 Collaborates and networks with colleagues and community to reach educational decisions that enhance and promote student learning.	
10.4 Uses precise language, correct vocabulary and grammar, and appropriate forms of oral and written communication.	
10.5 Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner.	
10.6 Adheres to school and district policies regarding communication of student information.	
10.7 Creates a climate of accessibility for parents and students by demonstrating a collaborative and approachable style.	
10.8 Listens and responds with cultural awareness, empathy, and understanding to the voice and opinions of stakeholders (parents, community, students, and colleagues).	
10.9 Uses modes of communication that are appropriate for a given situation.	
10.10 Engages in appropriate conversations and maintains confidentiality of information related to students, parents, faculty, and staff. Such conversations include text messaging, social media, emails, etc.	
Student Teacher's Self-Assessment & Cooperating Teacher's Assessment	
Comments:	

## GRADE ASSIGNMENT

Teacher Candidate: \_\_\_\_\_ Partner School: \_\_\_\_\_  
 College Supervisor: \_\_\_\_\_ Cooperating Teacher: \_\_\_\_\_

Assignments / Assessment Criteria	Percent of Grade	Score
<b>Cooperating Teacher's Evaluation Using Intern Keys</b>	35	
<b>College Supervisor's Evaluation Using Intern Keys</b>	35	
<b>Assignments and Assessments</b>	30	
<b>Total</b>		

**"A" = Excellent (90 – 100)**

- Demonstrated excellence in every aspect of clinical practice.
- Certain to demonstrate excellence in his/her first year of teaching.
- Exceptional candidate -- Cooperating teacher would like this person as a colleague.
- Rates high in characteristics such as initiative, self-direction, reliability.
- Have outstanding, positive characteristics such as creativity, ability to motivate, enthusiasm.
- Able to be fully responsible for classes without direct supervision.

**"B" Overall Rating - Above Average (80 – 89)**

- Good candidate for most any job.
- No marked weaknesses. No indication of poor work or lack of effort.
- May be up to "A" in some areas, but not all.
- May lack some positive characteristics such as creativity or motivation.
- Able to be fully responsible for classes with minimal supervision.

**"C" Overall Rating - Average to Slightly Below Average (70 – 79)**

- Acceptable candidate for some jobs, but not others.
- May be particularly weak in one area, but any weakness should not be too critical or may be temporary in nature. May show lack of effort or poor attitude. Planning may have been poor.
- May lack traits of leadership, initiative, creativity, or weak in subject knowledge.
- Able to be responsible for most classes but direct supervision was necessary.

**"D" or "F" Overall Rating – Unsatisfactory (D = 60 – 69) (F = below 60)**

- Work is unsatisfactory.
- Could not be recommended for a teaching position.
- Could not be given assignments of any responsibility even under supervision.

## STUDENT TEACHING EXPERIENCES CHECKLIST

Teacher candidate: \_\_\_\_\_ Semester/Year: \_\_\_\_\_

School: \_\_\_\_\_

**Directions:** The teacher candidate should document each of the tasks completed during the clinical practice experience by entering **the date of completion** in the blank beside the activity, as appropriate.

### General Activities

- \_\_\_\_\_ 1. Meet with the Superintendent, Principal, and/or CTAE Director regarding expectations of teacher candidates and school policies.
- \_\_\_\_\_ 2. Observe cooperating teacher for up to one week prior to beginning teaching.
- \_\_\_\_\_ 3. Get acquainted with other teachers and school personnel.
- \_\_\_\_\_ 4. Meet agribusiness people of the community.
- \_\_\_\_\_ 5. Become acquainted with the types of agriculture in the community by conducting an ag survey.
- \_\_\_\_\_ 6. Visit with personnel in related agricultural agencies in the community (i.e., Extension, NRCS, FCS).

### Instruction – Teaching

- \_\_\_\_\_ Daily 1. Prepare instructional plans for each lesson. Cooperating teacher should approve each plan.
- \_\_\_\_\_ 2. Cooperating teacher should conduct three observations using the “Teaching Performance Feedback Scale.”
- |       |                             |       |                             |
|-------|-----------------------------|-------|-----------------------------|
| _____ | 1 <sup>st</sup> observation | _____ | 3 <sup>rd</sup> observation |
| _____ | 2 <sup>nd</sup> observation |       |                             |
- \_\_\_\_\_ 3. Cooperating teacher should conduct formative observations using “Intern Keys.”
- \_\_\_\_\_ 4. Take responsibility and begin teaching first class by the beginning of the second week.
- \_\_\_\_\_ 5. Teach full load of classes for at least four weeks.
- \_\_\_\_\_ 6. Create and use at least three teaching aids.
- \_\_\_\_\_ 7. Use as many types of audio visual aids as appropriate (projectors, cameras, videos, etc.).
- \_\_\_\_\_ 8. Prepare substitute lesson plans when scheduled absences are pending.
- \_\_\_\_\_ 9. Prepare emergency lesson plans in case of unscheduled absences.

### Supervised Agricultural Experience Program

1. Conduct at least five supervisory SAE visits with the cooperating teacher.
- 1<sup>st</sup> visit – (indicate type of SAE) \_\_\_\_\_
- 2<sup>nd</sup> visit – (indicate type of SAE) \_\_\_\_\_
- 3<sup>rd</sup> visit – (indicate type of SAE) \_\_\_\_\_
- \_\_\_\_\_ 4<sup>th</sup> visit – (indicate type of SAE) \_\_\_\_\_
- \_\_\_\_\_ 5<sup>th</sup> visit – (indicate type of SAE) \_\_\_\_\_
- \_\_\_\_\_ 2. Assist students with entries and monthly summaries in their SAE records.
- \_\_\_\_\_ 3. Assist students in completing proficiency award applications, State FFA Degree applications, and American FFA Degree applications.

## **FFA Supervision**

- \_\_\_\_\_ 1. Serve as advisor for at least one chapter meeting.
- \_\_\_\_\_ 2. Meet with executive committee during a planning meeting.
- \_\_\_\_\_ 3. Assist in planning at least one major FFA activity.
- \_\_\_\_\_ 4. Assist in completing the following FFA forms:
  - \_\_\_\_\_ a. Proficiency Award
  - \_\_\_\_\_ b. Chapter Award Program
  - \_\_\_\_\_ c. State and/or American FFA Degree applications
  - \_\_\_\_\_ d. Alumni Roster
- \_\_\_\_\_ 5. Assist in training at least one Career Development Event team/activity.
- \_\_\_\_\_ 6. Assist in a fund-raising activity.
- \_\_\_\_\_ 7. Assist the FFA Reporter in preparing news articles.
- \_\_\_\_\_ 8. Prepare an order to the National FFA Supply Service (FFA Unlimited).
- \_\_\_\_\_ 9. Develop a program of activities that will involve all students in the department.
- \_\_\_\_\_ 10. Complete a written critique of the election process for chapter officers.

## **Laboratory**

- \_\_\_\_\_ 1. Develop a student rotational method of basic skills instruction for an Ag Mech or other program.
- \_\_\_\_\_ 2. Discuss with cooperating teacher any student payment procedures/lab funding activities.
- \_\_\_\_\_ 3. Discuss with cooperating teacher how supplies are procured (purchase requisitions, bidding, ordering).
- \_\_\_\_\_ 4. Discuss with cooperating teacher the types of chapter monetary accounts (resale, budget, etc.).
- \_\_\_\_\_ 5. Discuss with cooperating teacher the tools and equipment maintenance methods/schedules.
- \_\_\_\_\_ 6. Discuss with cooperating teacher the storage methods for supplies and tools.
- \_\_\_\_\_ 7. Discuss with cooperating teacher the sources of lab supplies.
- \_\_\_\_\_ 8. Discuss with cooperating teacher the complete safety program (glasses, safety zones, safety quizzes, etc.).
- \_\_\_\_\_ 9. Plan and conduct at least one demonstration.
- \_\_\_\_\_ 10. Develop a student evaluation system for laboratory exercises.
- \_\_\_\_\_ 11. Inventory lab equipment.
- \_\_\_\_\_ 12. Develop a system for laboratory clean-up.
- \_\_\_\_\_ 13. Discuss with cooperating teacher how shared teaching aids are secured.
- \_\_\_\_\_ 14. Discuss with cooperating teacher how to obtain books, videos, and other teaching aids.

## **Adult Instruction**

- \_\_\_\_\_ 1. Discuss with cooperating teacher the procedures of organizing an adult class.
- \_\_\_\_\_ 2. Plan and/or teach at least one adult education program/class (if available).

## **Marketing the Ag Ed Program**

- \_\_\_\_\_ 1. Compare the demographics of students in the agriculture program to the student body.
- \_\_\_\_\_ 2. Develop a recruitment plan for the department (copy to be left with cooperating teacher).
- \_\_\_\_\_ 3. Write and submit at least one newspaper article for publication.
- \_\_\_\_\_ 4. Construct a recruitment brochure for the department (copy to be left with cooperating teacher).
- \_\_\_\_\_ 5. Prepare a bulletin board display for classroom.
- \_\_\_\_\_ 6. Develop a recruitment letter for prospective students.
- \_\_\_\_\_ 7. Develop a recruitment letter for students' parents.
- \_\_\_\_\_ 8. Conduct at least one recruitment activity.

**Other Activities** (indicate date completed)

- \_\_\_\_\_ 1. Attend a civic club meeting.
- \_\_\_\_\_ 2. Attend a professional meeting of agriculture teachers.
- \_\_\_\_\_ 3. Review all required departmental report forms (local and state).
- \_\_\_\_\_ 4. Assist in preparing a summer calendar.
- \_\_\_\_\_ 5. Interview school administrator concerning job interviews, applications, professionalism.
- \_\_\_\_\_ 6. Attend one school assembly.
- \_\_\_\_\_ 7. Visit at least one other agriculture department for one day.
- \_\_\_\_\_ 8. Attend one advisory committee meeting.
- \_\_\_\_\_ 9. Inventory classroom and/or laboratory supplies.
- \_\_\_\_\_ 10. Observe a teacher in the school – other than an agriculture teacher.
- \_\_\_\_\_ 11. Attend all faculty meetings.

Signed: \_\_\_\_\_  
Teacher Candidate

Signed: \_\_\_\_\_  
Cooperating Teacher

**REFLECTION JOURNAL**  
*Weekly Reflection of Activities*

The purpose of the reflection journal is to encourage teacher candidates to reflect for the week to keep the college supervisor informed. Journal entries should be submitted to the college supervisor by Sunday each week. Journal entries are relatively short and to the point, although entries may be as long as necessary.

Name:	
Monday (date: m/d/yr) to Friday (date: m/d/yr)	

<b>Item:</b>	<b>Experiences and Reflections</b>
What lessons/subjects did you teach this week?	
What are your most memorable experiences this week, successes, failures, teachable moments, etc.?	
What was your best non-instructional (SAE, FFA, student interaction) experience this week?	
What is your overall feeling about this week's experiences? Are you learning what you need to? Are there obstacles – if so, what?	
What are your plans for next week to improve your teaching, etc.?	
How is life outside of student teaching going? Are you finding your balance? Good news? Low points? How are you doing?	

# MONTHLY REPORTS

All agriculture teachers are expected to submit a monthly report of activities performed and hours spent on each. This form may be found on the Georgia Ag Ed website: <http://www.gaaged.org/> Teacher candidates are expected to complete the monthly reports in the same manner as in-service teachers. The monthly report entry forms look like the examples below. Reports should be completed and submitted on the Georgia Ag Ed website.

Georgia Ag Ed Online
Welcome [Logout](#)

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**Dashboard**

- [Home](#)
- [Account Settings](#)
- [Account Balance](#)  
State Balance: \$0.00  
Region Balance: \$0.00
- [Teacher Reports](#)
- [Student Enrollment](#)  
[Set Student Access Code](#)  
Students Pending Approval **(18)**  
[Affiliation Declaration](#)  
[Import from AET](#)
- [FFA Roster](#)

**Teacher Reports** MONTHLY REPORTS   PROGRAM OF WORK

**Monthly Reports**

View: 2017   November

+ Add New Entry
X Export to Excel
PDF Generate PDF

	DATE	LOCATION	CATEGORY	ACTIVITY	EXT DAY HOURS	EXT YEAR HOURS	CONTACTS
👉	11/27/2017	Out of Community	CDE	Livestock - Sr	8	0	22
👉	11/12/2017	Out of Community	Non-School Event	Weekend	0	0	0
👉	11/11/2017	Home Visit	SAE	Forestry/Natural Resources	1	0	3



## PROFESSIONAL DEVELOPMENT PLAN

Each teacher candidate should complete **a draft (questions 1 and 2) of the Professional Development Plan and have a copy available for the college supervisor's first visit.** This will be basis for one discussion topic at each supervisor's visit. If the intern is determined to have specific deficiencies, the cooperating teacher and college supervisor will work with the intern to plan for appropriate professional development activities to address deficiencies. Questions 3 and 4 will be evaluated during college supervisor's last class visit.

Name: \_\_\_\_\_

School: \_\_\_\_\_

Date: \_\_\_\_\_

1. Improvement objective(s): [What do you plan to improve on? Classroom management, laboratory organization, time-on-task, student selection of SAEs, time management, student interest, student engagement, organizing curriculum, teaching problem solving, networking, improving technical knowledge, etc.]
  
  
  
  
  
  
  
  
  
  
2. Procedures for achieving objective(s):
  
  
  
  
  
  
  
  
  
  
3. Accomplishments toward developing professionally as outlined above:
  
  
  
  
  
  
  
  
  
  
4. In what professional development activities have you participated:
  - \_\_\_\_\_ 1. Attended a civic club meeting.
  - \_\_\_\_\_ 2. Attended an area/regional professional meeting of agriculture teachers.
  - \_\_\_\_\_ 3. Attended a state/national professional meeting of agriculture teachers.
  - \_\_\_\_\_ 4. Observed a teacher in the school – other than an agriculture teacher.
  - \_\_\_\_\_ 5. Attended a faculty meeting.
  - \_\_\_\_\_ 6. Attended a workshop/training session for teachers.
  - \_\_\_\_\_ 7. Participated in a team meeting.
  - \_\_\_\_\_ 8. Member of GVATA & NAAE
  - \_\_\_\_\_ 9. \_\_\_\_\_
  - \_\_\_\_\_ 10. \_\_\_\_\_

\_\_\_\_\_  
Teacher Candidate's Signature

\_\_\_\_\_  
College Supervisor's Signature

## SAE SUPERVISION RECORD

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Description and observation of current SAE program:

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Suggestions, comments, and instruction offered to student:

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Conditions of records \_\_\_\_\_ Excellent \_\_\_\_\_ Good \_\_\_\_\_ Poor

Discussed program with parent(s), guardian(s), or employer during visit \_\_\_\_\_ Yes \_\_\_\_\_ No

Name(s) \_\_\_\_\_

Other notes:

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Signatures:

Student: \_\_\_\_\_ Parent/Guardian or Employer: \_\_\_\_\_

Student Teacher: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_

## MOCK INTERVIEW EVALUATION

Date: \_\_\_\_\_

Interviewer: \_\_\_\_\_ Name of Student Teacher: \_\_\_\_\_

To the Candidate: Request that an administrator at your clinical practice site to provide a mock interview with you just as they would for actual job candidates. Set a time, day, and place for the interview. Dress and conduct yourself as an actual candidate. Complete the top portion of this form and provide it to the interviewer at the interview.

To the Interviewer: Many student teachers will begin interviewing for teaching positions during the latter part of their clinical internship experience. The purpose of a mock interview is to provide the teacher candidate with an opportunity to practice interviewing skills in an environment like an actual interview. Please conduct the mock interview just as you would if interviewing for an actual teaching position at your school. Please complete this form and return to the student to be included in their portfolio. It will be very helpful if you will review your comments with the candidate. Thank you for your assistance.

1. What were the strengths of the candidate's interview?
2. How can the candidate improve?
3. Does the student teacher provide an overall positive and appropriate appearance? Comments.
4. Evaluation of the general demeanor of the candidate (behavior, mannerisms, eye contact, attention, etc.):
5. Evaluation of materials provide by the candidate (resume, portfolio, etc.):
6. Other suggestions:

Administrator/Interviewer's Signature: \_\_\_\_\_

## PROFESSIONAL CONDUCT FOR AGRICULTURAL EDUCATORS

### 1. Conduct yourself as a professional:

#### Faculty

- Show respect for faculty opinions and advice
- Be courteous
- Keep all confidential information to yourself
- Never discuss one faculty member with another, no matter what your personal feelings
- Give faculty your full support, just as you would expect theirs

#### Administrative and Supervisory Personnel

- Work within existing administrative rules and regulations – they are there for a purpose, even if it is not clear to you
- Show respect for administrators and supervisors and their positions
- Avoid sharing personal opinions
- Always go through the proper administrative channels

#### Students

- Treat all students equally (avoid showing favoritism)
- Keep student confidences unless it creates a dangerous situation
- Always maintain professionalism as a teacher
- Be available to students. Let them know you are there to help them in any way you can
- Do not socialize with students
- Be aware of your verbal and nonverbal communication

### 2. Belong to and support professional and community organizations

- Join and become actively involved in GVATA, NAAE, and other professional organizations
- If possible, join the local faculty organizations
- Get involved in the community by attending agricultural meetings/workshops, other community and civic activities, and exhibit pride in both the school and community

### 3. Maintain a good school and community image

- Be clean, neat, and conform to written and implied school dress and behavior codes
- Actions and speech should be professional and above reproach

### 4. Promote Agribusiness and Natural Resources Education

- Display a positive image of the teaching profession
- Speak highly of your supervisors, ABAC, and the Department of Agricultural Education and Communications
- If you disagree with a policy or practice, discuss it with the appropriate college personnel
- Show optimism about your profession and your future in education
- Actively promote your profession

## PRINCIPLES OF TEACHING AND LEARNING

### Organization and Structure of Subject Matter

1. When the subject matter to be learned possesses meaning, organization, and structure that is clear to students, learning proceeds more rapidly and is retained longer.
2. Readiness is a prerequisite for learning. Subject matter and learning experiences must be provided that begin where the learner is.
3. Learning proceeds much more rapidly and is retained much longer when that which is learned possesses meaning, organization, and structure.
4. What is learned is most likely to be available for use if it is learned in a situation much like that in which it is to be used and immediately preceding the time when it is needed.

### Motivation

1. Students must be motivated to learn. Learning activities should be provided that take into account the wants, needs, interests, and aspirations of students. Individuals possess some basic physical needs and some personality or social needs--the desire for recognition, security, response, and new experiences. The wants, needs, and motives of students should be identified.
2. Students are motivated through their involvement in setting goals and planning learning activities. They are more likely to throw themselves wholeheartedly into any project if they have participated in the selection and planning of the project.
3. Success is a strong motivating force.
4. Students are motivated when they attempt tasks that fall in a range of challenge such that success is perceived to be possible but not certain.
5. Motivation is strongest when the student perceives that learning can be useful.
6. Genuine participation (not pretend sharing) increases motivation.
7. Students must be ready to learn. The principle of readiness must not be ignored when selecting instructional materials and techniques of instruction. Factors affecting readiness include:
  - Physiological and psychological maturity;
  - Previous experience including mastery of prerequisites, past success or lack of success;
  - Attitudes;
  - Personal adjustment.

## Reward and Reinforcement

1. When students have knowledge of their learning progress, performance will be superior to what it would have been without such knowledge.
2. Behaviors that are reinforced (rewarded) are more likely to be learned.
3. To be most effective, reward must follow as immediately as possible the desired behavior and be clearly connected with that behavior by the students.

## Techniques of Teaching

1. Learning is active rather than a passive process.
2. Learners progress in any area of learning only as far as they need in order to achieve their purposes. Often, they do only well enough to “get by.”
3. Pupils think when they encounter an obstacle, difficulty, puzzle, or challenge in a cause of action which interests them. The process of thinking involves designing and testing plausible solutions for the problem as understood by the pupil.
4. Students are uncomfortable when they disagree with their peers. They learn at an early age that peer consensus is an important criterion.
5. Directed learning is more effective than undirected learning. In the development of concepts and in the guidance of students in problem solving, the teacher must present clues for the purpose of directing the students to the successful discovery and application of the concepts, principles, understandings, and relationships.
6. To maximize learning, students should “inquire into” rather than “be instructed in” the subject matter. Problem-oriented approaches to teaching improve learning.
7. Students learn what they practice.
8. Supervised practice that is most effective occurs in a functional educational experiment.
9. Group discussion brings more ideas into the classroom, makes reading more interesting and more discriminating, and results in a definite gain in the understanding of problems by students.
10. Learning from reading is facilitated more by time spent in discussing what has been read than by rereading.
11. Sheer repetition without indications of improvement or any kind of reinforcement is a poor way to attempt to learn. When students are aware of their learning progress, their performance will be superior to what it would have been without such knowledge.
12. A variety of feedback is a key to reinforcement.

13. Students who are successful and who therefore derive satisfaction from a learning activity are motivated toward additional learning.
14. The most effective effort is put forth by students when they attempt tasks which fall in the “range of challenge.”
15. The best way to help pupils understand a general concept (principle) is to present the concept in numerous and varied specific situations, contrasting the experiences with and without the desired concept, then to encourage precise formulations of the general idea and its application in situations different from those in which the concept was learned. (There is evidence to indicate that it is better for the students to work out the principle or concept involved -- discovery -- problem solving.)
16. The best kind of practice is that which occurs in a functional educational experience (real-life). Under such conditions, students use skills and apply facts and principles previously learned and thus maintain learning in a meaningful context.
17. To attain maximum transfer of learning:
  - Bring out the feature to be transferred. The “thing” to be transferred from one experience to another could be a fact, method, general principle, attitude, or way of life;
  - Develop meaningful generalizations. Transfer is more likely to take place when the thing to be transferred is a generalization, general rule, or formula. It is important that the students become clearly aware of the “thing;”
  - Whenever a principle or generalization is to be transferred, use a variety of experiences to develop the generalization;
  - Practice the application of the “thing” to be transferred to other fields. Provide students practice in transfer. Just as students can learn to learn, so they may learn to transfer.

**505- 6 -.01 THE CODE OF ETHICS FOR EDUCATORS**

- (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 Georgia Professional Standards Commission has adopted standards that represent the conduct generally accepted by the education profession. The code defines unethical conduct justifying disciplinary sanction and provides guidance for protecting the health, safety and general welfare of students and educators, and assuring the citizens of Georgia a degree of accountability within the education profession.
- (2) Definitions
  - (a) “Breach of contract” occurs when an educator fails to honor a signed contract for employment with a school/school system by resigning in a manner that does not meet the guidelines established by the Georgia Professional Standards Commission.
  - (b) “Certificate” refers to any teaching, service, or leadership certificate, license, or permit issued by authority of the Professional Standards Commission.
  - (c) “Child endangerment” occurs when an educator disregards a substantial and/or unjustifiable risk of bodily harm to the student.
  - (d) “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.
  - (e) “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 for Educators, the enrollment period for a graduating student ends on August 31 of the year of graduation.
  - (f) “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.
  - (g) “Revocation” is the invalidation of any certificate held by the educator.
  - (h) “Denial” is the refusal to grant initial certification to an applicant for a certificate.
  - (i) “Suspension” is the temporary invalidation of any certificate for a period of time specified by the Professional Standards Commission.



- (j) “Reprimand” admonishes the certificate holder for his or her conduct. The reprimand cautions that further unethical conduct will lead to a more severe action.
- (k) “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.
- (l) “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.
- (m) “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 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 or Local Unit of Administration (LUA)/school district premises or at a school or a LUA/school district-related activity while under the influence of, possessing, using, or consuming illegal or unauthorized drugs; and
2. being on school or LUA/school district 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 or school district 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, or school or LUA/school district personnel, 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: 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.
- (i) Standard 9: Professional Conduct - An educator shall demonstrate conduct that follows generally recognized professional standards and preserves the dignity and integrity of the education profession. Unethical conduct includes but is not limited to a resignation that would equate to a breach of contract; 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.
  - (j) Standard 10: 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 Georgia Professional Standards Commission must be in writing and must be signed by the complainant (parent, educator, or other LUA/school district employee, 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 Georgia 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 1-11 -10 (GaPSC 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 1-11 -10 (GaPSC 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 (O.C.G.A. §16-13-111); 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 her revocation, suspension or denial for a violation of The Code of Ethics. The superintendent and the educator designated by the superintendent/Local Board of Education 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 the superintendent's designee must hold GaPSC certification. Should the superintendent's certificate be revoked, suspended, or denied, the Board of Education shall be responsible for assuring that the superintendent whose certificate has been revoked, suspended, or denied is not employed or serving in any capacity in their district.

Authority O.C.G.A. § 20-2-200; 20-2-981 through 20-2-984.5