

SECTION I

NORTH GEORGIA COLLEGE AND STATE UNIVERSITY

MISSION STATEMENT

North Georgia College and State University is a coeducational state institution that stresses a strong liberal arts program, as well as pre-professional, professional, and graduate programs that address the needs of a pluralistic society.

**To this end,
the goals for the Undergraduate Programs of
North Georgia College and State University are:**

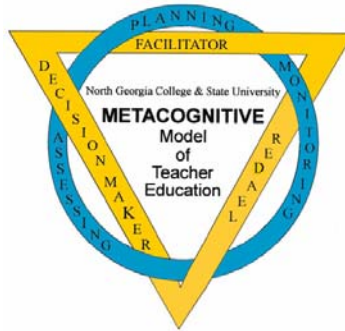
- to offer a high quality liberal arts education as a basis for traditional arts and sciences undergraduate programs, as well as for pre-professional and professional programs;
- to provide support services and an environment conducive to the students' intellectual, ethical, social, and physical development and cultural awareness so that they can become knowledgeable and responsible state, regional, national, and international citizens;
- to emphasize the development and enhancement of oral and written communication, critical and analytical thinking skills, and research skills;
- to become preeminent in developing student leadership skills; and
- to provide and utilize the technology to advance the institution's educational purposes.

SCHOOL OF EDUCATION INTENDED OUTCOMES AND COMPETENCIES

In keeping with the NGCSU Mission Statement and Goals, the Intended Outcomes and Competencies of the School of Education for students in the baccalaureate program are:

- students will be able to deliver/facilitate the learning of content knowledge, skills, and dispositions to provide citizens to function and contribute to a free society;
- students will demonstrate the ability to make informed decisions necessary to impact on education as knowledgeable and responsible educators;
- students will be able to demonstrate skills and dispositions that will enable them to continue learning throughout their lifetimes and professional careers;
- students will be able to apply critical, analytical, research, and technological skills by successfully planning and facilitating an instructional or administrative course of action;
- students will be able to demonstrate instructional, administrative, and professional leadership within the educational community; and
- students will be able to demonstrate use of technology to enhance instructional effectiveness in the classroom.

PROGRAM PHILOSOPHY: A METACOGNITIVE PERSPECTIVE



North Georgia College and State University prepares teachers for tomorrow's classrooms--teachers who can deliver knowledge and skills in an effective manner, make informed decisions and choices, and assume leadership--first in the classroom and then within the professional community. The process which integrates these roles of Facilitator, Decision-Maker, and Leader is a metacognitive one, in that teachers must be conscious of their thinking and problem-solving processes in order to integrate and monitor the interaction of these roles. Metacognition is that ability which enables teachers to plan a course of action prior to beginning a task, to monitor themselves while executing a plan, to alter or adjust a plan consciously, and finally to evaluate the results after action has been taken.

Traditionally, the role of the teacher has included the facilitation of learning. The facilitator (teacher) is responsible for structuring the learning environment in such a way as to enable effective and efficient learning to occur. As a Facilitator, students in the teacher education program will increase their competency in these four areas: Subject Matter Knowledge, Individual Differences of Students, Communications including technology, and Classroom Management.

As a decision-maker, the teacher must have a knowledge base related to curriculum, methods, trends, issues, and assessment as well as a repertoire of workable principles by which appropriate curricular and classroom management decisions can be made. As a Decision-Maker, students in the teacher education program will increase their competence in these four areas: Assessment, Planning, Problem-Solving, and Instructional Methods, Materials, and Resources.

As a leader in an educational setting where opportunities for "teacher empowerment" are increasing, the teacher must be prepared to assume a variety of leadership roles during his or her career. This concept of leadership is multifaceted and part of the mission statement for North Georgia College and State University. Graduates are expected to be prepared to undertake leadership roles in their profession and within their community. As a Leader, students will increase their competence in these four areas: Ethical Perspectives, Metacognition, Professional Leadership, and Research and Evaluation.

METACOGNITIVE MODEL COMPETENCIES

COMPETENCY AS A FACILITATOR

- **Subject Matter Indicators**
- **Individual Differences Indicators**
- **Communication/Interpersonal Indicators**
- **Classroom Management Indicators**

COMPETENCY AS A DECISION-MAKER

- **Planning Indicators**
- **Assessment Indicators**
- **Problem-Solving Indicators**
- **Methods, Materials, and Resource Indicators**

COMPETENCY AS A LEADER

- **Leadership Indicators**
- **Reflection and Metacognition Indicators**
- **Ethical Perspectives Indicators**
- **Research and Evaluation Indicators**

I. COMPETENCY AS A FACILITATOR

Subject Matter Indicators:

1. Communicates accurate, current content clearly and sequentially.
2. Achieves objectives through focused activities and instruction.
3. Implements successfully a variety of appropriate strategies, approaches to materials, and learning activities.
4. Illuminates/elaborates key concepts and monitors students' understanding through effective questioning techniques.
5. Provides opportunities for students to practice/process content.
6. Connects content to students' life experiences.
7. Uses appropriate technology to enhance instruction of content.

Individual Differences Indicators:

1. Utilizes background data to assign students to groups, materials, and/or activities.
2. Creates a positive environment respectful of ethnic, cultural and/or special needs and learning styles.
3. Uses teaching strategies promoting cultural/ethnic, academic/gender/disability inclusiveness.
4. Demonstrates flexibility in adapting instruction required by student performances, special needs, and/or changing conditions.

Communication/Interpersonal Indicators:

1. Demonstrates acceptable professional oral expression.
2. Demonstrates acceptable professional written expression.
3. Exhibits poise, self-confidence, and self-control when teaching.
4. Demonstrates tact and sound judgment in professional settings.
5. Shows appropriate enthusiasm/humor when teaching.
6. Responds positively to student questions and input in the lesson.
7. Provides general and specific reinforcement and feedback about students' academic efforts.
8. Communicates content effectively through clear directions, procedures, and explanations.
9. Communicates effectively with parents.
10. Creates a positive, productive learning environment in the classroom.

Classroom Management Indicators:

1. Organizes time, space, materials, and equipment for instruction.
2. Handles classroom routines efficiently and in a timely manner, and uses instructional time wisely.
3. Secures and maintains students' attention.
4. Motivates students to remain involved throughout learning activities.
5. Implements a management plan suitable to the developmental needs of students and the classroom context.
6. Manages individual learning activities and a variety of group learning situations.
7. Articulates clear expectations and appropriate feedback about behavior as needed.
8. Monitors students' behavior and on-task performance throughout the lesson.
9. Promotes on-task behavior by use of nonverbal techniques (i.e., scanning, circulating, eye contact, proximity control).
10. Manages disruptive behavior effectively and smoothly.
11. Makes transitions efficiently and smoothly.

II. COMPETENCY AS A DECISION-MAKER**Planning Indicators:**

1. Organizes a field notebook and maintains throughout the internship.
2. Demonstrates long-range planning skills.
3. Writes well-developed lesson plans appropriate to the objectives.
4. Plans instruction and activities appropriate to the students' academic levels, learning styles, and diverse perspectives (ethnic background, culture, community).
5. Utilizes accurate and current content in lesson planning.
6. Develops and/or uses curriculum that encourages students to question and interpret ideas.
7. Plans for the use of appropriate, available materials and technology to enhance lesson delivery.
8. Demonstrates correct written expression in lesson plans.
9. Submits daily lesson plans to cooperating teacher for approval at least one day prior to teaching.
10. Develops weekly schedule of plans and submits to university supervisor at the end of the week prior to teaching.
11. Develops a classroom management plan in accordance with policies of cooperating teacher and school.
12. Develops unit plans and work sample according to template instructions.

Assessment Indicators:

1. Utilizes varied informal and formal assessment techniques to evaluate academic performance of students (i.e., observations, portfolios, teacher made tests, performance tasks, student self-assessment, peer assessment, diagnostic and standardized tests).
2. Uses evaluative feedback from student performance and adjusts instruction accordingly.
3. Helps students become aware of their strengths and growth needs by involving them in self-assessment activities.
4. Solicits information about students' experiences, learning behaviors, needs and progress from parents, colleagues and students themselves.
5. Incorporates technology in evaluating/assessing students' performance.
6. Prepares tests and assessments to determine learner progress, interests, and performance levels.
7. Grades, records, and returns students' work in a timely manner.
8. Uses records and students' work samples to support assessment and grading reports to parents.
9. Determines grades and students' progress in keeping with school policies and procedures.

Problem Solving Indicators:

1. Uses varied decision-making approaches and critical thinking skills when responding to problematic situations.
2. Utilizes a variety of approaches in order to promote decision-making and development of critical thinking skills in the classroom.
3. Provides opportunities for students to solve problems, make decisions, and express understanding of concepts, skills, and behaviors.
4. Designs opportunities for students to acquire knowledge and test hypotheses.
5. Shows objectivity when dealing with problems.

Methods, Materials, & Resources Indicators:

1. Demonstrates a working repertoire of instructional strategies, approaches, or models.
2. Takes into account materials, resources, and knowledge of instructional methods when planning instruction.
3. Produces, creates, and utilizes unique instructional materials and resources from information sources and available technology.

III. COMPETENCY AS A LEADER

Leadership Indicators:

1. Demonstrates initiative for assuming responsibility.
2. Effectively uses time at school.
3. Responds professionally to crisis situations.
4. Demonstrates enthusiasm for teaching and working with others.
5. Exhibits a positive attitude toward the profession.
6. Works well with colleagues.
7. Handles administrative duties associated with teaching.
8. Fulfills all instructional and supervisory responsibilities of the cooperating teacher during weeks of full-time teaching.

Reflection & Metacognition Indicators:

1. Documents self-evaluation and reflection on the extent to which stated objectives have been met for each lesson taught.
2. Reflects critically on teaching performance in written critiques of videotaped lessons.
3. Maintains a journal of reflection (addressing specifically the affective domain of the teaching experience).
4. Articulates the ability to be a reflective teacher (capable of adjusting and regulating teacher-behaviors) as evidenced through Weekly Conference Reports and conferences with the cooperating teacher and college supervisor.
5. Accepts and utilizes evaluative feedback to change the environment and/or teaching behaviors to improve performance.

Ethical Perspectives Indicators:

1. Fulfills attendance requirements and maintains hours set by the school.
2. Attends professional and school-related meetings.
3. Attends university seminars as required.
4. Dresses appropriately.
5. Respects confidentiality of students and teachers.
6. Demonstrates working knowledge of school policies and procedures.
7. Adheres to the Standards of Conduct set forth in the Code of Ethics for the teaching profession in the state of Georgia.
8. Demonstrates working knowledge of legal responsibilities and state and federal regulations such as those pertaining to Special Education.

Research and Evaluation Indicators:

1. Develops and delivers unit/learning cycle of instruction according to template instructions.
2. Completes analysis of student performance and reflective essay based on student assessments from unit.
3. Reflects on and evaluates teaching and learning in order to revise practice.
4. Utilizes resources available for professional learning (i.e., professional literature, colleagues, associations, professional development activities).
5. Applies in the classroom knowledge of educational research on teaching and learning.
6. Uses experiences and resources to produce and maintain a professional portfolio.