

FOREIGN LANGUAGE EDUCATION—THE UNIVERSITY OF GEORGIA

QUALITY ASSURANCE CONTRACT

In 1998-99, the Board of Regents of the University System of Georgia published *Principles for the Preparation of Educators for the Schools*. This document states that teacher educators from The University of Georgia must be able to guarantee the *quality* of its graduates in teacher education programs. As a result of that mandate, we ask teacher candidates in the Foreign Language Education Initial Certification Program to read, discuss, and sign this Quality Assurance Contract. The contract spells out the principles of professional conduct that you agree to uphold, efforts we (the University faculty and graduate assistants) will make to assist teacher candidates who are not meeting those expectations, and possible consequences for those who do not live up to this agreement. By living up to the Quality Assurance Contract, **you will have demonstrated both your potential to meet the program's goals for professional educators and your commitment to be a good citizen of a school community and the teaching profession at large.**

EXPECTATIONS OF STUDENTS AS MODEL STUDENTS

Area 1

Students will demonstrate in UGA coursework and field-based courses a commitment to an intense and critical engagement with the literature of foreign language education that enables the development of a theorized practice in both UGA classes and the public/private school classroom.

We believe that effective teaching requires effective modeling. In other words, an effective teacher is one who can exhibit the very attitudes and behaviors that are expected of model students. Therefore, while enrolled in the Foreign Language Education Initial Certification Program, you will be held accountable for being a model student. Your acceptance of this contract indicates that you are making a commitment to working toward such a goal.

The following points highlight some essential characteristics that we believe define a good teacher candidate/student. These characteristics, some of which are listed below, underscore our vision of what is essential for developing as a teaching professional. These points also underline the program's expectations, which will be used to evaluate your development. In order to qualify as successful in the program, you are expected to:

- * Exhibit the willingness to develop a professional disposition.
- * Maintain a professional relationship with UGA faculty, teaching assistants (TAs), and fellow students.
- * Respond to constructive criticism and feedback.
- * Avoid absences and tardies.
- * Always complete work on time (i.e., respect important deadlines, etc.).
- * Show constant respect to other members of the school and University community both orally and in writing.

- * Consult with UGA faculty as soon as problems arise (i.e., not let problems develop to a point that they cannot be resolved).
- * Show initiative/be proactive (e.g., figure out how to get things done; seek out additional learning experiences beyond course requirements as needed).
- * Be organized and handle multi-tasking well (e.g., develop an organizational system to keep track of all materials, dates, etc.)

EXPECTATIONS OF STUDENTS AS MODEL TEACHERS

Area 2

Students will provide the best possible learning environment and learning experiences for public/private school students.

The following points highlight some essential characteristics that we believe define the behaviors of an effective classroom teacher. These characteristics, some of which are listed below, underscore our vision of what is essential for developing as a student teacher or teacher intern. These points also underline the program's expectations, which will be used to evaluate your progress in the school classroom. In order to qualify as a successful student teacher/teacher intern, you are expected to meet the following criteria in four domains:

A. Planning

- * Understand student learning goals.
- * Submit lesson plans to one's mentor teacher (MT) at least 3 days in advance.
- * Revise plans according to suggestions.
- * Address classroom management issues through careful instructional planning.

B. Showing Initiative

- * Accept responsibility for own decisions and actions.
- * Seek out and incorporate suggestions for improvement from the MT and university supervisor (US).
- * Seek out a variety of experiences during student teaching, including extracurricular and professional development activities.

C. Attending to Learners

- * Attend to students' responses to teaching by observing behaviors indicating, for example, boredom, confusion, anger, etc.
- * Teach all students, not just those students who respond in discussions or demand attention.
- * Engage students at the appropriate developmental level.

D. Managing/Organizing

- * Practice good time management in class.
- * Meet deadlines and administrative responsibilities on time.
- * Develop an organizational system to keep track of all materials, dates, etc.

Area 3

Students will support the policies of the school in which they student teach or work as a teacher intern.

As a representative of the University of Georgia's Foreign Language Initial Certification Program—and, in the case of student teachers, as a guest in a building—it is imperative that you uphold the standing policies of the hosting school and school community. Therefore, you are expected to:

- * Know and enforce school and county rules and regulations pertaining to such issues as child abuse, drug use, sexual harassment, etc.
- * Track student movement in and out of the classroom and know where students are at all times during a class period.
- * Consult appropriate school personnel about evidence of student problems extending beyond the expertise of a teacher candidate.

Area 4

Students will behave in a professional manner at all times while in public or private schools.

Comporting yourself in a professional manner is essential for your success both in the classroom and in the school community at large. Consequently, you are expected to:

- * Respond to MT's and US's constructive criticism and feedback.
- * Avoid absences, except for serious illness and emergency situations. (In the case of an absence, you are to inform and deliver plans to the MT as far in advance as possible.)
- * Follow MT's daily schedule and not be tardy.
- * Maintain a professional relationship with the MT and other faculty, staff, and administrators.
- * Maintain a professional relationship with students.
- * Maintain a professional appearance.
- * Consult with CT and US as soon as classroom problems arise (i.e., do not let problems continue so that they cannot be resolved).
- * Show initiative, seeking out resources within the school setting as needed to meet instructional goals (e.g., meeting with department chairpersons).

Area 5

Students will abide by all Foreign Language Education Initial Certification Program Policies (see Appendix A). See Appendix B for examples of unacceptable behavior.

Options for Improvement in Meeting Quality Assurance Expectations

In order to guarantee that graduates of our program meet the standards for Quality Assurance, we are prepared to implement appropriate measures for addressing an array of concerns. Teacher candidates (TCs) may anticipate the following kinds of interventions being used to address a problem:

1. Scheduling a conference with parties involved to discuss problems.
2. Gathering data to document MT/US concerns. For a TC who is teaching, data might be an audiotape or videotape of the TC teaching a class. For a TC who is still taking classes, data might be papers/emails written for classes.
3. Asking the TC to create with faculty, TAs, and MTs an appropriate contract/plan for improvement and method of tracking the progress of such a contract. May go to #6 (see below) at any time.
4. Scheduling peer mediation with a successful TC. Observing a successful TC teaching and/or reading another TC's written work as appropriate.
5. Asking a TC to reflect on progress in writing and soliciting response from faculty, TAs, peers, and MTs as appropriate.
6. If necessary, holding a decision-making conference to determine whether to withdraw the TC from classes and/or practicum placements and/or establish alternate work (e.g., readings on professional demeanor, discipline, cultural awareness, planning, etc.; cross-school visits in and outside cohort group; in-depth writing; other assignments to be determined to fit individual needs). This measure could result in the following:
 - a) Failing individual courses (3 hours each; a C in each course is required fall semester to continue into spring semester), or
 - b) Being denied placement in schools for practicum(s), or
 - c) Failing the student teaching semester (15 hours), or
 - d) Passing student teaching but without a letter of reference from the MT, US, or faculty, or
 - e) Passing student teaching with a degree in Foreign Language Education but without a Georgia Teaching Certificate, or
 - f) Receiving a Foreign Language Education degree without certification, or
 - g) Being withdrawn from the Foreign Language Education Initial Certification Program. This measure would require that the TC select another major in another department at the university.

Each of these interventions may include a set of checkpoints along a timeline agreed upon by those involved. If no progress is made in an appropriate period of time, #6 will go into effect. If a school or school district terminates the TC's placement, the TC may be withdrawn from the

Foreign Language Education Initial Certification Program without recourse to remediation procedures.

I have read, will abide by the conditions of this contract, and will accept the consequences for not meeting the Quality Assurance Contract expectations.

Name (please print) _____

Signature _____

Date _____

(Please sign two copies. Keep a copy for your files and leave one with your University Contact Person.)

Appendix A: Foreign Language Education Initial Certification Program Policies

1. Teacher candidates are strongly discouraged from working during their full-time spring student teaching practicum. Student teaching is a full-time job, approximately 60 hrs/wk, that is even more demanding of teacher candidates than of in-service teachers. Taking on other jobs that cut into teacher candidates' time, energy, and attention will negatively affect the education of scores of students.
2. Teacher candidates may not change placements once cooperating teachers have been assigned by the school district and university.
3. Teacher candidates are required to teach the equivalent of 4 foreign language classes or 2 out of 3 blocks during their full-time spring student teaching practicum. They should not teach *more* than 4 classes or 2 out of 3 blocks since they need additional time for planning. Students should teach full-time for a minimum of four weeks.
4. Teacher candidates cannot teach out of field, and this restriction may include ESOL and Talented & Gifted classes.

Appendix B: Examples of Behavior from Real Student Teachers in Violation of the Quality Assurance Contract

- * Showing up for student teaching without plans for the classes to be taught.
- * Being excessively absent (i.e., excused or unexcused absences) or tardy (i.e., excused or unexcused tardies).
- * Failing to notify school/MT when absent.
- * Making sexual references to or having sex with students.
- * Inviting a student of the opposite sex to cohabitate.
- * Smoking on a school campus, or off-campus within view of students, on a school that is non-smoking.
- * Using drugs or alcohol on school property.
- * Coming to school smelling of alcohol or marijuana.
- * Attending a student party where alcohol is served.
- * Having serious personal hygiene problems.
- * Disciplining a student by taping his mouth shut.
- * Attempting to live on school property during student teaching.
- * Showing a *South Park* TV program to ninth-graders.

