

Young Harris College Master of Arts in Teaching Program Handbook

by Young Harris College Department of Education

YHC Overview

Mission, Vision, Goals, and Values

Young Harris College is a private, residential, liberal arts institution located in the southern Appalachian region. The College is affiliated with the United Methodist Church, and students from all backgrounds are welcome. Young Harris College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate and master's degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Young Harris College.



Young Harris College is endorsed by the University Senate of The United Methodist Church as an affiliated United Methodist institution.

The Teacher Preparation Program is approved by the Georgia Professional Standards Commission (GaPSC).

Mission Statement

In a world of continual change, Young Harris College educates students in the liberal arts and professional programs, serves both the region and the world and empowers its graduates to create and define service, successes, and meaning throughout their lives.

Vision Statement

Young Harris will be known as the regional, innovative College that:

- Offers liberal arts and professional programs, using a variety of learning platforms, and student-life experiences that empowers its students to enter life after their collegiate experience, educated and prepared to succeed, and
- Develops and offers programs that will assist the region's civic, business and educational leaders, in accomplishing their economic and societal goals.

EDUCATE: Young Harris College seeks to be recognized in the Southeast as an institution that, through its liberal arts education, encourages students to be intellectually curious. The College will educate the whole person through a comprehensive program of classroom, residential, and extra-curricular experiences. Faculty and staff will be active lifelong learners, and the College will support their intellectual and professional

development. The College will examine its processes and learn not only from itself, but also remain involved with the academy at large. The College will embrace emerging technology and pedagogical innovations.

INSPIRE: Young Harris College will be inclusive in character, providing opportunities for the development of faith through study, worship, and service. The College will take advantage of its mountain setting, incorporating the heritage and natural environment in both academics and student programming. The College will provide diverse educational, recreational, social and cultural experiences for its students and the surrounding community.

EMPOWER: Young Harris College will prepare its students to exercise mature and independent moral judgment in an ever-changing and diverse world. The College will challenge students to find and develop their particular talents, skills, and abilities. The College will provide opportunities for students to interact with others from diverse backgrounds, thus preparing them for responsible citizenship. The Young Harris College experience will exemplify environmental awareness, stewardship, and service to the community.

Goals

Young Harris College will:

- Educate students through a comprehensive liberal arts experience.
- Challenge students through innovative academic cultural, athletic, and spiritual programs.
- Recruit and retain excellent students, faculty, and staff.
- Empower students, faculty, and staff to reach their full potential.
- Increase significantly the College's financial resources and facilities to support growth and development.
- Contribute to the quality of life of our local community.

Values

Young Harris College values:

- **Truth**
Truth and its unfettered pursuit through intellectual inquiry.
Integrity in all aspects of academic, professional, and personal life.
- **The Liberal Arts**
Open-minded and inquisitive learners.
The liberal arts model of higher education and its role in transforming students.
- **Innovation**
Open to new methods and ideas.
Open to using a variety of learning platforms to deliver educational programs.

- **Heritage**

Its historic affiliation with the United Methodist Church and the Wesleyan tradition of higher education which seeks to develop both a trained mind and a warm heart. Academic freedom, affirmation of the dignity and worth of all persons, moral integrity, and support for the spiritual journeys of the members of our college community.

- **Community**

The relationships engendered through a small and diverse campus community. The support provided by our faculty, staff, trustees, alumni, and friends. The natural world and the cultural traditions and rich history of the southern Appalachian region.

- **Citizenship**

Our personal and collective responsibilities as citizens in service to society. The role of leadership dedicated to creating a sustainable, just, and caring society. Our role of assisting our region in reaching its economic and societal objectives that reflect the values of the College.

History of Education as an Academic Discipline at YHC

Since its founding in 1886, one of the main goals of Young Harris College was to send its graduates out to make the world a better place. As students left YHC, they entered the mission field or began teaching in local schools. In 1923, one three-hour education course was required of graduates. By 1948, Education courses were expanded through the English and science departments. In 1972, Education became part of the Behavioral Studies Division. Students were able to complete an Associate Degree in Education at this time. In 2007, the Board of Trustees and the YHC administration voted to return to a four-year institution, submitting to SACS in 2008, as a part of a developmental phase was approved. In 2015 the TPP was granted initial approval to offer those programs on an established basis.

The Master of Arts in Teaching program was approved for program development by SACSCOC and the GaPSC in 2018. The MAT is comprised of 4 certification areas; three areas, History, Mathematics and English, that build upon the undergraduate certification areas in Secondary Education and additional certification area of Biology.

Teacher Preparation Program Mission, Vision, and Conceptual Framework

Mission and Vision

TEACHER PREPARATION PROGRAM MISSION

Members of the Division of Education model and reflect upon the art and science of

teaching in order to design and implement transformative, educative experiences that support teacher candidates as they develop a well-informed pedagogical philosophy.

We educate, inspire, and empower teacher candidates who, as educators, advocate for their profession and the learners with whom they work, extending the vision and values of Young Harris College.

VISION

It is the aim of the Young Harris College Division of Education to engage collaboratively and professionally to enact an educational program that is highly-regarded for the quality of its graduates and becomes an influential model that elevates both the profession and the narratives regarding teacher preparation.

CONCEPTUAL FRAMEWORK FOR THE TEACHER PREPARATION PROGRAM

The Teacher Preparation Program (TPP) at Young Harris College originates from the College Mission, Goals, Values, and Vision combined with Professional, State, and Institutional standards for the preparation of prospective teachers. With the robustness of a Liberal Arts background woven throughout, the institutional motto of “**Educate, Inspire, Empower**” fully supports the developmental milestones entailed by the conceptual framework of the initial teacher preparation program at YHC. These program foci, which will be internalized by teacher candidates in a manner similar to the emulsification process the nautilus undergoes to form the chambers of its shell, may be defined as: (a) YHC mission and values; (b) experiential meaning making; (c) pedagogies that address the art and science of teaching; (d) professional transformation; and (e) advocacy.

Experiential meaning-making is facilitated for students in the YHC TPP through opportunities to apply, analyze, evaluate and create experiences and connections.

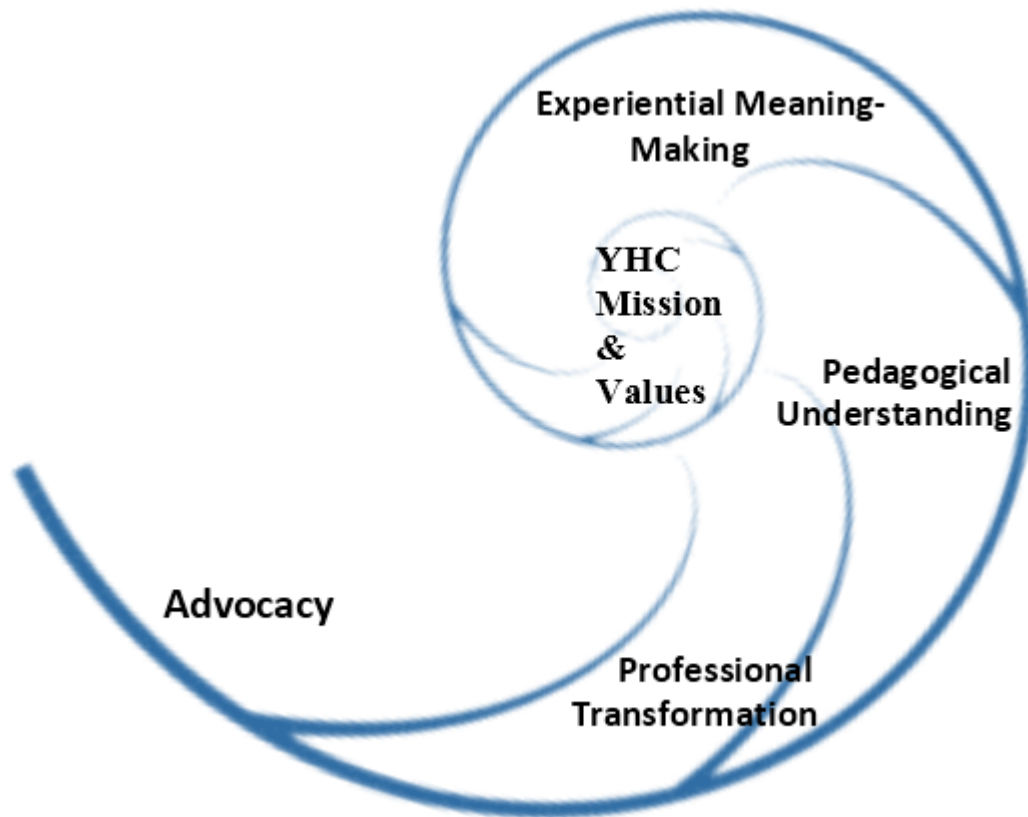
Pedagogical practice that values the art and science of teaching is modeled for students and explored through coursework and research-based practices. Candidates internalize pedagogical understanding and transfer this knowledge to the field.

Professional transformation is an ongoing experience based on learning and growth. The student entering the YHC TPP will not be the same candidate recommended for certification. Cognitive dissonance is a valuable experience in learning, and the opportunities to collaborate and communicate throughout the program of study support students as they grapple with and embrace new information and experiences.

Advocacy in education takes on many forms. The strength of the YHC TPP conceptual framework is to organize higher education for candidates such that they are able to go forth as professionals who advocate for their discipline, their colleagues, their students, and their communities. Strength of knowledge, skill, and conviction provides the structure and support for an educator in the field to be able to advocate for the ideals with which he/she identifies.

With continuous assessment providing on-going feedback and monitoring of all components of the teacher preparation program, the development of a professionally-informed pedagogy based on a strong liberal arts background that will lead to the capacity for advocating for self, the community, the profession, and enriched educational outcomes for all characterizes both the approach of the Young Harris College faculty as well as the program expectations/outcomes for teacher candidates. Thus, the image of the nautilus shell, that spirals toward the outer environment from a resilient core and continuously develops throughout a lifetime, is the icon for effective educator preparation at Young Harris College.

Guidelines and requirements of the Teacher Preparation Program are based on this conceptual framework and the continually-updated requirements for teacher certification in the state of Georgia. Each student/candidate should plan to use the current *Teacher Preparation Program Handbook* as a guide for matriculation through his/her program of study.



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Programs of Study

Programs of Study

GRADUATE PROGRAMS OF STUDY

Students accepted into Young Harris College at the graduate level are able to pursue a Master of Arts in Teaching (MAT) degree with concentrations in the following secondary subjects that lead to a master's degree and initial teaching certification for grades 6-12. These programs are distinct in that students will spend an extended amount of time involved in field and clinical experiences outside course requirements. All major and degree requirements are available in the current [college catalog](#).

- Secondary Education: English
- Secondary Education: Mathematics
- Secondary Education: History
- Secondary Education: Broad Field Science
- Secondary Education: Biology

AUTISM SPECTRUM DISORDERS ENDORSEMENT

Young Harris College was the first college in the State of Georgia to offer an Autism Endorsement in the Spring of 2017. This endorsement is intended for pre-service and in-service GaPSC certificate holders. An individual with the Autism Endorsement has strengthened and enhanced competency levels for working with students on the autism spectrum. YHC Teacher Candidates can add-on this 3 course sequence as part of their degree progress, which upon successful completion will result in an endorsement certification in addition to the initial certification area. In-service teachers who hold a level 4 or higher renewable certificate are eligible to add-on this endorsement to any teaching field. This endorsement does not replace the certification requirement of holding the appropriate special education base-field certificate for working with students with autism. For more details on this endorsement please contact the GaPSC.

PREPARING FOR YOUR PROGRAM

The Teacher Preparation Program (TPP) is composed of a comprehensive series of transformative experiences and cohesive coursework that enables the faculty and staff of the Department of Education to work with Young Harris College students in various settings and circumstances in assisting them to become successful professional,

certified public educators. As the only professional program that results in licensure offered at Young Harris College, both the TPP and YHC are held accountable to the rigorous standards set forth by the Georgia Professional Standards Commission (GaPSC) for preparing educators in the state of Georgia. Meeting these standards obligates the TPP to create a reliable system for preparing teacher candidates, one that goes beyond the degree completion requirements that YHC students with degrees other than education typically fulfill. In order to comply with GaPSC regulations for assuring high-quality, effective educators, the TPP manages and tracks college students' progress toward those standards from their pre-professional courses into their employment and performance in the field as in-service teachers. For this period of association the TPP will collect regular data about candidate performance and, from time-to-time, may need candidates to provide data to support claims as to their teaching effectiveness.

To teach in public schools the State of Georgia requires individuals to complete an accredited program in professional education in order to be certified (or licensed) by the GaPSC. In order to be accredited, teacher education programs must have admissions processes separate from the entrance process for the college so as to document that future teachers are fully qualified to learn through challenging courses and experiences and complete the program. The TPP at YHC is the body that recommends teacher candidates for initial certification to the GaPSC, who have earned their MAT degree and successfully completed all requirements.

PROGRAM ADVISING

Students desiring to complete the Teacher Preparation Program will be expected to demonstrate content knowledge in the intended certification area. Prospective students should have obtained a bachelor's degree from a regionally accredited institution in an approved field related to the content area for certification area and passed the aligned *Georgia Assessments for the Certification of Educators (GACE)*. Students are who are seeking certification in a content area not directly aligned to their degree may be required to take additional content courses and must have approval from the MAT Coordinator and the Chair of the Department of Education, in order to do so.

Academic Planning sheets are provided for students so that they can arrange their schedules and work with the MAT Coordinator to develop programs of study. Generally, students seeking certification require an average of 15 to 18 hours per semester and must complete 3 sequential semesters finish the degree program in 1 year. It may be possible to extend the program beyond one year with approval from the MAT Coordinator and the Department Chair. Students are encouraged to print and use the degree audit forms found in the [YHC catalog](#) for all majors and degrees, as well as, the field study placement plan included in this handbook to assist with academic planning.

Due to the rigorous outside accreditation requirements of the Georgia Professional Standards Commission, **there is no guarantee that students will be able to complete the certification program in a given period of time** – that will be dependent on each candidate's preparation, rate of course completion, and availability of courses. Students unable to meet the standards set forth by the Teacher Preparation Program will not be recommended for certification and may not be eligible to be granted the Master of Arts in Teaching degree in Secondary Education.

Program Policies

Initial Admission Policies

MASTER OF ARTS IN TEACHING ADMISSION REQUIREMENTS

The following expectations must be met prior to admission into the Teacher Preparation Program (TPP). Some requirements may be completed online, while other requirements may require applicants to appear in person to complete. *These requirements may be in addition to the general admission requirements for Young Harris College.* General admission policies to Young Harris College may be found in the College's current [catalog](#).

1. A minimum of a 2.75 cumulative grade point average on a 4-point scale.
2. A bachelor's degree from a regionally accredited institution in an approved field related to the content area for certification.
3. An electronic [application](#) to apply for admission to the MAT program.
4. Passing score on the [Georgia Assessments for the Certification of Educators \(GACE\) Program Admission Assessment](#) or [proof of exemption](#) as stipulated by Georgia Professional Standards Commission (GaPSC).
5. The [Georgia Educator Ethics – Program Entry \(350\) module](#) completed.
6. Current liability insurance from [SPAGE](#) for field experiences.
7. Applicants must undergo a fingerprint criminal background check at the time of admission. A clear criminal record is required to participate in field and clinical experiences in any school setting and fingerprinting must be completed in person.

CHECKPOINT - Admission to the Teacher Preparation Program

When the application process is complete, the candidate will receive an official notification of acceptance status. Students may be prevented from registering from education courses until receiving formal admission by the TPP.

Applicants must submit the Georgia Professional Standards Commission (GaPSC) [Pre-Service Certificate Application](#) including the Verification of Lawful Presence *after* acceptance to the MAT program. This application includes a criminal background check that upon clearance will allow Teacher Candidates to participate in field and clinical experiences in Georgia schools. Any findings in an MAT Candidate's criminal history will result in a full ethics investigation by the Ethics Division of the GaPSC, with a review

by the GaPSC review board before approval or other outcome is determined. Candidates who are granted a Pre-Service Certificate by the GaPSC become licensed Pre-Service Educators and are therefore held accountable to the [Georgia Code of Ethics](#) as professionals.

CONDITIONAL ADMISSION

Applicants may be granted conditional status for two different admission deficiencies:

1. Applicants who have not completed any determined content courses as outlined above may be granted conditional admission for their first semester in order to complete additional content courses. Such applicants must contact the Coordinator of the MAT program to discuss their status and the likelihood of meeting state standards for initial certification. After the meeting and the fulfillment of the requirements, the applicant will be notified of his/her admission status. Students admitted conditionally will be reviewed at the end of their first semester to determine eligibility for continuation in the program and eligibility for regular admission status. Conditionally admitted students who earn a grade point average lower than 2.7 during the first semester will not be allowed to continue in the MAT program. Students not allowed to continue because of a deficient grade point average may appeal to the Coordinator of the MAT program for continued enrollment.

2. Applicants who have not completed GACE Content assessments with a professional score of 250, may be accepted with conditional admission status pending the receipt of GACE Content assessments scores by May 15 of the year in which the program commences. Upon receipt of satisfactory GACE Content assessments (professional score of 250), the status will be changed to regular admission status. If any required test score is not received by Graduate Admissions by May 15, the student will not be allowed to begin the program for the semester accepted with conditional admission status and will be encouraged to reapply for the next available cohort. Conditionally admitted students are not eligible for federal financial aid.

PROVISIONAL ADMISSION

Applicants who do not meet the regular admission criteria stated above may be granted provisional admission pending a successful admission appeal (see Appeal of Graduate Admission). Student status will be reviewed to determine eligibility for regular admission following completion of seven hours. Provisionally admitted students who earn a grade point average lower than 2.7 during the provisional period will not be allowed to continue in the MAT program. Students not allowed to continue because of a deficient grade point average may appeal to the Coordinator of the MAT program for continued enrollment.

Provisionally admitted students are not eligible for federal financial aid.

TRANSFER STUDENT ADMISSION

Transfer students who wish to enroll in the MAT Program must meet all the admission criteria outlined in the Teacher Preparation Program Progression document. Transfer students with education credit from other institutions must have transfer credit reviewed and approved by the MAT Coordinator and Education Department Chair prior to receiving credit toward degree progress. **Transfer students may request a review of their transcripts, but will not necessarily be granted credit for education courses completed at other institutions.** *By college policy, transfer credit is limited to 6 hours for MAT program candidates.*

Enrolled Program Policies

Candidates admitted to the MAT Program are expected to successfully complete transition phases as detailed in the Teacher Preparation Program Progression within a typical timeline for program progression of about four semesters. However, some students may have alternative timelines or need additional time to complete program progression. The Young Harris College MAT Program is willing to review and consider variances on a case-by-case basis when requested by enrolled students.

READMISSION

An application for readmission is required for students who wish to return to the MAT program after discontinuing enrollment. If the candidate left in good standing with the program, he or she will need to request readmission in writing to the MAT Coordinator and Education Department Chair. Depending on the program and pre-service requirements, candidates who left in good standing may only need to reapply for a pre-service certificate. If a candidate left the MAT due to unmet program criteria, the candidate must fully reapply to the program. Readmitted students must meet any new program requirements instituted since their withdrawal regardless of the length of time between their original admission to the MAT Teacher Education Program and their readmission.

REMEDIATION

Remediation may occur at any point in the TPP progression when in the judgment of the professionals involved, such as faculty or Partner Teachers, a candidate demonstrates deficiency beyond the scope of normal candidate development in any dimension of becoming a professional educator. The TPP faculty member, partner, or stake holder who substantiates a candidate's deficiency(ies) in writing on the Student Complaint/Concern Form and submits the document to affected parties (Teacher Candidate or Student Teaching Intern, Master Educator or Partner Teacher, college supervisor, etc.) as well as the MAT Coordinator and the Education Department Chair may trigger a review of the YHC student's performance and the process for remediation. Deficiencies in professional proficiencies may include performance(s) that have the likely potential for negatively affecting P-12 students, school personnel, student colleagues, the TPP, the reputation of YHC, or due to a breach of ethics, as outlined in the Conceptual Framework, the INTASC Standards, the Candidate Keys, the Georgia Code of Ethics for Educators, or the GaPSC rules or guidelines. Action plans are developed by the student and should demonstrate actionable items that encourage reflection and growth over a timeline of no more than one semester in duration. Action plans are reviewed and approved by Director of Teacher Preparation. MAT Candidates who require remediation may remain enrolled in the TPP and retain a valid Pre-Service certificate; however, they are expected to demonstrate growth as outlined in their remediation plan prior to continued enrollment in the TPP the following semester.

MAT candidates who do not show progress after remediation may be required to repeat courses or experiences where deficiencies have been demonstrated and have not been sufficiently addressed or if program progression criteria have not been met. Remediation may require actions beyond meeting degree requirements. Such a continuation may require additional time and may delay a candidate from graduating or prevent gaining licensure. When remediation is successful, the candidate will have the opportunity to continue in the TPP to complete all requirements for certification. However, decision about candidate continuation are the purview of the TPP administrators.

The TPP response to severe violations may be immediate withdrawal of the YHC student from the program; in other words, remediation is offered only when all parties involved agree that the candidate is likely to carry out and benefit from the remediation process.

PROGRAM WITHDRAWAL

If the remediation is unsuccessful or if multiple attempts at remediation are unsuccessful, the candidate may be dismissed from the TPP. In acute or severe circumstances, MAT candidates may be withdrawn from the TPP without remediation. Withdrawn candidates will be removed from field experiences and/or coursework and will have the pre-service certification revoked with the GaPSC. Candidates will not be

allowed to continue with field experiences and/or coursework until all program and degree requirements are met and a valid pre-service certificate is obtained.

APPEALING A PROGRAM WITHDRAWAL

Program withdrawal may be appealed in writing to the MAT Coordinator, Education Department Chair and to a committee comprised of YHC faculty, partners and stakeholders, and should include an explanation for and evidence to substantiate an outcome other than dismissal and withdrawal.

STUDENT CONCERNS

In order to lead to a resolution, concerns about or by students must be documented. Documentation is held on file with the Administrative/ Data Assistant in the Department of Education. See Appendix L for Concern Form.

FEES and ADDITIONAL EXPENDITURES

As with other professions that require licensure, students who are pursuing professional certification from the GaPSC as an educator should be aware of expenditures associated with obtaining professional certification. Students will be responsible for these additional expenditures. Some fees are set by the provider and charged by Young Harris College as a service to the student to reduce out-of-pocket costs. For detailed information regarding the cost of attendance, billing and payment, contact the Business Office or the Office of Financial Aid.

- liability insurance,
- fingerprinting,
- technology,
- travel expenses,
- externally-scored certification assessments* ,
- and/or any additional requirements set by the district in which the Teacher Candidate has field studies.

*The certification areas offered by the YHC TPP are accredited by the GaPSC and, therefore, all candidates must meet the state-wide certification examinations. The current [required assessments](#) for certification include the GACE program admission assessment, GACE content area assessments, edTPA performance assessment, and a

reoccurring ethics assessment. The cost of these assessments are set by the provider and are the responsibility of the student, with the exception of edTPA, which is collected as part of student fees. Students will be provided a voucher as payment towards the initial purchase of edTPA. Only one voucher is provided to students. Any subsequent submissions are the responsibility of the student.

Technology Policies

The Teacher Preparation Program expects teacher candidates to demonstrate proficiency with varied instructional technologies and so has integrated technology use into the courses. Teacher candidates will work with multiple software, and across platforms to assist with their development of technology skills. Beginning with the first education course, teacher candidates are expected to use a laptop computer or comparable device in order to complete coursework and are also required to buy electronic portfolio software. This software is the equivalent of a required text and can be purchased through the Young Harris College bookstore, if it is not supplied to the student as a part of YHC IncludED book program. In addition to LiveText, Young Harris College utilizes a second learning management software called Moodle. Moodle is an online, free software.

MINIMUM TECHNOLOGY REQUIREMENTS FOR YHC ONLINE/SYNCHRONOUS COURSES

Computer hardware and software requirements:

- A webcam
- A microphone
- Speakers
- Internet capability and connection (See Internet Access Requirements below.)
- A current word processing software - Students are provided with a [downloadable](#) copy of Microsoft Office 365. (Link requires YHC login.)
- A LiveText subscription - Students are provided a LiveText subscription as part of their required texts.
- The latest version of Java
- The latest version of Adobe Reader
- An up-to-date web browser: Chrome, Firefox, or Safari (Mac only)
- Antivirus software - Students using the YHC WiFi are required to have one active antivirus product installed on their personal computer.

Internet Access requirements:

Broadband Internet connection is required. Examples of broadband Internet connection are high-speed DSL or a Cable modem. You must have a contingency plan in case your internet access is compromised. A local library or McDonald's is a good backup plan. LACK OF WIFI IS NOT AN EXCUSE FOR MISSING A DEADLINE. You should always work ahead so that it limited WiFi access does not prevent learning and participation.

Email requirements:

Young Harris College students are provided with a college E-mail account for the duration of their enrollment and as alumni. The Young Harris College-based E-mail system is the official communication resource for the College. Students are expected to check their E-mail on a frequent and consistent basis in order to stay current with YHC-related communications. Similarly, all MAT students are required to use this account when communicating with YHC faculty, staff and any district partners in order to identify themselves as a pre-professional teacher candidate with the YHC TPP.

EXPECTATIONS FOR TAKING AN ONLINE COURSE

Taking an online course provides students with flexibility by replacing face-to-face traditional classes with engaging online instructional activities. Your online course requires that you work on your own at a computer, while engaging virtually with the academic community. Students who are successful in online courses have effective self-regulation and autonomous learning practices. Some of the expectations for MAT students and classes include:

- Successfully complete the Moodle Online Orientation course prior to the class start date
- Download and install all necessary software
- Manage time effectively and efficiently
- Take increased responsibility for learning
- Fully engage in the online learning activities
- Be self-motivated
- Be willing to learn independently
- Be willing to seek help from the instructor
- Regularly log in to the online course

In addition to the above, you should also ensure that you have a quiet learning space for completing your online work. An area free from distraction and noise allows you to more effectively engage with the material and colleagues in the online learning environment.

It is recommended that students save their work in two separate locations, so that in the event of a computer failure work may be retrieved from another location. Students are encouraged to save to a local hard drive or USB and to an online file storage service (OneDrive). Teacher candidates should recognize that saving work samples or video

recordings from their field experiences to non-YHC provided file storage locations, such as Google Drive and YouTube, may violate FERPA policies for saving P-12 student records.

YOUNG HARRIS COLLEGE ONLINE COURSE TESTING POLICY

Young Harris College is committed to integrity in all of its programs. To ensure the security and integrity of the exam process, a proctored experience is required for successful completion of a YHC Online Course. A proctored exam is one in which the student is monitored while taking the exam. All YHC Online Courses have proctored final exams, but some may have additional proctored tests within the course.

Young Harris College has partnered with Proctorio to provide proctored exams in all YHC online courses. Proctorio is a cloud-based system that integrates with Moodle. The Proctorio online proctoring system is easy to use, and is accessible anytime and anywhere. Proctorio authenticates the identity of the test taker and captures the entire exam session which is later reviewed by the instructor.

Technical Requirements:

Students will need a webcam with microphone (internal or USB), their student ID, the Google Chrome browser, the Proctorio extension, and a quiet private location with a reliable internet connection. It is the student's responsibility to ensure these requirements are met.

Technical Help:

If a student has technical problems with proctoring, he/she should check to make sure that 1) He/she is using the Chrome browser and 2) has the proper extension installed. If the student continues to experience technical issues, Proctorio offers 24/7 technical support to students via email, or phone at (813) 774-3826 or toll-free at (844) 394-8815.

Environment Requirements:

- A quiet, secure, fully lighted room for the examination.
- No other people in the room
- Sit at a clean desk or clean table (not in a bed or sofa)
- No talking out loud or communicating with others by any means (with the exception of contact with the faculty member in an emergency)
- No leaving the room
- Nothing except computer and external cameras on the desktop or tabletop - removal of all books, papers, notebooks, or other materials, unless specifically permitted in written guidelines for a particular examination.
- Students are not allowed to use the following unless otherwise noted by instructor/exam giver: Excel; Word; PowerPoint; Calculator (online/computer or handheld devices); Textbooks (online/computer or hardcopy books); Notes

(online/computer or hardcopy notes); Pen and Paper (for the purpose of taking notes during exam or calculations); Other websites.

- External cameras, when possible, should be placed on the lid of the laptop or where it will have a constant, uninterrupted view of the test taker
- No writing visible on desk or on walls
- No music playing
- No other computers or other digital devices running in the exam room
- No headphones or ear buds allowed
- Webcam must be focused on the individual test taker
- Lighting must be good quality. Overhead is preferred.

Student Professional Organizations

Joining SPAGE

YHC has a chapter of the Student Professional Association of Georgia Educators (SPAGE). If a student purchases liability insurance from the parent organization, PAGE, that person may automatically become a [SPAGE member](#). Among other resources, [PAGE](#) provides legal protection and the student chapter serves as a professional development opportunity for pre-service teachers. Becoming involved in SPAGE early on in the program will help prepare stronger candidates through peer mentoring, early exposure to educational issues, opportunities for leadership, and additional support. It is an expectation of the Department of Education that TPP students will show their commitment to ongoing professional development by becoming active members of SPAGE. There may be a minor annual membership fee for belonging to the organization.

Teacher Preparation Program Criteria and Check Points

Progressing Through the Teacher Preparation Program

APPLYING TO THE MASTER OF ARTS PROGRAM

The following expectations must be met prior to admission into the Teacher Preparation Program (TPP). Some requirements can be completed online, while other requirements may require applicants to appear in person to complete.

1. A minimum of a 2.75 cumulative grade point average on a 4-point scale.
2. A bachelor's degree from a regionally accredited institution in an approved field related to the content area for certification.
3. An electronic [application](#) to apply for admission to the MAT program.

4. Passing score on the [Georgia Assessments for the Certification of Educators \(GACE\) Program Admission Assessment](#) or [proof of exemption](#) as stipulated by Georgia Professional Standards Commission (GaPSC).
5. The [Georgia Educator Ethics – Program Entry \(350\) module](#) completed.
6. Current liability insurance from [SPAGE](#) for field experiences.
7. Applicants must undergo a fingerprint criminal background check at the time of admission. A clear criminal record is required to participate in field and clinical experiences in any school setting and fingerprinting must be completed in person.

CHECKPOINT - Admission to the Teacher Preparation Program

When the application process is complete, the candidate will receive an official notification of acceptance status. Students may be prevented from registering from education courses until receiving formal admission by the TPP.

Applicants must submit the Georgia Professional Standards Commission (GaPSC) [Pre-Service Certificate Application](#) including the Verification of Lawful Presence affidavit. This application includes a criminal background check that upon clearance will allow Teacher Candidates to participate in field and clinical experiences in Georgia schools. Any findings in a MAT Candidates criminal history will result in a full ethics investigation by the Ethics Division of the GaPSC, with a review by the GaPSC review board before approval or other outcome is determined. Pre-Candidates who are granted a Pre-Service Certificate by the GaPSC become licensed Pre-Service Educators and are therefore held accountable to the [Georgia Code of Ethics](#) as professionals.

TRANSITION PHASE 1 – Early Field Studies

The following criteria must be met during Early Field Studies experiences in order to meet the requirements to continue on to Mid Field Studies:

1. Maintain a 2.75 or higher GPA
2. Earn a grade of B- or better in EDUC 5001, 5002, 5003, and 5401 and grades of C or better in all other courses in order to advance to Mid Field Studies.
3. Complete 30 hours of Field Experiences (documented with electronic log), including the Field Study Experiences Guide with sections A & B completed.
4. Provide documentation of a self assessment of educator dispositions using the Professional Ideals instrument that meets expectations.
5. Submit an electronic portfolio that meets expectations when evaluated with the InTASC Domains instrument.
6. Submit an electronic journal that meets expectations when evaluated with the Conceptual Framework instrument.

CHECKPOINT POINT 1 – Authorization to Mid Field Studies

Students will submit a program progression audit including Professional Growth Plan and supporting documentation or evidence of successfully completing all unit assessments at the appropriate proficiency levels to the Department of Education to request permission to progress to Mid Field Studies. This Department of Education Faculty and Staff will review the audit and provide feedback and/or final decisions as to the outcome of the audit via LiveText.

Students who do not meet the required criteria should propose an Action Plan for approval, which addresses the unmet criteria and supports the candidate's development. Proposals should include a timeline that allows plans to be completed prior to involvement in Mid Field studies. Upon the successful completion (as evaluated by YHC Faculty or the Chair of the Department of Education) of all transition criteria, students may continue to Mid Field Studies.

TRANSITION PHASE 2 – Mid Field Studies

The following criteria must be met during Mid Field Studies experiences in order to meet the requirements to continue on to Advanced Field Studies:

1. Maintain a 2.75 or higher GPA.
2. Earn a B- or better in EDUC 5402 in order to advance to Advanced Field experiences and a C or better in all other courses.
3. Complete 300 hours of Field Experiences (documented with electronic log), including the Field Study Experiences Guide with sections A - C completed.
4. Provide documentation of a self assessment of educator dispositions using the Professional Ideals instrument that meets expectations.
5. Provide documentation of a faculty assessment of educator dispositions using the Professional Ideals instrument that meets expectations.
6. Submit an electronic portfolio that meets expectations when evaluated with the InTASC Domains instrument.
7. Submit an electronic journal that meets expectations when evaluated with the Conceptual Framework instrument.
8. Provide documentation of a self assessment of educator effectiveness on state-wide performance standards using the Candidate Keys (CKES) instrument that meets expectations.

CHECKPOINT POINT 2 – Authorization for Advanced Field Studies

Students will submit a program progression audit including Professional Growth Plan and supporting documentation or evidence of successfully completing all unit assessments at the appropriate proficiency levels to the Department of Education to request permission to progress to Advanced Field Studies. This Division of Education Faculty and Staff will review the audit and provide feedback and/or final decisions as to the outcome of the audit via LiveText.

Students who do not meet the required criteria should propose a plan for approval to the Dean of Education, which addresses the unmet criteria and supports their development. Proposals should include a timeline that allows plans to be completed prior to involvement in Mid Field studies. Upon the successful completion of all transition point criteria students may continue to Advanced Field Studies.

TRANSITION PHASE 3 – Advanced Field Studies

Upon completion of Advanced Field Studies, the following criteria must be met in order to successfully complete the TPP and be recommended for licensure:

1. Maintain a 2.75 or higher GPA.
2. Complete 480 hours of Field Experiences (documented with electronic log), including the Field Study Experiences Guide with all sections completed,
3. Provide documentation of a summative, group (Candidate, Faculty and Partner Teacher) assessment of educator dispositions using the Professional Ideals instrument that meets expectations.
4. Submit an electronic portfolio that meets expectations when evaluated with the InTASC Domains instrument.
5. Submit an electronic journal that meets expectations when evaluated with the Conceptual Framework instrument.
6. Passing score on the edTPA assessment prior to program completion.
7. Passing score on Georgia Educator Ethics – Program Exit (360) assessment prior to program completion.
8. Complete the Exit Interview at an acceptable level as determined by Division of Education faculty and TPP stakeholders.
9. Complete Student Satisfaction Survey to provide feedback for Teacher Preparation Program improvement.

CHECKPOINT POINT 3 - Graduation; Recommendation for Certificate of Eligibility with the GaPSC





Students who successfully complete all degree and program requirements will be awarded a degree of Master of Arts in Teaching with an area of concentration and recommended by the YHC TPP to the GaPSC for the appropriate licensure.

Requirements for graduation are in the college catalog and may be separate from the requirements to recommend a teacher candidate for certification. Candidates may be prevented from walking in the graduation ceremony until transition point criteria have been met. The Certification Officer will not file documents with the GAPSC necessary for certification of any graduate who has not fulfilled all requirements of the final transition point.

TRANSITION PHASE 4 – Alumni Performance

The candidate should provide post-graduation contact information for the permanent file. This facilitates the completion of requirements by the Georgia Professional Standards Commission for teacher certification. It also assists the department with future graduate surveys.

Alumni performance is measured by teacher and p-12 student performance data collected by the Georgia Department of Education and follow-up surveys provided by Young Harris College.

Attachments  [Evaluator_graphic_MAT_2018.pdf](#),
 [MAT_TP_1_early_field_studies_audit_2018.pdf](#),
 [MAT_TP_2_mid_field_studies_audit_2018.pdf](#),
 [MAT_TP_3_advanced_field_studies_audit_2018.pdf](#)

Assessments

GaPSC Required Assessments

Throughout the teacher preparation process the state of Georgia requires various assessment benchmarks for teacher candidates outside of the college's program of study. It is the responsibility of the student to register, prepare, pay for and provide official documentation for each assessment.

GACE PROGRAM ADMISSION ASSESSMENT is a test of academic skills in reading, writing, and mathematics. The GaPSC stipulates that all Georgia-approved Teacher Preparation Programs use the GACE PAT as a required part of program entrance requirements. All three components of the GACE Program Admission Test must be passed and applicants are to provide official documentation of passing scores (or exemption) prior to official admission to the Young Harris College Teacher Preparation Program or for taking block and methods classes. The criteria for exempting the GACE program admission assessment is set by the GaPSC and can be found at www.gapsc.com.

ETHICS ASSESSMENT is comprised of seven modules that focus on professionalism in education, ethical decision-making, and specific regulations for Georgia educators (GaPSC, 2014). The GaPSC requires that students seeking admission to Georgia-approved Educator Preparation Programs complete this assessment known as Georgia Educator Ethics – Program Entrance (350). Additionally, teacher candidates seeking

certification from Georgia-approved Teacher Preparation Programs must pass Georgia Educator Ethics – Program Exit (360) to obtain certification.

GACE CONTENT ASSESSMENTS test a variety of content knowledge areas and each respective GACE is aligned with program preparation standards (state and national) and Georgia’s P-12 curriculum (GaPSC, 2014). The GaPSC stipulates that GACE content assessments are a required part of certification conditions and therefore included in all Georgia-approved Teacher Preparation Programs’ certification requirements. Students applying to the MAT program must complete and pass the appropriate content test in advance of course enrollment.

edTPA ASSESSMENT is a subject-specific performance assessment. The GaPSC requires teacher candidates seeking certification from Georgia-approved Educator Preparation Programs to pass this assessment during the student teaching experience. EdTPA will be completed during Advanced Field Studies as a part of the certification process.

Field and Clinical Experiences

Field and Clinical Experiences

All teacher candidates are required to complete field and clinical experiences within diverse settings in order to become adept in teaching students with a wide range of backgrounds, experiences, assets, and approaches to learning. Diversity may include, but is not limited to the categories of gender, socioeconomic status, identified exceptionalities, ethnic and racial background, and degree of English language learning. The expectation is that any graduate of the YHC TPP will be skilled and knowledgeable in working responsively with various constituents, including students and their families. Diverse field experiences are required in order for candidates to meet this expectation.

Students are required to make their own arrangements for all field experience placements and submit that information to the MAT Coordinator for approval. The GaPSC requires that candidates complete supervised field experiences consistent with the grade levels of certification sought. The YHC MAT program includes three field experiences as part of the required progression for obtaining certification. These experiences are integral to integrating educational theory and research in practical application (i.e. cohesively combining the art and science of education). Secondary education programs (6-12) shall require field experiences in both grade level bands: 6-8 and 9-12 in the content area. Although year-long residencies/internships are recognized by the GaPSC as most effective, teacher candidates must spend a minimum of one full semester or the equivalent in residencies or internships. Field experiences for all certification concentration areas must occur in regionally accredited schools, charter schools approved by the Georgia State Charter School Commission, or charter schools approved by the Georgia Department of Education.

In addition to the field experiences taking place in accredited districts and classrooms, the clinical practitioner overseeing the experience must meet criteria for advanced competency. The Partner Teachers overseeing clinical experiences or internships are required to have a minimum of three (3) years of experience in teaching at the 6-12 level, and a renewable Professional Level Certification in the content area of the certification sought by the candidate. In cases where a Partner Teacher holding certification in the content area is not available, the candidate may work with a similarly qualified Professionally Certified educator in a related field of certification.

Finalized placement information is tracked digitally through LiveText FEM. Candidates are expected to enter classroom (not individual) demographics with early, mid and advanced field placements in order that documentation of the range of diverse field experiences can be shared with the Georgia Professional Standards Commission.

EARLY FIELD EXPERIENCES

Early Field Studies Seminar (EDUC 5401) includes at least 30 hours of specified field experiences at approved sites across multiple grade levels 6-12. These experiences are opportunities for Teacher Candidate's to explore interacting with P-12 teachers and with students from varied economic, ethno-linguistic, and cultural backgrounds. During this time in the field, Teacher Candidates will have the chance expand their pedagogical knowledge and facilitate professional transformation through in-the-field work with teachers and students in a variety of settings. Teacher Candidates should seek out the experiences listed in sections A and D of the Field Study Experiences Guide. Additional experiences may be provided or required by the course instructor as part of successful course completion. MAT candidates are expected to arrange any out-of-school obligations so as not to prevent meeting the range and number of field requirements each placement.

This course aligns with the second half of the first semester of the YHC MAT program and must be successfully complete with a B- or better grade in order to continue to Mid Field Studies the following term. Candidates are expected to submit documentation of Early Field Experiences as part of the Program Progression Audit for Transition Phase 1 evaluation, and successfully meet all other criteria in order to progress in the Teacher Preparation Program the following term.

MID FIELD EXPERIENCES

Mid Field Studies Seminar (EDUC 5402) includes at least 300 hours of field experience and occurs during fall semester. The MAT candidate is responsible for arranging for two approved field study sites, each of seven weeks duration. MAT candidates will work with the MAT Coordinator to develop placement plans that meet GaPSC diverse field experience guidelines and will be the most beneficial for the professional development

of the candidate. The placements must address the two required grade level bands: 6-8 and 9-12 and meet diverse field placement requirements with regards to gender, socioeconomic status, identified exceptionalities, ethnic and racial backgrounds, and degree of English language learning *in the classroom with which they intend to partner*. One of these placements is intended to extend into Advanced Field studies as part of a year long student teaching internship. The first placement will begin with the placement school or district's preplanning period, and may begin prior to the start of the YHC academic fall term. The candidate will spend full days in schools, at least three days a week (at least 120 documented hours) for the duration of the seven weeks for the first placement. The second placement will begin at the conclusion of the first placement and during the middle of the fall term, lasting seven weeks or longer. Candidates will again spend full days in schools, at least 4 days a week (at least 200 documented hours). With the Partner Teacher and district permission, candidates who have fulfilled the required duration of field experiences may elect to stay in the classroom working alongside their Partner Teacher and students through the conclusion of the placement district's fall calendar.

In order to more fully understand the standards for today's educator, the experiences and opportunities listed in Sections B, C, and D of the Field Study Experiences Guide are the student's responsibility to seek out in addition the working with his or her P-12 classroom placement. MAT candidates are expected to arrange any out-of-school obligations so as not to prevent meeting the range and number of field requirements each placement. Additional experiences may be provided or required by the course instructor as part of successful course completion. Candidates must be successfully complete EDUC 5402 with a B- or better grade in order to continue to Advanced Field Studies the following term. Candidates are expected to must submit documentation of Mid Field Experiences as part of the Transition Phase 2 audit for evaluation, and successfully pass all other criteria at check point 2 in order to progress in the Teacher Preparation Program the following term.

ADVANCED FIELD EXPERIENCES

All MAT candidates are expected to complete a semester-long, **student teaching internship** as part of their year-long experience. Advanced Field Studies Seminar (EDUC 5403) includes at least 480 hours of field experience that will follow the placement district's academic calendar and may begin prior to the start of the YHC academic spring term. Typically, the placement will continue through the last day of the spring term for YHC. During this transformational experience, students are in P-12 classrooms daily, and meet weekly with other interns and college faculty for curriculum and personal development. Additionally, teacher candidates will seek out experiences from Sections Cand D of the Field Study Experiences Guide. Each MAT candidate is observed by a college supervisor or professor and Partner Teachers during the internship as part of assessment and feedback to further development of the future educator. Other school personnel, such as school or district administrators may also be invited to provide feedback on the candidate's performance for the purpose of

development during this time. The advanced field study internship is a culminating experience of the YHC TPP and helps teacher candidates solidify themselves as emerging professionals and advocates in the field.

All dates for the field studies are set by the MAT Coordinator in cooperation with public school personnel. *Under no circumstances is a student to begin a field experience before the assigned date.* If the student cannot complete field studies and outlined experiences within the specified time frame, the student is responsible for negotiating an extension with the MAT Coordinator, the school partners, and the college professor whose course(s) the field studies relates.

Field and Clinical Policies

Policies

ATTENDANCE

One of the important characteristics of a highly effective teacher is excellent attendance. Attendance and carrying out responsibilities in the manner of a practicing professional are qualifications required by school administrators. It will be imperative that students of the YHC TPP demonstrate an understanding of the importance of regular and punctual attendance. When the MAT candidate plans a schedule with the Partner Teacher, this becomes an agreement that the candidate is expected to uphold. Assume responsibility, when an emergency arises, of notifying the MAT Coordinator, professor whose course(s) the field study relates, and the partner teacher in advance of any time field study is missed. The number of hours and the experiences missed must be made up. The MAT Coordinator must approve this substitution.

If the candidate in the student teaching internship does not report to the field when expected or leaves before the expected time, this will be termed an absence. **In cases of illness or emergencies during student teaching internships, the Student Teaching Intern will be expected to contact the following persons promptly and in the order listed below:**

- Master Educator
- Supervising principal or office of attendance
- MAT Coordinator or College supervisor

All MAT Candidates in field experiences and studies will be expected to refrain from asking to arrive late or leave school early, especially on Fridays and before holidays. Student Teaching Interns will also be expected to attend all extra professional activities, such as PTO, faculty meetings, planning meetings, or other professional meetings.

Confidential Information (Georgia Code of Ethics Standard 7) - An educator should comply with state and federal laws and local school board/governing board policies relating to the confidentiality of student and personnel records, standardized test material and other information covered by confidentiality agreements.

Under the guidance of the Partner Teacher or the District Office, the candidate may have access to student records and or other school records. It is important that this information be used in a professional manner and remains confidential. The candidate will be reminded that the confidentiality of all student records is protected by the Family Educational Rights and Privacy Act (FERPA). **Under no circumstances may information be released to or discussed with any unauthorized person. Where they are uncertain of an individual's authorization, Teacher Candidates or Interns must check with or call the college supervisor or Partner Teacher to determine who is authorized to review or discuss records.** Unethical conduct includes but is not limited to:

- sharing of confidential information concerning student academic and disciplinary records, personal confidences, health and medical information, family status and/or income, and assessment/testing results unless disclosure is required by law **EVEN IF THIS INFORMATION MIGHT BE CONSIDERED POSITIVE OR FAVORABLE;**
 - sharing of confidential information restricted by state or federal law;
 - 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.;
 - violation of other confidentiality agreements required by state or local policy, including standardized tests completed as a student pursuing teacher certification.
-

CONFLICT OF INTEREST STATEMENT

Upon enrolling the the YHC MAT program, students are agreeing to disclose any personal situations or circumstances that may be or appear to be in conflict with the YHC MAT program's conceptual framework or policies, or the education and welfare of the children enrolled in public schools. MAT Candidates are expected to adhere to the highest standards of professional integrity. Personal gain shall not conflict with the aforementioned interests.

Candidates should read and be familiar with the [Code of Ethics for Educators](#) by the GaPSC which establishes the professional behavior of educators in Georgia and serves as a guide to ethical conduct. Candidates are also encouraged to be familiar with the [Model Code of Ethics for Educators](#) by the National Association of State Directors of Teacher Education and Certification (NASDTEC) which focuses on examining, understanding, and informing best practices in an educator's ethical decision-making.

MAT candidates should not have field placements in schools that either they or their children have attended nor will they be placed with relatives. In order to abide by the Georgia Code of Ethics, teacher candidates and student teaching interns must disclose any relationship with school personnel who might potentially supervise or oversee the candidate/intern or that might compromise ethical decision-making on the part of any educator.

MAT Candidates are allowed to substitute teach in districts where they are not placed for field studies, or during periods after which the field study has been completed provided the MAT Coordinator has approved. *Candidates undertaking field experiences may not be used as long-term substitute teachers, coaches, or as paid personnel in after-school programs in the district in which she or he is placed for mid or advanced field experiences, even if the candidate is currently listed on the system's certified substitute list.*

MAT candidates who are employed as a classroom teacher, either as the teacher of record or as a short-term substitute teacher, during their enrollment in the MAT program will need to work with and seek approval from the MAT Coordinator for field experiences in their own classrooms. (The GaPSC requires that field experiences occur outside employed candidates' classrooms with students with diverse learning needs and varied backgrounds in at least two settings during the clinical practice.) Additionally, candidates may not receive any compensation by the school district in which they are placed during field studies, outside of pre-approved circumstances by the MAT Coordinator.

If a potential conflict arises the candidate should notify the MAT Coordinator immediately. Candidates that fails to disclose a conflict of interest may be with withdrawn from the field placement and/or the YHC MAT program.

DRESS CODE

Candidates are expected to be dressed and groomed according to professional standards. They must identify and comply with the adopted dress code of the assigned school. To ensure that candidates understand the dress code, expectations will be clarified during class instruction prior to candidates reporting to schools. If there is doubt about appropriate dress codes, candidates should check with the MAT Coordinator.

EXPERIENCES GUIDE

During all field studies, MAT candidates will seek out particular experiences as outlined in the Field Study Experiences Guide (APPENDIX P). The experiences guide is not meant to be an exhaustive list of the experiences one can or should have in the field,

but rather a reference and reminder of the nuances of field studies. Candidates will keep track of the reference guide and submit evidence of their progression as part of checkpoint criteria at the conclusion of each transition phase.

LIABILITY INSURANCE AND CRIMINAL BACKGROUND CHECKS

Field experiences and studies are a vital component of all education courses. In order to ensure the safety of parties involved in field experiences, p-12 students, in-service teachers, and college students, liability insurance and fingerprinting are required for all MAT Candidates in field experiences before they observe or engage with p-12 public education facilities. All students enrolled in education courses must meet the parameters for participation standards set forth by the GaPSC, if placed in a Georgia public school district.

All students in the field experiences are required to obtain membership in the Student Professional Association of Georgia Educators (SPAGE) or in the Student Georgia Association of Educators (SGAE). SPAGE membership provides up to \$1,000,000 of professional liability coverage and access to PAGE legal services, among other professional services. This cost is paid by the student. Proof of SGAE or SPAGE enrollment should be provided by the candidate to the Department of Education prior to participating in field experiences.

At all times, the Partner Teacher will maintain legal responsibility for pupils in his or her classroom; However, candidates can be held personally liable for negligent or intentional acts or omissions that result in harm to children in their care during field experiences.

While the Individuals with Disabilities Education Act (IDEA) requires schools to provide non-medical related services to students with disabilities and Georgia law permits educators to dispense and administer such medications, the immunities from liability for certificated personnel and education agency employees will not extend to Young Harris College MAT candidates participating in field studies or clinical experiences.

Admitted MAT candidates must obtain a valid Pre-Service Certificate from the GaPSC prior to early field experiences, which includes a criminal background check at no charge to the student. Any findings in a MAT Candidates criminal history will result in a full ethics investigation by the Ethics Division of the GaPSC, with a review by the GaPSC review board before approval or other outcome is determined. Pre-Candidates who are granted a Pre-Service Certificate by the GaPSC become licensed Pre-Service Educators. At the time conclusion of the program, candidates will also undergo another background check as part of the application for the Certificate of Eligibility at no charge to the student. Click [here](#) for more details regarding the background checks required by the GaPSC.

TRANSPORTATION

Transportation is needed for all field studies and is the responsibility of the student to secure. Where possible, candidates are encouraged to carpool with others to foster professionalism, help control expenses, and minimize impact on the environment.

SELF-REPORT STATEMENT

Fingerprint verification is valid for the duration of the student's enrollment in the YHC TPP. Liability insurance is valid for one year. (Please note that students may choose to purchase liability insurance for more than one year.) **If at any time, a student majoring in education or who is involved in an education course in which field studies are required, is arrested or charged with a misdemeanor or felony, the student must self-report this incident to the MAT Coordinator and the Chair of the Department of Education with 48 hours of the incident occurring.** If the incident occurs over a vacation period, the incident must be reported the day the student returns to campus for class. *Students who do not self-report during this time period, and are already enrolled in the Teacher Preparation Program, maybe withdrawn from the program pending a review by the Teacher Education Advisory Council.*

DIGITAL AND ELECTRONIC TECHNOLOGIES

Students are expected to engage with digital or electronic devices (such as smart phones, tablets, computers, etc.) in a manner that enhances the learning environment of the classroom. Candidates should model appropriate behavior when interacting with any digital or electronic devices in the field. Personal cells phones should be silenced or off while in partner classrooms. Checking school or professional email should be completed with minimal interruptions to the surrounding environment. Students should not access personal accounts (email, social media, websites, etc.) while actively involved in the day's field experiences.

Before placement for advanced field experience, all candidates must review public access to their social media with the MAT Coordinator. Students and candidates should be aware that social media are involved in the majority of ethical violations dealt with by the GaPSC. The GaPSC has expressly stated in workshops regarding Code of Ethics training not to accept students has friends on social networking sites and to decline any student initiated social networking friend requests.

Field Studies Placement Plan and Guide

Placement Plan

Program	Number of Blocks (3)	Grade Levels	Hours in Field
MAT (6-12)	Early Field Experiences (Summer)	6-12	30 hours
	EDUC 5001 Issues and Trends in Teaching Secondary School		
	EDUC 5002 Teaching Exceptional Learners		
	EDUC 5003 Adolescent Development and Theories of Learning		
	EDUC 5005 Technology Integration for Teachers		
	EDUC 5027 Literacy in the Content Areas		
	EDUC 5401 Early Field Studies Seminar		
	Mid Field Experiences (Fall)	Beginning of year-long internship	
	EDUC 502X Models and Methods for Teaching [Content] to Diverse Learners*	grade bands 6-8 <u>AND</u>	300 total hours
	EDUC 5018 Principles of the Social Curriculum	grade bands 9-12	(200 hours in 1 grade band;
	EDUC 3019 Assessment and Evaluation for Teacher Decision-Making		100 hours in 2 grade band)
	EDUC 35100 Working with Diverse Families		
	EDUC 4402 Mid Field Studies Seminar		
	Advanced Field Experiences (Spring)	Continuation of mid-field placement	
	EDUC 5411 Student Teaching Internship	grade band 6-8 <u>OR</u> 9-12	480 hours
	EDUC 5403 Advanced Field Studies Seminar		

*For MAT candidates with a concentration in English the appropriate course is EDUC 5023 Models and Methods for Teaching English to Diverse Learners.

*For MAT candidates with a Concentration in History the appropriate course is EDUC 5024 Models and Methods for Teaching History to Diverse Learners.

*For MAT candidates with a Concentration in Math the appropriate course is EDUC 5025 Models and Methods for Teaching Math to Diverse Learners.

*For MAT candidates with a Concentration in Science the appropriate course is EDUC 5026 Models and Methods for Teaching Biology to Diverse Learners.

Field Studies Guide

During all levels of field studies, teacher candidates will seek out a progression of particular experiences as outlined in the Field Study Experiences Guide (APPENDIX P). The experiences guide is not meant to be an exhaustive list of the experiences one can or should have in the field, but rather a reference and reminder of the nuances of field studies. Teacher candidates will keep track of the reference guide and submit as part of checkpoint criteria at each decision point.

The YHC teacher candidate will need to demonstrate commitment and professionalism in the pursuit of experiences for their professional transformation. **It is not the responsibility of the partner teacher or Master Educator to arrange all of these experiences.** It is the responsibility of the teacher candidate to seek out these experiences, and the expectation of TPP faculty that these experiences will come to surface for discussion or analysis in various assignments or as material for reflection throughout the program.

A - Early field experiences:	B – Mid field experiences:	C – Advanced field experiences:
<p>Meet with/interview an administrator about: <i>culture of the school, celebrations, policies, traditions (for staff? students?), schedule, family and community engagement, guidance function specific to abuse & mandated reporting, existence of PTA/PTO or advisory council (if so, attend a meeting)</i></p> <p>Become familiar with safety procedures and guidance (knowledge of the clinic process – demonstration of meds, etc.)</p> <p>Conduct a technology audit of classroom or school</p>	<p>Participate in preplanning including classroom management decisions</p> <p>Meet all personnel including teachers, librarians, and front office staff, custodians, bus drivers, etc. in the building</p> <p>Conduct an investigation of co-teaching models used</p> <p>Participate in collaborative planning</p> <p>Teach learning segment</p> <p>Attend and reflect upon the process & outcomes of faculty meetings</p> <p>Identify extra-curricular student experiences.</p>	<p>Investigate the consequences for school, students and families of non-adherence to handbook policies</p> <p>Attend IEP meetings, parent conferences, and/or RTI</p> <p>Participate in an after-school or extracurricular activity, and reflect on how, if at all, it affects it does for your teaching practice.</p> <p>During the period when teacher candidates are fulfilling all instruction duties, they should also be covering all other duties and responsibilities (lunch count, bus/carpool, etc.)</p>

<p>Inquire about duties and responsibilities aside from instruction and participate when possible</p> <p>Record/analyze school schedule</p> <p>Seek out and interview resource teachers: ESL, literacy specialist, special education teacher, those who work in enrichment and mediation programs</p> <p>Become familiar with non-core courses and lab time – structures, systems, and policies</p>		
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E – Ongoing field experiences:

- Participate in or be involved in the YHC/Spelman Learning Exchange
- Attend at least two school board meetings
- Familiarize self with school handbook at each placement
- Participate in faculty professional development at partner school
- Interview teacher and paraprofessional about establishing positive and productive co-teaching relationships
- Be involved in the end-of-the-school-year experiences
- Discuss with the Partner Educator expectations for completing the Unit Assessment instruments

A field experience audit form can be found below.

Attachments  [Field_Studies_Guide__MAT.rtf](#)

Early and Mid Field Studies

Responsibilities and Expectations of the Teacher Candidate During Early Field Studies

Early field studies occur during Transition Phase 1, in conjunction with the first semester of TPP courses. Consistent with the conceptual framework, during early field studies,

teacher candidates will focus on developing deeper knowledge of pedagogy as an art and science and reflect on professional growth. Early field studies candidates will be expected to show evidence of taking initiative and collaborating with others in and outside of schools to foster student learning. They should act as a liaison between the TPP and the Partner Teacher with regards to the responsibilities listed below for all parties and dialogs critical for developing professional educators. All parties (student, College faculty and Partner Teacher) should assess and discuss the candidate's growth and performance throughout the semester. This assessment and discussion enable the individual candidate as well as the programs a whole to foster provide continuous improvement. By the end of early field studies, teacher candidates must meet established proficiency levels on all assessments in order to continue to mid field experience.

1. Maintain an open mind.
2. Be in regular and frequent communication with all parties to ensure that experiences, responsibilities, and development are on track.
3. The YHC TPP student participating in field studies should demonstrate appropriate professional dispositions for the teaching profession at all times.
4. Attend weekly seminars and complete all requirements in EDUC 5401: Early Field Studies Seminar.
5. Be involved in the day-to-day operations of a classroom.
6. Develop lesson plans using the *Young Harris College Lesson Plan Template* format (APPENDIX F).
7. Develop and teach a learning segment (3 consecutive lessons) during field placement. All lesson segments should be digitally recorded and submitted for review.
8. Discuss the results of *Classroom Demographic Profile* (APPENDIX G) with partner teacher and enter demographic data into LiveText FEM.
9. Self-evaluate professional dispositions using the *Professional Ideals* instrument (APPENDIX H) and discuss outcomes with the YHC faculty for feedback and planning for continued development.
10. Submit a *Conceptual Framework Journal* (APPENDIX I) reflective of the YHC TPP Conceptual Framework that meets expectations outlined in the transition phase.
11. Submit an electronic *InTASC portfolio* (APPENDIX J) reflective of the InTASC standards that meets expectations outlined in the unit assessment.
12. Complete the early field studies and experience guide within the specified time frame. If the candidate is not able to complete the field studies in the time allotted, the candidate will be responsible for negotiating an extension with the MAT Coordinator, the supervising classroom teacher, and the college professor to whose course(s) the practicum relates.
13. Maintain a digital time log of the field studies experience via LiveText field experience module (FEM). Time logs must be approved by partner teacher or faculty member.
14. Participate in and log appropriate experiences in the *Field Study Experience Guide* including any additional Field Study experiences applicable in section E of the Field Study Experiences Guide.

Responsibilities and Expectations of the Teacher Candidate During Mid Field Studies

Mid field studies occur during Transition Phase 2, in conjunction with the second semester of courses. During mid field studies, teacher candidates will continue to examine the art and science of teaching. The experience of professional transformation will be encouraged through the lens of investing in one's career and the improvement of the profession. *Mid field studies will begin during the placement district's preplanning prior to the start of the YHC academic school year and continue through until the last day of class at YHC.* The candidate should be proactive in dialogs with partner teachers regarding the intention of assessment and outcomes of assessment(s) evaluated by both themselves or the partner teacher. They should act as a liaison between the TPP and the partner teacher with regards to the responsibilities listed below for all parties and dialogue critical for developing professional educators. At the end of mid field experiences, teacher candidates will be assessed on proficiency standards, which will determine the candidate's ability to continue into student teaching internships.

Responsibilities of the teacher candidate in Mid Field Studies

1. Maintain an open mind.
2. Be in regular and frequent communication with all parties to ensure that experiences, responsibilities, and development are on track.
3. Be present for and participate in preplanning prior to the start of the academic year and be involved in the day-to-day operations of a classroom.
4. Attend weekly seminars and complete all requirements in EDUC 4402: Mid Field Studies Seminar.
5. Develop and teach two learning segment (3 consecutive lessons) during each of the field study experiences at the mid-field level. All lesson segments should be digitally recorded and submitted for review to peer's for feedback and improvement.
6. Review and provide feedback on peer's learning segments.
7. Self-evaluate professional dispositions using the *Professional Ideals* instrument (APPENDIX H) and discuss outcomes with the YHC faculty for feedback and planning for continued development.
8. Submit a *Conceptual Framework Journal* (APPENDIX I) reflective of the YHC TPP Conceptual Framework that meets expectations outlined in the transition phase.
9. Submit an electronic *InTASC portfolio* (APPENDIX J) reflective of the InTASC standards that meets expectations outlined in the unit assessment.
10. Self-evaluate teaching effectiveness using the *Candidate Keys* assessment (APPENDIX K) and discuss outcomes with the Ga Partner Teacher (if working with a Ga partner classroom) and YHC faculty.
11. Discuss the results of *Classroom Demographic Profile* with partner teacher and enter demographic data into LiveText FEM for each of the mid field placements.
12. Complete both mid field studies and experience guide within the specified time frames. If the candidate is not able to complete the field studies in the time allotted, the candidate will be responsible for negotiating an extension with the

MAT Coordinator, the supervising classroom teacher, and the college professor to whose course(s) the practicum relates.

13. Maintain a digital time log of the field studies experience via LiveText field experience module (FEM). Time logs must be approved by partner teacher or faculty member.
14. Participate in and log appropriate experiences in the *Field Study Experience Guide* including any additional Field Study experiences applicable in section E of the Field Study Experiences Guide.

Responsibilities and Expectations of the Partner Teacher

The Partner Teacher has a significant influence on the teacher candidate and can determine, to a great extent, the value of the experience for the future teacher. The major criteria that will be used in the selection of a Partner Teacher is that the teacher is conducting an above-average program for pupils and is positively interested in working with the teacher candidate program as a way to advance the profession. In addition to these criteria, the Partner Teacher:

1. Serves as a mentor to the teacher candidate.
2. Approve time log digitally (in FEM) on a weekly or bi-weekly basis.
3. Provide the candidate with the opportunity to:
 - a. Assist in teaching a lesson through incremental steps (provide an introduction to a lesson, take part in part of a lesson presentation, conduct a guided practice segment, conduct an assessment portion of a lesson, deal with homework segment, conduct a review etc.)
 - b. Work with individual and small groups of students
 - c. Interact with you to discuss instructional and classroom management strategies
 - d. Participate in preplanning when appropriate
 - e. Be involved in the day-to-day operations of a classroom
 - f. Teach 3 consecutive lessons; each at least 50 minutes in length.
 - g. Plan collaboratively
4. Share ideas on classroom organization/classroom routines, lesson planning, instructional strategies, parent conferencing, grading and grade reporting, responsibilities associated with special need learners, what to do when a substitute is needed, and dealing with challenging situations.
5. Reflect with the candidate on current academic topics, educational research, or data for the purpose of improving the candidate's teaching practices.
6. Provide the candidate with authentic and critical feedback for improving the candidate's teaching practices.
7. Discuss the outcomes of the candidate's self-evaluation (using the *Candidate Keys* of the lessons).
8. Assist the candidate in obtaining the required information to complete the *Classroom Demographic Profile*. Discuss the results of this data with the candidate.

9. Meet with the MAT Coordinator for a pre, midpoint and post practicum conference. (For some meetings this may take place electronically.)
10. Meet with the MAT Coordinator and the student during the end of the field experience to discuss summative outcomes of the experience.

Responsibilities and Expectations of the YHC College Supervisor

College supervisors will participate in early and mid field studies through planned seminars, visitations, and conferences with teacher candidates, Partner Teachers, and principals. Some of the functions of the college supervisor are the following:

- Provide orientation for students and partner teachers for field studies, including but not limited to:
 - Specify expectations, artifacts and information that are needed for the field studies experience.
 - Discuss and provide feedback on the assessment process.
- Monitor the progress of the candidate through his/her field studies experience.
- Be available to both students and the Partner Teacher to insure a smooth implementation and completion of the experience.
- Be responsible for submitting final grades in EDUC 5401 and 5402.

Advanced Field Studies

Responsibilities of the Teacher Candidate in Advanced Field Studies

Advanced field studies (or Student Teaching clinical experiences) occur during Transition Phase 3, alongside the third and final semester of the program. *Student teaching internships are typically a continuation of mid field placements; candidates are expected to begin with the placement district's academic calendar prior to the start of the YHC academic school year and continue through until the last day of class at YHC the following semester.* The candidate should be proactive in dialogs with partner teachers regarding the intention of assessment and outcomes of assessment(s) evaluated by both themselves or the partner teacher. They should act as a liaison between the TPP and the partner teacher with regards to the responsibilities listed below for all parties and dialogue critical for developing professional educators. At the end of student teaching internship, teacher candidates will be assessed on proficiency standards, which in addition to meeting GaPSC certification requirements, will determine the Teacher Preparation Program's outcome to recommend the candidate for certification.

RESPONSIBILITIES OF THE TEACHER CANDIDATE IN ADVANCED FIELD STUDIES

Teacher candidates will be expected to display professionalism in conduct and attitude and to assume the posture of a teacher both in responsibility and manner. Teacher candidates will be required to follow all policies and procedures of the cooperating school. As representatives of both the college and the teaching profession, candidates will be expected to maintain high standards of personal and professional ethics and expected to adhere to the **Code of Ethics for Georgia Educators**. This code governs the professional conduct of educators in Georgia and is introduced in each introductory course. Copies of the Code of

Ethics for Georgia Educators may be obtained from the Georgia Professional Standards Commission (GaPSC). (See APPENDIX A)

Responsibilities of the Teacher Candidate in Student Teaching Internship/Advanced Field Studies:

1. Maintain an open mind.
2. Be in regular and frequent communication with all parties to ensure that experiences, responsibilities, and development are on track.
3. Complete all requirements of the student teaching internship in EDUC 4411: Student Teaching Internship.
4. Attend weekly seminars and complete all requirements in EDUC 4403: Advanced Field Studies Seminar.
5. Provide the college supervisor with general information and contact information regarding the placement school and a schedule of classroom activities.
6. Maintain weekly records of lessons taught, duties performed, and field experiences completed. Turn these records in as requested by your college supervisor.
7. Complete and turn in appropriate lesson plans as requested by your college supervisor.
8. Have extensive experience teaching full-time and perform all other responsibilities that are assumed by the teacher including duty stations (bus duty, lunch duty, etc.) and extra-curricular responsibilities (parent conferences).
9. Meet regularly with the Partner Teacher and college supervisor to discuss and reflect upon the successes and challenges of tying theory to practice in the advanced field experience.
10. Ask for help or guidance from the Partner Teacher, appropriate administrative personnel, and/or college supervisor if unanticipated questions or needs emerge. If a discrepancy in communication arises, ask for clarification.
11. During student teaching internship, there may be an occasion when the Partner Teacher is absent from school. Sometimes, when this absence occurs, the candidate may be called on to teach. However, the State of Georgia mandates require the presence of a certified teacher or system authorized substitute. With one of those individuals in the room, and depending on the level of self-confidence, the candidate may accept responsibility for instruction. However, the authorized substitute or certified teacher holds ultimate responsibility for supervision of the students when the Partner Teacher is not present. Should the situation occur during the first few weeks of the internship, contact the MAT Coordinator and college supervisor for approval to accept the responsibility for instruction.
12. Facilitate a collaborative discussion and evaluation of the candidate's professional dispositions using the Professional Ideals instrument (APPENDIX H). Perspectives from the candidate, GA Partner Teacher, and college supervisor should be equally accounted for. There should be ONE summative assessment submitted by the candidate in FEM on behalf of the group.
13. Submit a Conceptual Framework Journal (APPENDIX I) reflective of the YHC TPP Conceptual Framework that meets expectations outlined in the transition phase.
14. Submit an electronic InTASC portfolio reflective of the InTASC standards that meets expectations outlined in the unit assessment. A completed portfolio includes a culminating reflection demonstrating the internalization of InTASC standards.
15. Teacher candidates will complete and submit *edTPA* assessments.
16. Teacher candidates will complete an anonymous Student Satisfaction Survey of the Teacher Preparation Program.
17. Maintain a digital time log of the field studies experience via LiveText field experience module (FEM). Time logs must be approved by partner teacher or faculty member.
18. Participate in and log appropriate experiences in the Field Study Experience Guide including any additional Field Study experiences applicable in section E of the Field Study Experiences Guide.

Responsibilities and Expectations of the Partner Teacher

The Partner Teacher is the most important mentor in the student teaching internship and can determine, to a great extent, the value of the experience for the future teacher. The major criteria that will be used in the selection of a Partner Teacher is that the teacher is conducting an above-average program for pupils and is positively interested in working with the teacher candidate program as a way to advance the profession. In addition to these criteria, the Partner Teacher:

- Must hold at least the professional four-year certificate in the area for which the teacher candidate is preparing to teach.
- Must have at least three years' experience in the field.
- Must be selected by the MAT Coordinator in cooperation with the local school partners.
- Should be a teacher of outstanding professional status who:
 - Adequately plans and prepares for teaching.
 - Uses a variety of sound educational principles and practices.
 - Uses a variety of materials wisely.
 - Employs diagnostic strategies in working with children.
 - Uses community resources wisely.
 - Has a good working relationship with pupils, teachers, administrators, families, and the community.
 - Provides evidence of interest in professional improvement and willingness to do further study in preparation for cooperating with a teacher candidate.

EXPECTATIONS OF PARTNER TEACHERS IN STUDENT TEACHING INTERNSHIP/ADVANCED FIELD STUDIES

Partner Teachers can enhance the student teaching internship by:

1. Aiding teacher candidates in developing crucial professional dispositions.
2. Acquainting the teacher candidate with the community and providing opportunities for participation in community activities, if appropriate.
3. Guiding teacher candidates in finding solutions to problems.
4. Assuming the responsibility for *gradually* inducting teacher candidates into the teaching process and giving close, day-to-day guidance and direction in the teaching experience.
5. Providing opportunities for teacher candidates to observe, when appropriate, situations other than those directed by the Master Educator.
6. Inviting teacher candidates to attend meetings of professional organizations.
7. Including teacher candidates in faculty meetings, grade-level meetings, and departmental meetings as an observant and a participant.
8. Including teacher candidates in parent conferences when appropriate.
9. Helping teacher candidates develop long-range and short-range plans.
10. Planning for and conducting conferences with the teacher candidates.
11. Assisting the teacher candidate in recognizing and overcoming any undesirable traits or behaviors.
12. Giving instructional assistance and constructive criticism when needed.
13. Assisting teacher candidates in evaluating their own advanced field studies/internship.
14. Helping teacher candidates with professional, personal, or other concerns.
15. Guiding teacher candidates in developing & maintaining a desirable learning environment.
16. Acknowledging the teacher candidate's ideas and encouraging the use of initiative.

17. Approve time log digitally (in FEM) on a weekly or bi-weekly basis.

In the beginning stages of the candidate's instruction, the Partner Teacher will want to observe for the entire period of instruction. From these observations, the Partner Teacher will be in a better position to nurture the candidate's development. After the initial weeks, it may be good to begin absencing oneself as observer for a few minutes of time. Absenting oneself as the observer may be interpreted by the candidate as a vote of confidence. It is also a signal that the candidate really is the authority figure while teaching. Absenting as an observer does not necessarily mean leaving the room. Leaving the classroom while the candidate teaches should be for short periods of time. A primary consideration for staying in or close by the classroom is the continuation of the teacher's legal responsibility for the students.

Evaluation of the candidate's performance is an important responsibility the Partner Teacher. Partner Teacher's evaluate the candidate's performance both formally and informally. Georgia Partner Teachers are encouraged to using the *Candidate Keys* instrument to evaluate a student's teaching ability at least once during the clinical experience. Discuss the results of these assessments with the candidate and potential implications outcomes have in future employment in Georgia.

Feedback from Partner Teachers regarding the quality of the advanced field studies/internship will be obtained through a debriefing meeting between the college supervisor and Partner Teacher. Feedback will also be obtained through ongoing communication with school principals, Partner Teachers, and students. TEAC will also gather summative evaluation information relative to the advanced field studies/internship program.

Responsibilities and Expectations of the YHC College Supervisor

College supervisors will participate in advanced field studies through planned seminars, visitations, and conferences with teacher candidates, Master Educators, and principals. Adjunct college supervisors are selected based on a history of exemplary teaching experiences in the fields in which they supervise. The adjunct college supervisor must hold at least a master's degree and must have at least eighteen semester hours in the field of supervision. Some of the functions of the college supervisor are the following:

- Establish a working relationship between the college and the cooperating schools.
- Serve as a co-worker with the principal and Partner Teacher in the guidance and analysis of the advanced field studies/internship.
- Stimulate, facilitate, and critique the teacher candidate's use of a wide range of instructional materials and teaching techniques.
- Evaluate the lesson plans and directed lessons on days of visitation to determine the coherence and cohesiveness of the instructional objectives, activities, and evaluation.
- Organize a continuing program of teacher candidate development to overcome deficiencies revealed in the advanced field studies/internship.
- Supply Partner Teachers with instructions for recording the progress of teacher candidates.
- Clarify for all participants the purpose of evaluation and feedback used in advanced field studies/student teaching internship.
- Maintain a record of visits and evaluation of each teacher candidate.
- Evaluate the candidate's field experience as Pass (P) or Not Pass (NP) and submit final grade for EDUC 5411 prior to graduation.

Certification

Degree and Certification Completion Requirements

The Young Harris College catalog contains the requirements for degree completion of academic programs. Current and past catalogs can be found at catalog.yhc.edu

Teacher Candidates are eligible for degree completion without a completing Teacher Certification requirements. However, teacher candidates intending to complete certification after graduation must complete the program requirements by end of the academic year in which they complete the advanced field studies internship.

Before the Young Harris College Teacher Preparation Program personnel will recommend a teacher candidate for certification, the teacher candidate must:

- Complete degree requirements required for graduation
- Complete all checkpoint criteria of Transition Phases 1, 2, and 3 as outlined previously.
- Maintain a 2.75 cumulative GPA.

Applying for Certification

After successfully completing the advanced field studies and student teaching internship, receiving your Young Harris College diploma, and passing the appropriate content, ethics and pedagogy assessments, you will be recommended for certification in the state of Georgia. The GaPSC certification applications and document submission are available through an individual's MyPSC account or a paper copy can be downloaded from the official GaPSC website. Click certification; download "our applications." You will need the *Initial Certification Application*, and the *Verification of Lawful Presence*. <http://www.gapsc.com/Certification/FormsAndApplications.aspx>

Certification will occur after final transcripts are released, approximately one week after your graduation date. You will receive your certificate of eligibility electronically from the Georgia Professional Standards Commission. You can check the progress of your certification through your MyPSC account.

Interstate Reciprocity

Teacher Candidates seeking certification in another state, must first obtain Georgia certification. States may issue a certificate based upon reciprocity for a professional certificate from the GaPSC. Contact the Board of Education in the state you wish to

teach for additional requirements. For assistance with this process please make an appointment with the Certification Officer in the Division of Education.

Glossary

Important Terms to Know

Accreditation The degree programs housed within the Teacher Preparation Program (TPP) at Young Harris College are accredited by the Georgia Professional Standards Commission (GaPSC).

Action Plan is the documentation used for remediation when a candidate fails to meet the transition phase criteria at the acceptable level for continuing in the Teacher Preparation Program. Candidates use the Professional Growth Plan template provides a structure for them develop at proposal that addresses their needs. This plan must be submitted and approved by the MAT Coordinator and Director of the Teacher Preparation Program.

Advanced Field Experiences happen in conjunction with advanced field studies and are a semester's length in duration throughout which YHC teacher candidates are in schools working with students and Partner Classrooms on a daily basis.

Background Check is a check by a law enforcement agency to determine if one has a criminal record. This will be required for admission to the Teacher Preparation Program and by the public schools before any field studies may commence.

Candidate Keys is the teacher candidate companion to the Teacher Keys Evaluation System (TKES) that is the common evaluation system for teachers used by the state of Georgia. The Candidate Keys structure was developed by teacher educators throughout the state to align to the InTASC and other standards and is a validated instrument. The assessment is used to evaluate the effectiveness of YHC teacher candidates prior to certification and to provide candidates with exposure to the type of system upon which they will be evaluated as in-service teachers.

Code of Ethics is issued by the Georgia Professional Standards Commission (GaPSC) and defines the required professional behavior of educators, both at the in- and pre-service level.

College Supervisor is a member of the college faculty who, in addition to teaching duties, is responsible for supervising teacher candidates, holding conferences with them and with the public school Master Educators/Partner Teachers with whom candidates work, evaluating the progress of the teacher candidates, and participating in the advanced field studies seminar.

Concentration refers to the certification area/content courses chosen by the college student and college supervisor and/or academic advisor that affords the college student

a level of competency in a specific field. The MAT certifies candidates in select four concentrations: English, Mathematics, Biology, or History.

Content Assessment is a Georgia Assessment for the Certification of Educators (GACE) required for applicants seeking initial Georgia *Induction* or *Professional* certificate of eligibility in the state. The YHC Teacher Preparation Program requires proof of passing scores prior to the enrollment in student teaching internship and advanced field studies. Any associated expense for completing the content assessment(s) is the responsibility of the teacher candidate.

Course Assessments are assessments particular to a specific course. They are generated by individual faculty members and are used to inform the final grades students are assigned for completing coursework.

Decision Point is the point at which faculty evaluate the candidate's progress typically aligning with the end of each semester to determine a candidate's eligibility for continued enrollment in the Teacher Preparation Program based on the evidence submitted by the candidate as part of the TPP progression audit.

Director of Teacher Preparation is the Young Harris College faculty member who has the overall responsibility for the program with the departments and offices of the college, the State Department of Education, the Professional Standards Commission, and the college administration. Dr. Karynne L M Kleine, Professor of Education and Chair of the Department of Education, serves as the Director of the Teacher Preparation Program.

Early Field Experiences are field experiences narrow in scope yet designed to provide teacher candidates limited teaching opportunities in the classroom in preparation for the mid field and student teaching internship experiences. The early field study is completed in the first semester of coursework that occurs during Transition Phase 1. Early field studies allow candidates in the teacher preparation program to enact methods and strategies learned through coursework and readings under the direct supervision of a classroom teacher while meeting the expectations of the TPP.

edTPA is a nationally available teacher performance-based assessment used in Georgia for teacher licensing. edTPA is a summative assessment requiring demonstration by the candidate of his/her ability to independently and effectively teach subject matter to all students. YHC teacher candidates will complete edTPA in their final year of the program. It is a state-wide requirement for certification in Georgia.

Education Department Office is located in the Education suite in Goolsby Hall 102. It is maintained by Jennifer Manous, the Administrative/Data Assistant to the Director of Teacher Preparation. Forms and information will be available in this office Monday–Friday, 8:00 a.m. - 5:00 p.m.

Education Program Classes are upper-level courses offered by the Department of Education. Education program classes must be completed at Young Harris College for the purpose of initial certification. (For the music education program these courses also

may be housed in the Department of Fine Arts.) For students admitted to the TPP, these are co-requisite classes taken in conjunction with field studies.

FEM - Field Experience Module refers to a specific component of LiveText that allows the tracking of placement details such as classroom demographics, participating parties, placement duration, and academics, of each field experience for each student. The FEM also enables students and Partner Teachers the ability to assess student development. Students are expected to log different types and hours of experiences. Partner Teachers and Master Educators are expected to verify the accuracy of these entries.

GACE - Georgia Assessments for the Certification of Educators tests are given to assess the knowledge and skills of prospective Georgia educators and ensure pre-service teachers are competent to perform in Georgia's public schools. The Georgia Assessments for the Certification of Educators, also known as GACE, is a standardized test all teachers in the USA state of Georgia must pass in order to teach at public schools and gain a credential. Through alignment with the Georgia Performance Standards, the GACE program helps the Georgia Professional Standards Commission (GaPSC) meet its goal of ensuring that candidates, upon exit from a teacher preparation program, will have the requisite content knowledge and pedagogical skill to effectively fulfill the responsibilities of a professional educator in Georgia's public schools. The GACE tests are aligned with state and national standards for educator preparation and with state standards for P-12 student curriculum (Georgia Performance Standards).

GaPSC - Georgia Professional Standards Commission is responsible for the preparation, certification, and professional conduct of certified personnel employed in Georgia public schools, as well as, the accrediting agency for all Teacher Preparation Programs in the State of Georgia.

InTASC – Interstate Teacher Assessment and Support Consortium is consortium of education agencies and organizations involved in reform, licensing and professional development. The InTASC Model Core Teaching Standards are introduced and utilized throughout the YHC TPP. Candidates are required to meet proficiency on the InTASC standards in order to exit from the TPP and be recommended for a certificate of eligibility.

LiveText is an online learning management system and field experience module (see FEM) to which all students must subscribe upon enrollment in their first education course. Students will work in *LiveText* throughout all TPP courses and field experiences, and will create a professional portfolio accessible for 5 years after initial subscription. Subscriptions (including the field experience module) are included as a required material for all education courses and are provided as part of the included book program at YHC.

Master Educator is a designation of the Teacher Preparation Program and its partner schools for those professional educators with a high degree of expertise and special qualifications who collaborate with the TPP to support candidate development. Master Educators generally work closely with student teaching interns in the field, and as a part

of their professional responsibility teach, mentor, evaluate and otherwise support pre-service teachers in their goal of becoming effective professional educators.

Mid Field Experiences are field experiences designed to allow teacher candidates limited teaching opportunities in the classroom in preparation for the advanced field experiences. The mid field study is associated with a block of methods courses in which candidates are enrolled and are completed during Transition Phase 3. Mid field studies allow teacher candidates to practice and enact methods and strategies learned through coursework and readings while under the supervision of the classroom teacher while meeting the expectations of the TPP.

Partner Classroom is the p-12 students, in-service teachers, any service personnel, as well as, the grade level, school and district that make up the classroom in which a candidate has partnered for their field experiences.

Partner Teacher is an experienced in-service professional educator who works closely with the Teacher Preparation Program to educate pre-service teachers, teacher candidates, and student teaching interns in field settings.

Pioneer RESA - Pioneer Regional Education Services Agency serves 15 North Georgia school systems including Towns and Union counties. Pioneer RESA, among other important roles, facilitates the fingerprinting process college students undergo in order to participate in field studies.

Portfolio is a compilation of documents assembled by the teacher candidate to illustrate and verify his/her development at acceptable levels throughout the Teacher Preparation Program. The portfolio is the platform that houses a candidate's evidence of meeting program progression criteria presented at all Transition Phases.

Professional Growth Plan is a plan developed by the teacher candidate to identify and create Professional Learning Goals based on areas of strengths and areas of improvement for the upcoming semester as part of the transition into the next phase of their program. Professional Learning Goals are based on performance standards and supported by data. The plan uses a template to document goals, resources, indicators, timelines, and outcomes to provide students with the opportunity to develop Professional Learning Plans required by the GaPSC for induction teachers in the first three years of employment.

Program Admissions Assessment is a GACE assessment required for admission to any teacher preparation program in the state. Proof of passing scores on all three portions of the program admission test (PAT) is required and must be submitted at the time of application. Costs associated with completing the program admissions assessment is the responsibility of the applicant.

Program Assessment is a process and a tool whereby an assessment that is specific to a certification area is used to provide the Teacher Preparation Program and faculty members with data for making improvements at the program level. Although all

certification areas may have similar assessment tools or assess similar outcomes, these assessments may or may not be comparable across certification areas.

Program Completer is a teacher candidate who has successfully completed all degree and teacher program requirements, as well as any GaPSC requirements for certification.

Program progression criteria are types of evidence (or assessments) that show student progress. These criteria are consequential for program progression at the decision points, and may also be used as part of the course grading system. Students, faculty members, or Partner Teachers may all contribute to the evaluation of the criteria. The majority of data collected at the unit level is used for reporting to Federal or State agencies or to the Institution.

Remediation - Students enrolled in the Teacher Preparation Program may be required to repeat courses or experiences where deficiencies are demonstrated or if checkpoint criteria have not been met in order to continue in the program. This process is known as remediation.

School or District is a school or public school system that provides field study opportunities of various types for YHC candidates.

SPAGE – Student Professional Association of Georgia Educators is the Young Harris College student chapter of PAGE, which meets on a regular schedule in order to enhance the professional development of pre-service educators. All education majors are invited and encouraged to participate as one means to advance the profession of teaching.

Student Teaching Intern is a teacher candidate completing the final field studies component of the Teacher Preparation Program with full-time teaching and other professional responsibilities.

Student Teaching Internship is a year-long clinical placement in one partner classroom that lasts throughout both mid and advanced field placements. According to the GaPSC "candidates have more time to practice teaching skills with students under the close guidance of experienced and effective [p-12] teachers licensed in the content area the candidate is preparing to teach. Candidates fully participate in the school as a member of the faculty, including faculty meetings, parent conferences, and professional learning activities spanning, if feasible, the beginning (e.g. pre-planning) and ending (post-planning) of the academic year."

TEAC – Teacher Education Advisory Council is an interdisciplinary committee of YHC faculty and public school partners that meets to advise and support the Teacher Preparation Program with the ultimate goal of enhancing student learning in area schools.

TKES – Teacher Keys Effectiveness System is the common evaluation system implemented by the state of Georgia in 2013 to measure teacher effectiveness. Through

TKES, classroom teachers are evaluated in terms of the capacity for planning, delivering and assessing instruction, assessment of and for learning, creating productive learning environments, and professional communication.

TPP – Teacher Preparation Program refers to the curriculum and experiences overseen by Young Harris College personnel that lead to teacher certification or a degree in Education.

TPP Progression Audit is a formal audit completed by the teacher candidate and submitted with evidence of meeting the criteria at the conclusion of each Transition Phase as a request to continue with his/her progression in the YHC Teacher Preparation Program.

Teacher Candidate is a YHC student admitted to the Teacher Preparation Program.

Transition phase is a period of time through which a candidate compiles and submits documentation of having met criteria and which may be proffered by the candidate for a decision point. Transition phases are typically one semester in duration.

Unit Assessment is an assessment that is uniform across all specialized programs, each with its unique program of study for educator preparation, and provides feedback to the student and/or the Department of Education on student progress and the effectiveness of the Teacher Preparation Program. These data are also be used to report to accrediting agencies.

YHC is the abbreviation for Young Harris College.

Appendices

Appendix A: GaPSC Code of Ethics

A detailed description of the GaPSC Code of Ethics for Educators can be found [here](#).

Appendix C: Alignment of Initiatives that are Fostering the Creation of an Improved TPP

Standards	Early Field Studies	Mid Field Studies	Advanced Field Studies/ST	Beyond
InTASC	6, 9 & 10	4, 5, 6 & 9	3 & 6	1-10
Keys	5, 9 & 10	1, 4, 5, 6 & 9	7 & 8	1-10

edTPA	5, 7, 10, 11 & 15	4,7, 9, 12, 14 & 15	6, 8, 13	Alternatives
Conceptual Framework	Pedagogy as an art & science, Professional transformation	Pedagogy as an art & science, Professional transformation	Professional transformation; Advocacy	Advocacy, Reciprocity Contributor
Developmental & Dispositional Emphases & Outcomes	Assessment practices for students and teachers, ethics, leadership perspective development, continuous learning, & other orientation.	Content expertise, Pedagogical content knowledge application, carrying out a barebones edTPA with emphasis on most challenging aspects, investing in one's career and the improvement of the profession.	Skillful development of community for the learning environment, challenging, integrated instruction, student self-direction & ownership of learning, responsiveness & advocacy.	
Assessment through	At end of semester of content, <i>developing</i> "Collaboration" criteria of professional ideals rubric. Candidate assesses self on how he/she responded to "ethics" prompt at entry and provides a more advanced explanation of appropriate responses to use in application for Mid and Advanced Field Studies.	At end of semester of content, <i>exemplary</i> on pre-professional rubric; <i>Proficient</i> on all professional criteria as assessed through instructor of mid field studies course; modules completed at acceptable level and reflected upon; barebones designed & implemented edTPA is acceptable in order to go into Student Teaching.	At end of internship, <i>exemplary</i> on pre-professional rubric and one self-selected criterion of professional rubric while <i>proficient</i> on others; plan for ongoing- Professional Development to include advocacy, and reciprocity, at acceptable level as judged by panel.	Employer & graduate surveys

Appendix D: Assessment Graphic by Field Experience

The Assessment graphic is organized by field experience throughout the progression of the Teacher Preparation Program. It shows a timeline of Unit assessments completed by students themselves, YHC faculty, and Partner Teachers. This graphic does not include assessments required by the Georgia Professional Standards Commission for certification that are externally evaluated, such as GACE or edTPA. The purpose of this document is to visually represent a portion what is detailed in the Transition Phases.

Attachments  [Evaluator_graphic__MAT_2018.pdf](#)

Appendix E: Target Competencies for Unit Assessments for Progression in the TPP

Each transition phase in the Master of Arts Teaching Preparation Program has target proficiencies which must be met to continue progression in the program. Attached is a detail of the target proficiencies.

Attachments

 [Target_assessment_levels_for_progression_in_the_MAT_graphic_2018.pdf](#)

Appendix F: Lesson Plan Template

Click on the following link to view a [Lesson Plan Template](#). Attached is a lesson plan template (.rtf) document for use off-line. Both templates include prompts to assist candidates when completing a lesson plan. The attached template also includes an Instructional Planning Lesson Plan Study Rubric, which allows for peer review with critical feedback to the candidate. The Instructional Planning Lesson Plan Study Rubric is not part of the required lesson planning materials.

Attachments

 [TPP_Lesson_Plan_Template_with_prompts_and_feedback_areas.docx](#)

Appendix G: Classroom Demographic Profile

Demographic profiles documenting the distribution of diversity in field placements are completed by the TPP students with the assistance of the Partner Teacher. Demographic data is anonymous and reported as an aggregate. Our partner

districts have approved the release of aggregate, unidentifiable data for the purpose of supporting candidate's diverse field placements and to assist the YHC TPP in meeting GaSPC accreditation standards.

This data is reported in the FEM classroom Classroom Demographics feature in each field placement, with the exception of the student gender distribution (male/female/other) which is reported as an assignment in each field studies course. The document below provides instructions for this process.

Attachments  [classroom_demographics_instructions.docx](#)

Appendix H: Professional Ideals (Dispositional Assessment)

Click here: [Professional Ideals v5](#) to view the rubric for this assessment. This document includes the expected dispositional development of graduate students enrolled in the MAT. The Professional Ideals worksheet (attached) is a more visual representation of the professional dispositional development expected throughout the duration of the program and at the conclusion of each field experience.

Attachments  [Professional_Ideals_Worksheet.pdf](#)

Appendix I: Conceptual Framework Assessment

Click on the name of the document to view the [Conceptual Framework Journal](#) template.

The [Conceptual Framework Rubric](#) is the assessment tool for the electronic journal and outlines the criteria and proficiencies that are needed to progress in the TPP. The Conceptual Framework worksheet (attached) is a more visual representation of the development expected with each field experience.

Attachments  [Conceptual_Framework_Journal_Worksheet__MAT_2018.pdf](#)

Appendix J: InTASC Portfolio Assessment

Click on the document name to view the [InTASC Portfolio](#) template.

The [InTASC Domains Rubric](#) is the assessment tool for the electronic portfolio and outlines the criteria and proficiencies that are needed to progress in the TPP. The Portfolio worksheet (attached) is a more visual representation of the development expected with each field experience.

Attachments  [InTASC_Portfolio_Worksheet__MAT_2018.pdf](#)

Appendix K: Candidate Keys Assessment

The attached performance standards rubrics are taken from the Teacher Assessment on Performance Standards ([TAPS](#)), the evaluation component of the official [Teacher Keys Effectiveness System](#) in Georgia's public schools. Teacher Candidates, as developing educators, are expected to perform at a minimum at the Tier II and should aspire to perform at the Tier III level for all standards. Tier III is the expected level of performance for in-service teachers. **PLEASE NOTE that ratings of 4 for teacher candidates should be exceedingly rare as they will continue to develop during the induction phase & later advance on the professional performance continuum.**

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.

Level 4	Level 3	Level 2	Level 1
<p><i>In addition to meeting the requirements for Level 3...</i></p> <p>The teacher candidate continually demonstrates extensive content and pedagogical knowledge, enriches the curriculum, and guides others in enriching the curriculum. (Teacher candidates rated as Exemplary)</p>	<p><i>This level is aspired to by student teaching interns.</i></p> <p>The teacher candidate consistently demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.</p>	<p><i>This level is expected for beginning teacher candidates.</i></p> <p>The teacher candidate inconsistently demonstrates understanding of curriculum, subject content, pedagogical knowledge, and student needs, or lacks fluidity in using the knowledge in practice.</p>	<p>The teacher candidate inadequately demonstrates understanding of curriculum, subject content, pedagogical knowledge and student needs, or does not use the knowledge in practice.</p>

continually seek ways to serve as role models or teacher leaders.)			
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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 needs of all students.

Level 4	Level 3	Level 2	Level 1
<i>In addition to meeting the requirements for Level 3...</i>	<i>This level is aspired to by student teaching interns.</i>	<i>This level is expected for beginning teacher candidates.</i>	
The teacher candidate continually seeks and uses multiple data and real world resources to plan differentiated instruction to meet the individual student needs and interests in order to promote student accountability and engagement.	The teacher candidate consistently plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	The teacher candidate inconsistently uses state and local school district curricula and standards, or inconsistently uses effective strategies, resources, or data in planning to meet the needs of all students.	The teacher candidate does not plan, or plans without adequately using state and local school district curricula and standards, or without using effective strategies, resources, or data to meet the needs of all students.

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.

Level 4	Level 3	Level 2	Level 1

<i>In addition to meeting the requirements for Level 3...</i>	<i>This level is aspired to by student teaching interns.</i>	<i>This level is expected for beginning teacher candidates.</i>	
<p>The teacher candidate continually facilitates students' engagement in metacognitive learning, higher-order thinking skills, and application of learning in current and relevant ways.</p> <p>(Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</p>	<p>The teacher candidate consistently 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 skills.</p>	<p>The teacher candidate inconsistently uses research-based instructional strategies. The strategies used are sometimes not appropriate for the content area or for engaging students in active learning or for the acquisition of key skills.</p>	<p>The teacher candidate does not use research-based instructional strategies, nor are the instructional strategies relevant to the content area. The strategies do not engage students in active learning or acquisition of key skills.</p>

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.

Level 4	Level 3	Level 2	Level 1
<i>In addition to meeting the requirements for Level 3...</i>	<i>This level is aspired to by student teaching interns.</i>	<i>This level is expected for beginning teacher candidates.</i>	
<p>The teacher candidate continually facilitates each student's opportunities to learn by engaging him/her in critical and creative thinking and challenging activities tailored to address</p>	<p>The teacher candidate consistently challenges and supports each student's learning by providing appropriate content and developing skills which address</p>	<p>The teacher candidate inconsistently challenges students by providing appropriate content or by developing skills which address individual learning differences.</p>	<p>The teacher candidate does not challenge students by providing appropriate content or by developing skills which address individual learning differences.</p>

individual learning needs and interests.	individual learning differences.		
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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.

Level 4	Level 3	Level 2	Level 1
<i>In addition to meeting the requirements for Level 3...</i>	<i>This level is aspired to by student teaching interns.</i>	<i>This level is expected for beginning teacher candidates.</i>	
The teacher candidate continually seeks and uses multiple data and real world resources to plan differentiated instruction to meet the individual student needs and interests in order to promote student accountability and engagement.	The teacher candidate consistently plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	The teacher candidate inconsistently uses state and local school district curricula and standards, or inconsistently uses effective strategies, resources, or data in planning to meet the needs of all students.	The teacher candidate does not plan, or plans without adequately using state and local school district curricula and standards, or without using effective strategies, resources, or data to meet the needs of all students.

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.

Level 4	Level 3	Level 2	Level 1
<i>In addition to meeting the requirements for Level 3...</i>	<i>This level is aspired to by student teaching interns.</i>	<i>This level is expected for beginning teacher candidates.</i>	

<p>The teacher candidate continually demonstrates expertise in using data to measure student progress and leads others in the effective use of data to inform instructional decisions. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</p>	<p>The teacher candidate systematically and consistently 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.</p>	<p>The teacher candidate inconsistently gathers, analyzes, or uses relevant data to measure student progress, inconsistently uses data to inform instructional content and delivery methods, or inconsistently provides timely or constructive feedback.</p>	<p>The teacher candidate does not gather, analyze, or use relevant data to measure student progress, to inform instructional content and delivery methods, or to provide feedback in a constructive or timely manner.</p>
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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.

<p>Level 4</p> <p><i>In addition to meeting the requirements for Level 3...</i></p>	<p>Level 3</p> <p><i>This level is aspired to by student teaching interns.</i></p>	<p>Level 2</p> <p><i>This level is expected for beginning teacher candidates.</i></p>	<p>Level 1</p>
<p>The teacher candidate continually engages students in a collaborative and self-directed learning environment where students are encouraged to take risks and ownership of their own learning behavior. (Teacher candidates rated as Exemplary continually seek ways</p>	<p>The teacher candidate consistently provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.</p>	<p>The teacher candidate inconsistently provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.</p>	<p>The teacher candidate inadequately addresses student behavior, displays a negative attitude toward students, ignores safety standards, or does not otherwise provide an orderly environment that is conducive to learning or</p>

to serve as role models or teacher leaders.)			encourages respect for all.
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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.

Level 4	Level 3	Level 2	Level 1
<i>In addition to meeting the requirements for Level 3...</i>	<i>This level is aspired to by student teaching interns.</i>	<i>This level is expected for beginning teacher candidates.</i>	
The teacher candidate continually creates an academic learning environment where students are encouraged to set challenging learning goals and tackle challenging materials. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)	The teacher candidate consistently creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	The teacher candidate inconsistently provides a student-centered, academic environment in which teaching and learning occur at high levels or where students are self-directed learners.	The teacher candidate does not provide a student-centered, academic environment in which teaching and learning occur at high levels, or where students are self-directed learners

Performance Standard 9: Professionalism

The teacher candidate plans using state and local school district curricula and standards, effective strategies, resources, and data to address the needs of all students.

Level 4	Level 3	Level 2	Level 1
<i>In addition to meeting the requirements for</i>	<i>This level is aspired to by student</i>	<i>This level is expected for beginning teacher</i>	

<i>Level 3...</i>	<i>teaching interns.</i>	<i>candidates.</i>	
The teacher candidate continually engages in a high level of professional growth and application of skills and contributes to the development of others and the well-being of the school and community. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)	The teacher candidate consistently 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.	The teacher candidate inconsistently supports the school's mission or seldom participates in professional growth opportunities.	The teacher candidate shows a disregard toward professional ethics or the school's mission or rarely takes advantage of professional growth opportunities.

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.

Level 4	Level 3	Level 2	Level 1
<i>In addition to meeting the requirements for Level 3...</i>	<i>This level is aspired to by student teaching interns.</i>	<i>This level is expected for beginning teacher candidates.</i>	
The teacher candidate continually uses communication techniques in a variety of situations to proactively inform, network, and collaborate with stakeholders to enhance student learning. (Teacher	The teacher candidate communicates effectively and consistently with students, parents or guardians, district and school personnel, and other stakeholders in ways	The teacher candidate inconsistently communicates with students, parents or guardians, district and school personnel, or other stakeholders or communicates in ways that only partially enhance student learning.	The teacher candidate inadequately communicates with students, parents or guardians, district and school personnel, or other stakeholders by poorly acknowledging

<p>candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</p>	<p>that enhance student learning.</p>		<p>concerns, responding to inquiries, or encouraging involvement.</p>
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Appendix L: Student Complaint/Concern Report

Student complaints and concerns specific to the Department of Education or Teacher Preparation Program are documented with the Administrative Assistant in the Department of Education.

Attachments  [Complaint_Concern_Report_2018.pdf](#)

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