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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. The college is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award associate and baccalaureate degrees and is endorsed by the University Senate of The United Methodist Church as an affiliated United Methodist institution. In addition, the Teacher Preparation Program is approved by the Georgia Professional Standards Commission.

Mission Statement
Young Harris College educates, inspires, and empowers students through a comprehensive liberal arts experience that integrates mind, body, and spirit.

Vision Statement
Young Harris College will be a liberal arts institution of recognized excellence, comprised of a vibrant community of learners.

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, and
- 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.

- **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.

**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, a plan for opening seven new education degree programs.

*Information from the Young Harris College Catalog (1889-2009) and the History of Young L.G. Harris College (1936). Prepared by Debra March, Special Collections Librarian.*
YHC TEACHER PREPARATION PROGRAM
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
ideas 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.
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). In addition, the Music Education program is accredited by the professional body National Association of Music Educators.

**Advanced Field Studies** happen in conjunction with an internship in the field of at least a semester’s length in duration throughout which YHC teacher candidates are in schools working with students and Master Educators 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. Also known as a Criminal Background Check.

**Education Program Classes** are upper-level courses offered by the Division of Education. Education Program classes must be completed at Young Harris College for the purpose of initial certification. For students in the TPP, these are co-requisite classes taken in conjunction with field studies. These courses carry the EDUC prefix.

**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. 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.

**Checkpoints** are a definite point in time when the appropriate TPP personnel will review a candidate’s documentation to determine his/her status with regard to program progress or continuation.

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

**CNAfME – Collegiate National Association for Music Educators** is the collegiate branch of the largest association for professionals in fine arts in the world. The charge of the chapter is to help with the growth and development of young music educators and their community.

**Code of Ethics** is issued by the Georgia Professional Standards Commission (GaPSC) and defines the required professional behavior of educators.
**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 with whom candidates work, evaluating the progress of the teacher candidates, and participating in the advanced field studies seminar.

**Concentration** is a series of 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 Secondary Education add-on certifications and music certification have a major in the chosen area of content. The Music Education majors select instrumental or choral emphasis for certification. The ECE majors concentrate in the liberal arts, thus preparing them for teaching all disciplines. The MGE majors select two concentrations from the content areas of Reading/Language Arts, Mathematics, Science, or Social Studies.

**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. Proof of passing scores on all portions of the program admission test (PAT) is required at the time of recommendation by the YHC Teacher Preparation Program. Associated expense for completing the content assessment(s) is the responsibility of the pre-service candidate.

**Course Assessments** are 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. These decisions are typically made in conjunction with checkpoint completion to determine a candidate’s eligibility for continued enrollment in the Teacher Preparation Program.

**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 Dean of the Division of Education, serves as the Director of the Teacher Preparation Program.

**Documents** refer to assignments, assessment rubrics, templates or projects created in *LiveText*. Faculty and/or students may have access to created documents.

**Early Field Studies** are field experiences narrow in scope yet designed to provide teacher candidates limited teaching opportunities in the classroom in preparation for the mid-level studies and advanced field studies internship. The early field study is completed in conjunction with the first block of methods courses that occur during Transition Phase 2. Early field studies allow students in the teacher preparation program to enact methods and strategies learned through coursework and readings while 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. In 2015 this assessment becomes consequential for graduates of any teacher preparation program in Georgia.

**Education Division 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 Division 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 Division of Fine Arts.) For students admitted to the TPP, these are co-requisite classes taken in conjunction with field studies.

**Foundation Courses** are "pre-education" courses at the 2000 level and up that will be completed prior to TPP admission.

**Foundational Field Studies** are formal visits made to schools for the purpose of noting first-hand current teaching practices, student performance, and general school function. The student in foundational field studies is primarily in the less obtrusive role of observer rather than in the active role as participant. Several courses require students to observe and to experience various teaching situations and events as a part of the foundational field studies.

**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.

**General Education Core Curriculum** refers to courses that are required by the college as part of a degree program and foster a liberal arts perspective. These courses are generally completed during the freshman and sophomore years and should be concluded before courses in the professional/education sequence are begun. Demonstration of content knowledge acquired in core curriculum courses is expected for success in the professional sequence of education courses. Young Harris College repackaged its core in 2014 to begin applying in the 2014-15 academic year.

**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 a browser-based electronic portfolio and assessment management web application to which all students must subscribe upon enrollment in EDUC 2220, EDUC 2230, or MUSI 2270. Students will work in LiveText throughout all TPP courses and will create a professional profile accessible for 5 years after initial subscription. Subscriptions may be purchased on-line or, to apply financial aid resources, through the YHC bookstore.

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 work with candidates. Master Educators generally work with candidates 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.

Methods Courses are pedagogy courses that are designed to prepare teacher candidates to teach content at the specific levels of specialization – Early Childhood Education, Middle Grades Education, Secondary Education (certification only), or Music Education. All methods courses in ECE, MGE, and Secondary Education are associated with the expectation of completing significant field experience to enhance the learning of the on-campus content.

Mid-level Field Studies are field experiences designed to allow teacher candidates limited teaching opportunities in the classroom in preparation for the advanced field studies internship. The mid-level field study is associated with the second block of methods courses in which candidates are enrolled and are completed during Transition Phase 3. Mid-level 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.

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 checkpoint criteria presented at Checkpoints 1, 2, 3, and 4.

Program Admissions Test 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 Division of Education 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.

**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 TPP students.

**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.

**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.

**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 at a checkpoint.

**Unit Assessment** is an assessment that is uniform across all programs and provides feedback to the student and/or the Division of Education on student progress and the effectiveness of the Teacher Preparation Program. These data can also be used to report to accrediting agencies.

**Writing Sample** is required as part of the Application for Admission to the Teacher Preparation Program and serves as part of checkpoint criteria for program admission.

**YHC** is the abbreviation for Young Harris College.
PROGRAMS OF STUDY

Young Harris College students are able to pursue a Bachelor of Science in Education degree with a major in Early Childhood Education or Middle Grades Education. Students interested in Secondary Education are able to pursue a Bachelor of Science or Bachelor of Arts in various academic areas with accompanying certification as a secondary teacher in English, history, mathematics, or broad-field science. Students interested in becoming music educators are able to pursue a Bachelor of Music Education degree with a concentration in grades P through 12. These majors and degree requirements will be available in the current college catalog.

- Early Childhood Education (certification for teaching grades P-5)
- Middle Grades Education (certification for teaching grades 4-8)
- Music Education (certification for teaching grades K-12)
- Secondary Certification in English (certification for teaching grades 6-12)
- Secondary Certification in Mathematics (certification for teaching grades 6-12)
- Secondary Certification in History (certification for teaching grades 6-12)
- Secondary Certification in Broad-field Science (certification for teaching grades 6-12)

Post-baccalaureate certification is available in the above certification areas to persons who have already completed Bachelor of Arts or Bachelor of Science degrees. The program of “certification only” is available to persons who have completed at least a bachelor’s degree with appropriate content work and a grade point average of 2.75 or above. This program involves coursework and field studies leading to a recommendation for teacher certification in one of the seven state-approved YHC programs leading to initial certification. Students pursuing certification are required to apply and be admitted to the Teacher Preparation Program at Young Harris College. For those who do not have all of the appropriate coursework additional courses to earn post-baccalaureate certification may be required.

Candidates for “certification only” should be aware that the Young Harris College Teacher Preparation Program is not able to guarantee a completion date. That will be dependent on each candidate’s preparation, rate of course completion, and availability of courses.

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 Division of Education to work with Young Harris College students in various settings and circumstances in assisting them to become successful professional educators. The TPP spans the YHC campus with encounters in classrooms across Divisions to field studies in area public schools and service agencies.

As a professional program 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. 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 majors 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 who have earned their baccalaureate degree and successfully completed all requirements for certification to the GaPSC.

**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 Division of Education that TPP students will show their commitment to ongoing professional development by becoming active members of SPAGE. There may be a slight annual membership fee for belonging to the organization.

**Joining CNAfME**

Collegiate National Association for Music Education (CNAfME) is the collegiate branch of the largest association for professional educators in fine arts in the world. The charge of the chapter is to help with the growth and development of early music educators and their community. Joining this organization can provide excellent networking connections to fellow music educators nationally, resources and research to help develop one’s craft, and support throughout a teaching career. All Music Education majors are expected to join and be active members of CNAfME from their first semester through their graduating semester. The resources that accompany membership in CNAfME are often used as part of the curriculum for methods courses. As active participants, members are expected to attend bi-monthly meetings and play a part in planned events. CNAfME members are also expected to attend the state meeting, the GMEA (Georgia Music Educators Association) conference, each spring.
PROGRAM ADVISING

Students desiring to complete the Teacher Preparation Program will be expected to demonstrate competence in all areas of the liberal arts (humanities, fine arts, social science, natural science, mathematics, health and physical education, and computer science). The liberal arts core curriculum will provide much of the subject-specific content knowledge needed by teachers to be effective instructors.

A strong foundation in the liberal arts is necessary to succeed with the advanced work in the education methods courses and field studies. Failure to meet standards or demonstrate competence at any point will require students to remediate the deficiencies BEFORE being admitted to a teacher certification program (see Remediation), or to undertake field studies components, to be recommended for certification or graduation. For example, a student unable to demonstrate appropriate speaking skills before a group of peers will be expected to remediate the competencies required for Communication Arts, or a student demonstrating poor writing skills must improve in order to be able to follow the conventions of English at an acceptable level for an educator before continuing in the Teacher Preparation Program.

Planning (major sequence) sheets are provided for students so that they can arrange their schedules and work with their advisors to develop programs of study. Generally, students seeking certification require an average of fifteen hours per semester to finish the degree program in four years. Summer term will be an option, and with advisor approval, students may be allowed to take courses that relate to the core and concentration fields at other institutions. Students will not be granted credit for methods courses completed at other institutions. By college policy, all students must complete the final thirty credit hours of their program on the Young Harris College campus; no more than a total of sixty (60) semester hours may be transferred from any two-year institution.

The Teacher Preparation Program has an application period every spring for students interested in continuing toward securing their education degree and/or certification in Early Childhood, Middle, Secondary, or Music Education in order to join the elite group of Georgia’s certified teachers. To be admitted to the Teacher Preparation Program and be accepted as a teacher candidate, students must apply early in the semester before they would be scheduled to complete the appropriate 3000 level course, Introduction to [Content Area]. This semester typically aligns with the spring semester of one’s sophomore year. Applications are accepted for the month of February for students to be admitted to begin the TPP the following fall semester. This procedure varies slightly for those pursuing certification in Music Education, for whom the admissions process can begin as early as freshman year. Those students who decide later in their college career to pursue certification will be unlikely to complete the degree and certification requirements in a typical eight semester sequence.

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 of 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 baccalaureate degree in Education.
PROGRESSING THROUGH THE TEACHER PREPARATION PROGRAM

APPLYING TO THE TEACHER PREPARATION PROGRAM

CHECKPOINT CRITERIA for potential candidates:
1. Have earned a minimum of 45 credit hours
2. Have a minimum of a 2.75 cumulative grade point average on a 4-point scale (The candidate must earn a minimum grade of “C” in all required English, education, mathematics, computer science, and communications courses. Grades below a C- will require that those courses be retaken. With permission of the Director of the TPP, candidates may be granted authorization to substitute a similar course for the course with a substandard final grade.)
3. Submit official transcripts from all colleges attended.
4. Submit official documentation of a passing score on the GACE Program Admission Assessment (PAT) or proof of exemption. Official documentation is provided to the applicant by the test provider, Evaluation Systems (ES).
5. Provide official documentation of completing Georgia Educator Ethics – Program Entry (350) module and test.
6. Supply proof of having secured liability insurance for field experiences.
7. Proof of a clear and recent criminal background check.
8. Under separate cover have recommenders submit confidential letters of recommendation to include an education faculty member, a non-education college faculty member from a content field, and a field-experience or other employment supervisor indicating the applicant is likely to succeed in the program.
9. Submit a completed formal application form.
10. Successfully complete an interview conducted by TPP faculty and writing sample evaluated by TPP faculty as adequate for success in the TPP.
11. Successfully complete three foundations courses and associated field experiences with final grades of “C” or better: EDUC 2204, EDUC 2220, EDUC 2230.
12. Apply for the Pre-service Certificate from GaPSC.
13. Provide Verification of Lawful Presence.

CHECKPOINT POINT 1 – Admission to the Teacher Preparation Program
When the application process is complete, the candidate will receive an official notification of acceptance status.

TRANSITION PHASE 1 – Foundational Studies

CHECKPOINT CRITERIA for potential candidates:
1. Maintain all credentials established upon admission to the program.
2. Submit an electronic portfolio that meets expectations as determined by the major professor and/or advisor using the Unit Assessment instrument.
3. Successfully meet all field studies criteria.
5. Secure merit recommendation of the advisor.
6. Submit Field Study Experiences Guide with Section A completed.

CHECKPOINT POINT 1 – Authorization to Early Field Studies
**TRANSITION PHASE 2 – Early Field Studies**

**CHECKPOINT 2 CRITERIA:**

1. Maintain all credentials established upon admission to the program.
2. Submit an updated electronic portfolio that meets expectations as determined by the major professor and/or advisor using the Unit Assessment instrument.
3. Successfully meet all field studies criteria and provide Candidate Keys self-assessment.
4. Submit a Field Studies Journal that meets expectations as determined by the major professor and/or advisor using the Unit Assessment instrument.
6. Analyze written response to initial ethics prompt completed at program entry with faculty evaluation of candidate progress on ethical continuum.
7. Complete edTPA preparation assessments for local evaluation (Only one assessment will occur in either of the early or mid-level field studies. As it is a content-based assessment, it will only apply to students in the term in which the content-specific course occurs.)
8. Submit Field Study Experiences Guide with Section B completed.

**CHECKPOINT 3 CRITERIA:**

1. Maintain all credentials established upon admission to the program.
2. Submit an updated electronic portfolio that meets expectations as determined by the major professor and/or advisor using the Unit Assessment instrument.
3. Successfully meet all field studies criteria and provide a Partner Teacher assessment of Candidate Keys.
4. Submit a Field Studies Journal that meets expectations as determined by the major professor and/or advisor using the Unit Assessment instrument.
6. Complete edTPA preparation assessments for local evaluation (Only one assessment will occur in either of the early or mid-level field studies. As it is a content-based assessment, it will only apply to students in the term in which the content-specific course occurs.)
7. Submit official documentation of passing score on GACE content exam(s).
8. Submit Field Study Experiences Guide with Section C completed.

**TRANSITION PHASE 3 – Authorization for Mid-level Field Studies**

**CHECKPOINT POINT 3 – Authorization for Advanced Field Studies**
TRANSITION PHASE 4 – Advanced Field Studies

CHECKPOINT CRITERIA:
1. Maintain all credentials established upon admission to the program.
2. Complete all required courses at an acceptable level prior to the start of advanced field studies internship.
3. Submit an updated electronic Portfolio that meets expectations as determined by the major professor and/or advisor using the Unit Assessment instrument. The completed Professional Portfolio includes a culminating written reflection showing internalization of YHC TPP conceptual framework and demonstrates meeting GaPSC standards for initial licensure.
4. Successfully meet all field studies criteria and provide Candidate Keys self-assessment.
5. Provide documentation of faculty assessment of Professional Ideals at an acceptable level using TPP rubrics.
6. Full edTPA assessment, the official scoring of which was administered by Pearson Assessments.
7. Submit Field Study Experiences Guide with Sections D & E completed.
8. Passing score on Georgia Educator Ethics – Program Exit (360) prior to program completion.
9. Complete the Exit Interview at an acceptable level.
10. Complete Student Satisfaction Survey to provide feedback for the Teacher Preparation Program improvement.

CHECKPOINT POINT 4 – Graduation; Recommendation for GA certificate
*Requirements for graduation are in the college catalog and may be separate from the requirements to recommend a teacher candidate for certification. Students will be prevented from walking in the graduation ceremony until checkpoint criteria have been met.

TRANSITION PHASE 5 - Alumni Performance

CHECKPOINT CRITERIA:
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 surveys administered through the Georgia Association of Independent Colleges of Teacher Education (GAICTE) and follow-up surveys provided by Young Harris College.
TEACHER PREPARATION PROGRAM POLICIES

DISMISSAL
Teacher certification is a process that culminates after candidate completion of an internship judged by the TPP faculty to be at an acceptable level during the advanced field studies semester. While completing any coursework or field experiences, or at any point in program leading to certification, including the internship, remediation may be required for a candidate to continue or, in severe cases, dismissal from the program may occur. Any TPP faculty member, college supervisor, or partner educator who substantiates a candidate’s deficiency(ies) in writing and submits the document to affected parties (candidate, Master Educator, college supervisor, etc.) as well as the Director of Teacher Preparation may trigger a review of the candidate’s performance and the process for remediation or dismissal may proceed. Decisions points of this nature take place when, in the judgments of the professionals involved (such as the advisor, Master Educator, or college supervisor), a candidate demonstrates deficiencies beyond the scope of normal candidate development in any dimensions of becoming a professional educator that might negatively affect P-12 students, school personnel, those affiliated with Young Harris College including its students, or the reputation of YHC or its Teacher Preparation Program, including a breach of ethics, as outlined in the InTASC Standards, the Candidate Keys, the Georgia Code of Ethics for Educators, or the GaPSC rules or guidelines. When remediation is successful the candidate will have the opportunity to continue in the TPP and complete all requirements. This continuation may require additional time and may delay a candidate from graduating or gaining licensure. If the remediation is not successful or a second instance requiring remediation occurs, the candidate may be dismissed from the TPP. Remediation or dismissal may be appealed in writing as follows: first to the Dean of the Division of Education, second to the Dean of the Division of Social and Behavioral Sciences, and third to Teacher Education Advisory Committee, and to include such explanation and evidence to substantiate the prudence of an outcome other than dismissal.

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 not associated with the cost of attendance at Young Harris College. Students will be responsible for these additional expenditures to include, but not limited to:
- liability insurance,
- criminal background check,
- externally-scored certification assessments (performance and standardized),
- travel expenses,
- and/or any additional requirements set by the district in which the Teacher Candidate has field studies.

These costs are set by the providers of the services and are not charged by Young Harris College, the Division of Education, or Teacher Preparation Program.

The GaPSC required assessments for certification currently include the GACE program admission test, GACE content area assessments, edTPA performance assessment, and a reoccurring ethics assessment. Costs of these assessments are set by the GaPSC or its providers and are not charged by Young Harris College, the Division of Education, or the Teacher Preparation Program.
Teacher candidates involved in early, mid-level or advanced field studies are assessed a field and clinical fee of approximately $350 per semester by Young Harris College and the fee is included in a student’s bill each semester. This collected fee will be used to defray the cost of the edTPA assessment a candidate completes in his final year as well as expenses that occur to supervise candidates in the field and for them to complete field experiences. Candidates who are unable to complete the three levels of field studies for any reason, including dismissal from the program, will not be reimbursed for any part of field and clinical fee.

For detailed information regarding the cost of attendance, billing and payment see the Young Harris College catalog. Students may contact the Business Office or the Office of Financial Aid and Planning with questions regarding tuition, additional expenditures, and financial aid.

**GRADES**
A student contemplating teacher certification or majoring in education should not earn final course grades below C. Grades of D and F demonstrate inadequate knowledge and skills necessary for becoming a professional educator and should be remediated.

Grades below C in each required English, education, math, computer science, and communications courses are unacceptable in the Teacher Preparation Program and require retaking the respective courses for higher grades. Grades below C do not count toward fulfilling any education coursework requirements or any coursework requirements for the major or concentration area for the major nor toward certification requirements.

The minimum GPA of 2.75 for coursework must be maintained throughout the enrollment in the Teacher Preparation Program. A minimum 2.75 GPA will be required for graduation.

**LIABILITY INSURANCE AND CRIMINAL BACKGROUND CHECK**
All students in the YHC TPP are required to obtain membership in the Student Georgia Association of Educators (SGAE) or in the Student Professional Association of Georgia Educators (SPAGE). Membership dues provides liability insurance. Liability insurance and a criminal background check and/or fingerprinting are required for all students in the teacher preparation programs before they are placed in public education facilities for any field studies.

Proof of SGAE or SPAGE enrollment should be provided by the candidate for the Division of Education. Criminal background checks must be completed through a county local enforcement office and provided to the administrative assistant of the TPP. Candidates intending to complete field studies requirements must meet the parameters for fingerprinting standards set forth by the placement District and GaPSC. These parameters may vary by school district.

**PROFESSIONAL PORTFOLIO**
All students in the YHC TPP are expected to build a professional portfolio via LiveText that reflects internalization of YHC TPP conceptual framework. Portfolio requirements are a part of each course in the TPP. Students build the portfolio over time to record evidence of beginning with a foundation of YHC values and acquiring advanced understanding of experiential meaning-making, pedagogical knowledge, professional transformation and advocacy. A completed portfolio that meets expectations of both YHC TPP and GaPSC is required for program completion. Entries
from previous semesters should be revised and the completed Professional Portfolio includes a culminating and comprehensive written reflection.

**REMEDICATION**
Teacher Preparation Program students may be required to repeat courses or experiences where deficiencies are demonstrated or if checkpoint criteria have not been met.

**STUDENT CONCERNS**
Student complaints and concerns specific to the Division of Education or Teacher Preparation Program are documented with the Administrative Assistant in the Division of Education. See APPENDIX B for concern form.

**TECHNOLOGY**
The Teacher Preparation Program expects teacher candidates to demonstrate a proficiency with technology and has integrated technology use into the courses.

- Students are expected to bring a laptop computer or comparable device to use in class in order to complete coursework.
- Students are also required to buy electronic portfolio software beginning with EDUC 2220, 2230 or MUSI 2270. Young Harris College utilizes *LiveText* software. This software is the equivalent of a required text and can be purchased through the Young Harris College bookstore.
- Students may also be required to use a learning management system. Young Harris College utilizes the Moodle system. Moodle is an online, free software.

**TRANSPORTATION**
Transportation is needed for all field studies and is the responsibility of the student to secure. The service district for advanced field studies internships consists of Towns and Union Counties as well as adjoining Georgia and North Carolina counties and systems within those counties. Where possible candidates are encouraged to carpool with others to foster professionalism, help control expenses, and minimize impact on the environment.
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 ADMISSIONS 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 in Georgia-approved Educator Preparation Programs attempt 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.

YHC TPP students must pass a practice exam that consists of several subtests and provide documentation of scores as a checkpoint criteria for being released to register for the GACE Content Assessments. It is mandatory that all parts of the appropriate GACE content assessment be PASSED as a prerequisite for enrollment in EDUC 4411 or EDUC 4479. In the case of Middle Grades Education the GACE content assessment for each of the two concentration areas must be passed for candidates to enroll in EDUC 4411. Candidates are encouraged to begin this process as soon possible once admitted to the TPP and should consult their major professor or advisor as to when this point will be.

If a student fails the GACE Content Assessment, he/she should see his/her advisor or the Director of the Teacher Preparation Program immediately for assistance in planning remediation. Candidates eligible to attempt the GACE may register for the GACE Assessments on the GACE website at www.gace.ets.com. All GACE registration and preparation materials are readily available on the GACE website.

edTPA ASSESSMENT is a subject-specific performance assessment. The GaPSC requires that teacher candidates seeking certification from Georgia-approved Educator Preparation Programs must pass this assessment during the advanced field studies internship to obtain certification.
FIELD AND CLINICAL STUDIES

All teacher candidates are required to complete field and clinical studies 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 English language learners. 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 provided in order for candidates to meet this expectation.

All field studies are placed through the Coordinator of Field and Clinical Experiences. Students are not permitted to make their own arrangements for any field studies. A description of each type of field study is found below.

FOUNDATIONAL FIELD STUDIES
The first field work in the YHC TPP begins with at least 30 hours of cumulative observation and experience and is an integrated component of foundations courses. Introduction to (Music) Education (EDUC 2204, MUSI 2270), which is offered to all education students during the freshman or sophomore year, requires ten hours of classroom observation. Candidates must have purchased liability insurance (SGAE or SPAGE) and completed a Criminal Background Check (CBC) prior to observing in any school. Foundational Field Studies are also expected in Learning and the Learner (EDUC 2230) and Introduction to the Area courses (EDUC 3001, 3011, 3021). During foundational field studies students will seek out the experiences listed in Section A of the Field Study Experiences Guide and begin to internalize the concepts of experiential meaning-making and pedagogy as an art and science.

EARLY AND MID-LEVEL FIELD STUDIES
During the first and second “blocks” of methods courses (a series of two or more education courses scheduled for completion during the same semester to promote integration), YHC TPP students are given opportunities to expand their pedagogical knowledge and facilitate professional transformation through in-the-field work with teachers and students in a variety of settings. For two semesters, students will spend full days in schools, at least once a week, for at least 10 weeks interacting with Partner Teachers and with students from varied economic, ethno-linguistic, and cultural backgrounds. During this time, TPP students will seek out experiences listed in Sections B, C, and E of the Field Study Experiences Guide.

Early field studies occur during Transition Phase 2, in conjunction with the first “block” of courses. Mid-level field studies occur during Transition Phase 3, in conjunction with the second “block” of courses.

ADVANCED FIELD STUDIES
All education students are expected to complete a one-to two semester-long, advanced field study internship. During this transformational experience, students are in K-12 classrooms during the day and must meet weekly with other interns and college faculty for curriculum and personal development. Additionally, teacher candidates will seek out experiences from Sections D and E of the Field Study Experiences Guide. Each student is observed by a college supervisor or professor a
minimum of four times during the internship. 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 Teacher Preparation Program Field and Clinical Coordinator in cooperation with public school personnel. Under no circumstances is a student to begin a field study 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 clinical coordinator, the partner educators, and the college professor to whose course(s) the field studies relates. The candidate must successfully complete the early and mid-level field studies at an acceptable level set by the TPP prior to admission to the advanced field studies internship.

FIELD AND CLINICAL STUDIES PLACEMENT PLAN

<table>
<thead>
<tr>
<th>Program</th>
<th>Number of Blocks (3)</th>
<th>Grade Levels</th>
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<tbody>
<tr>
<td>ECE (P-5)</td>
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<td>(Spring)</td>
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<td></td>
<td>Early Field Studies</td>
<td>K-3, 4-5</td>
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<tr>
<td></td>
<td>EDUC 3003 Mathematics Methods I</td>
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<td></td>
<td>EDUC 3007 Creative Arts, Health and Movement: ECE</td>
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<td>EDUC 3008 Children’s Literature</td>
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<td>EDUC 3009 Reading and Language Arts I</td>
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<td>EDUC 3019 Assessment and Evaluation for Teacher Decision Making</td>
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<td>(Fall)</td>
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<td></td>
<td>Mid-Level Field Studies</td>
<td>K-3, 4-5</td>
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<tr>
<td></td>
<td>EDUC 3004 Mathematics Methods II</td>
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<td>EDUC 3005 Science Methods: ECE</td>
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<td>EDUC 3006 Social Science Methods: ECE</td>
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<td>EDUC 3010 Reading and Language Arts II</td>
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<td></td>
<td>EDUC 3018 Principles of the Social Curriculum</td>
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<td></td>
<td>Advanced Field Studies</td>
<td>K-3, 4-5</td>
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<tr>
<td></td>
<td>EDUC 4411 Internship: ECE</td>
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<tr>
<td></td>
<td>EDUC 4403 Advanced Field Studies Seminar</td>
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</tbody>
</table>
MGE (4-8)  (Spring)
Early Field Studies  4-6, 7-8
EDUC 3018 Principles of the Social Curriculum
EDUC 3019 Assessment and Evaluation for Teacher Decision Making
Content course(s)
(Fall)
Mid-Level Field Studies  4-6, 7-8
EDUC 3013 Lit, Lang Arts, & Reading
And *EDUC 3014 Soc Sci Education: MGE
Or *EDUC 3015 Math Education: MGE,
Or *EDUC 3016 Science Education: MGE
(*Dependent upon area of concentration)
(Spring)
Advanced Field Studies  4-6, 7-8
EDUC 4411 Internship: MGE
EDUC 4403 Advanced Field Studies Seminar

Secondary (6-12)
Early-level Field Studies
EDUC 3021 Introduction to Secondary Education
Mid-level Field Studies
EDUC 3023 Methods in Reading and Language Arts: SE
OR EDUC 3024 History Education
OR EDUC 3025 Mathematics Education: SE
OR EDUC 3026 Science Education: SE
Advanced Field Studies
EDUC 4411 Internship: SE

Music Education (P-12)  (Junior Year, Fall Semester)
Early-level Field Studies  K-5
MUSI 3371 Elementary Music Methods
(Junior Year, Spring Semester)
Mid-level Field Studies  6-12
MUSI 3372 Secondary Music Methods
Advanced Field Studies  K-12
MUSI 4479 Internship
FIELD STUDIES 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 teacher 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 professor whose course(s) the field study relates, and the Master Educator in advance of any time field study is missed. The number of hours and the experiences missed must be made up. The Coordinator of Field and Clinical Experiences must approve this substitution.

If a candidate in the advanced field studies does not report to the internship when expected, this will be termed an absence.

In cases of illness or emergencies during advanced field studies internships, the teacher candidates will be expected to contact the following persons in the order listed below:

1. Master Educator
2. Supervising principal or office of attendance
3. College supervisor

Students will be expected to refrain from asking to arrive late or leave school early, especially on Fridays and before holidays. Interns will also be expected to attend all extra professional activities, such as PTO, faculty meetings, planning meetings, or other professional meetings.

CONFIDENTIALITY
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 Master Educator, 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 can information be released to or discussed with any unauthorized person. Check with or call your 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;
- 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.
CONFLICT OF INTEREST STATEMENT
Candidates may not receive any compensation by the school district in which they are placed during field studies or employed by the school or the district for any reason. Interns, candidates or students may not accept gratuities or gifts that might impair the exercise of good professional judgment.

Candidates may not be used as long-term substitute teachers. Even if the candidate has been listed on the system’s certified substitute list, the candidate may not serve as a substitute teacher during the calendar period of advanced field studies.

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 Master Educator.

EXPERIENCES GUIDE
During all levels of field studies, teacher 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. Teacher candidates will keep track of the reference guide and submit evidence of their progression as part of checkpoint criteria at each decision point.

FIELD STUDIES ADDITIONAL EXPENDITURES
Teacher candidates will be assessed a fee for all field studies. Approximately $350 will be collected at each semester of early, mid-level, and advanced field studies. This fee goes towards costs in the field and the edTPA assessment that will be completed in senior year. Students who do not complete all three levels of field studies will not be reimbursed for paid field-studies additional expenditures.

LIABILITY
At all times, the Partner Teacher will maintain legal responsibility for pupils in his or her classroom. Candidates will be reminded, however, that they can be held personally liable for negligent or intentional acts or omissions that result in harm to children in their care.

Teacher candidates must have current membership with SPAGE or SGAE for proof of liability insurance. SPAGE membership provides up to $1,000,000 of professional liability coverage and access to PAGE legal services, among other professional services.

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 teacher candidates participating in field studies or clinical experiences.
**PLACEMENT PLANS**

Meet with the Coordinator of Field and Clinical Experiences to develop a placement plan for early, mid-level and advanced field studies. Please note that field studies placements are conducted in collaboration with partner districts and not a decision the TPP makes on its own. Responsibility for the final placement rests with the school and/or district administrator. **It is very important that YHC TPP students not approach public school classroom teachers or other personnel in any way about possible field studies placement.** Adhering to this protocol is an expected dispositional behavior. **Students are not permitted to make their own arrangements for early, mid-level and advanced field studies.**

Preferences for early, mid-level and advanced field studies placements are limited to expression of school systems only, not individual schools or teachers. The TPP is committed to school system choices rather than individual school choices in order that the standards set by the Georgia Professional Standards Commission may be accomplished. Teacher candidates will not be placed in schools that either they or their children have attended nor will they be placed with relatives.

**RESIDENCY EXPECTATIONS**

Students participating in field studies will have the same residential expectations as any other YHC residential student; that is to reside in the residence hall while completing field studies. Field studies will be in a Union or Towns County location that will facilitate travel to and from the placement as well as attendance at afternoon or evening courses such as seminars. If a student's residence is local to Young Harris College, (i.e. YHC TPP service area) students may choose to live at home during advanced field studies. Requests for advanced field study placements outside of Union and Towns County may be considered in unusual circumstances, but will not be guaranteed nor generally available.

**SELF-REPORT STATEMENT**

Criminal background checks, fingerprint verification, and liability insurance are valid for one academic year, (Please note that students may choose to purchase liability insurance for more than one year.) **If at any time during that one year period, 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 Dean of the Division of Teacher 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, could be removed from the program pending a review by the Teacher Education Advisory Council.**

**SOCIAL MEDIA**

Before placement for advanced field studies all candidates must review public access to their social media with the Coordinator of Field and Clinical Experiences. Students and candidates should be aware that social media are involved in the majority of ethical violations dealt with by the GaPSC.

**TRANSPORTATION**

Candidates will be responsible for making their own travel arrangements to the assigned field studies throughout the program.
THE FIELD STUDY EXPERIENCES 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 in various assignments or reflections throughout the program.

<table>
<thead>
<tr>
<th>A – Intro to the area:</th>
<th>B – EARLY:</th>
<th>C – MID:</th>
<th>D – ADVANCED:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet with/interview an administrator about:</td>
<td>Conduct a technology audit of classroom or school</td>
<td>Meet all “specials” teachers, librarians, and front office staff, custodians, bus drivers, etc. in the building</td>
<td>Read and become familiar with school handbook</td>
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<tr>
<td>culture of the school, celebrations, policies, traditions (for staff? students?), schedule, family and community engagement, guidance function specific to abuse &amp; mandated reporting, existence of PTA/PTO or advisory council (if so, attend a meeting)</td>
<td>Record/analyze school schedule</td>
<td>Conduct an investigation of co-teaching models used</td>
<td>Attend IEP meeting, parent conference, and/or RTI</td>
</tr>
<tr>
<td>Become familiar with safety procedures and guidance (knowledge of the clinic process – demonstration of meds, etc.)</td>
<td>Seek out and interview resource teachers: ESL, literacy specialist, special ed teacher, G&amp;T</td>
<td>Teach learning segment</td>
<td>Participate in an after-school or extracurricular activity, and reflect on what, if anything, it does for your teaching practice</td>
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<tr>
<td></td>
<td>Become familiar with “specials” and lab time – transitions, policies once arrive, etc</td>
<td>Attend a faculty meeting</td>
<td>Teach learning segment</td>
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<td>Teach learning segment</td>
<td>Inquire about duties and responsibilities aside from instruction and participate when possible</td>
<td>During the time when teacher candidate is carrying all classes, they should also be addressing all other duties and responsibilities (lunch count, bus/carpool, etc.)</td>
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<td>Participate in collaborative planning</td>
<td>Participate in preplanning</td>
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<tr>
<th>E – ONGOING:</th>
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<tr>
<td>Participate in or be involved in the YHC/Spelman Diversity Conference</td>
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<tr>
<td>Attend at least two school board meetings (NC &amp; GA)</td>
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<tr>
<td>Familiarize self with school handbook</td>
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<tr>
<td>Be an ACTIVE member (for at least 2 years) in and participate in a major event of professional organization (SPAGE or CNAfME available at YHC)</td>
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<tr>
<td>Participate in faculty professional development at cooperating school</td>
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<tr>
<td>Interview teacher and paraprofessional about establishing positive and productive co-teaching relationships</td>
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</tbody>
</table>
EARLY AND MID-LEVEL FIELD STUDIES

Due to the organization of classes, early childhood education, middle grades education, secondary, and music education adhere to diverse patterns of field placements. Descriptions of the program requirements follow.

**Early Childhood Education.** All students seeking certification in pre-kindergarten through grade five (ECE PK-5) will be required to complete early and mid-level field studies: one placement in grades K-3 and one placement in grades 4-5. Both early and mid-level field studies include all-day field experience for approximately 10 weeks. At some point in the semester there is an expectation that every TPP student will arrange to spend 3 consecutive days in the classroom to teach a lesson segment. Students will engage with Candidate Keys for the purpose of self-assessment. Master (formerly cooperating) Educators or partner teachers will evaluate candidates on pre-professional ideals for the purposes of dialogue. Field studies placements provide an opportunity to work with student populations diverse in gender, socioeconomic status, ethnic and cultural backgrounds, and other characteristics.

**Middle Grades Education.** All students seeking certification in grades four through eight are required to complete early and mid-level field studies that include all-day field experience for approximately 10 weeks each. At some point in the semester there is an expectation that every TPP student will arrange to spend 3 consecutive days in the classroom to teach a lesson segment. Students will engage with Candidate Keys for the purpose of self-assessment. Master (formerly cooperating) Educators or partner teachers will evaluate candidates on pre-professional ideals for the purposes of dialogue. During the early field studies, students will be placed in either grades 4-5 or grades 6-8. Mid-level placement will be in the alternate grade level or content field. This diversity of placements will provide the candidate with a broad range of experience in different classroom environments. Field studies placements provide an opportunity to work with student populations diverse in gender, socioeconomic status, ethnic and cultural backgrounds, and other characteristics.

**Music Education.** All students seeking certification in kindergarten through grade twelve in the music education program (instrumental or choral emphasis) must complete a minimum of 120 hours of field studies. (See Music Education for specific requirements details.) Music education majors must complete two blocks that include field studies: one at the elementary level and the other at the middle and secondary levels. Experiences in general music, instrumental, and choral settings will take place at those levels as well. In the senior block, music education majors are required to complete 10 hours of mid-level field studies relating to string instruments. This diversity of placements provides the student with experiences that cover a broad range of classroom, age level, and music education experiences. Field studies teaching placements provide an opportunity to work with student populations diverse in gender, socioeconomic status, ethnic and cultural backgrounds, and other characteristics.

**Secondary Degree and Certification Education.** One placement in grades 6-8 and one in grades 9-12 are required for all secondary education majors prior to advanced field studies. At some point in the semester there is an expectation that every TPP student will arrange to spend 3 consecutive days in the classroom to teach a lesson segment. Students will engage
with Candidate Keys for the purpose of self-assessment. Master (formerly cooperating) Educators or partner teachers will evaluate candidates on pre-professional ideals for the purposes of dialogue. Field studies placements provide an opportunity to work with student populations diverse in gender, socioeconomic status, ethnic and cultural backgrounds, and other characteristics.

**EARLY FIELD STUDIES** occur during Transition Phase 2, in conjunction with the first block of TPP courses. Consistent with the conceptual framework, during early field studies, TPP students will focus on developing deeper knowledge of pedagogy as an art and science and reflect on professional growth. At the end of early field experiences, TPP students will be assessed on proficiency in the professional ideal of “responsiveness.” Early field studies participants will be expected to show evidence of taking initiative and collaborating with others in and outside of schools to foster student learning. Early field studies participants will be expected to complete section B of the Field Study Experiences Guide.

**Responsibilities of the TPP student in Early Field Studies**

1. The YHC TPP student participating in field studies should demonstrate appropriate professional dispositions for the teaching profession at all times.
2. 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 clinical coordinator, the supervising classroom teacher, and the college professor to whose course(s) the practicum relates.
3. Maintain a signed, time log and journal of the field studies experience that is submitted in EDUC courses.
4. Be involved in the day-to-day operations of a classroom and teach a learning segment (3 consecutive lessons) during the field study experience. The results of this assessment will be discussed with the candidate. The completed assessment instrument will be entered into LiveText by the partner educator.
5. Complete a Professional Ideals assessment (APPENDIX E) and include it as an artifact for the practicum course in the LiveText e-portfolio.
6. Complete an Candidate Keys assessment (APPENDIX N) and include it as an artifact for the practicum course in the LiveText e-portfolio.
7. Develop lesson plans using the *Young Harris College Lesson Plan Template* format (APPENDIX H)
8. Maintain all credentials established upon admission to the program.
9. Submit an updated electronic portfolio reflective of the YHC TPP conceptual framework that meets expectations outlined in the unit assessment (APPENDIX O)
10. Submit a Field Studies Journal reflective of the InTASC standards that meets expectations outlined in the unit assessment
11. Analyze written response to initial ethics prompt completed at program entry with faculty evaluation of candidate progress on ethical continuum
12. Complete edTPA preparation assessments for local evaluation  (Only one assessment will occur in either of the early or mid-level field studies. As it is a content-based assessment, it will only apply to students in the term in which the content-specific course occurs.)
13. Discuss the results of *Field Studies Observation Rubric* with partner educator
14. Discuss the results of *Classroom Demographic Profile* with partner educator
15. Participate in and log the following Field Study experiences (APPENDIX P):
a. Meet with/interview an administrator about: culture of the school, celebrations, policies, traditions (for staff? students?), schedule, family and community engagement, guidance function specific to abuse & mandated reporting, the existence of PTA/PTO or advisory council (if so, attend a meeting)
b. Become familiar with safety procedures and guidance (knowledge of the clinic process – demonstration of meds, etc.)

16. Log any additional Field Study experiences applicable to the section E of the Field Study Experiences Guide:
   a. Participate in or be involved in the YHC/Spelman Diversity Conference
   b. Attend a school board meetings
   c. Familiarize self with school handbook
   d. Be an ACTIVE member in and participate in a major event of professional organization (SPAGE or CNAfME available at YHC)
   e. Participate in faculty professional development at cooperating school
   f. Interview teacher and paraprofessional about establishing positive and productive co-teaching relationships

**MID-LEVEL FIELD STUDIES** occur during Transition Phase 3, in conjunction with the second block of TPP courses. During mid-level field studies, TPP students 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-level field studies will begin during preplanning prior to the start of the academic school year*. At the end of mid-level field experiences, TPP students will be assessed on proficiency in the professional ideal of “collaboration” in the YHC block courses. Mid-level field studies participants will be expected to complete section C of the Field Study Experiences Guide.

**Responsibilities of the TPP student in Mid-level Field Studies**

1. Maintain all credentials established upon admission to the program
2. Be present for and participate in preplanning prior to the start of the academic year
3. Submit a Field Studies Journal reflective of the INTASC standards that meets expectations outlined in the unit assessment
4. Submit an updated electronic portfolio reflective of the YHC TPP conceptual framework that meets expectations outlined in the unit assessment (APPENDIX O)
5. Complete a Professional Ideals assessment (APPENDIX E) and include it as an artifact for the practicum course in the *LiveText e*-portfolio.
6. Complete an Candidate Keys assessment (APPENDIX N) and include it as an artifact for the practicum course in the *LiveText e*-portfolio.
7. Complete edTPA preparation assessments for local evaluation  (Only one assessment will occur in either of the early or mid-level field studies. As it is a content-based assessment, it will only apply to students in the term in which the content-specific course occurs.)
8. Submit official documentation of passing score on GACE content exam(s)
9. Discuss the results of Field Studies Observation Rubric with partner educator
10. Discuss the results of Classroom Demographic Profile with partner educator
11. Participate in and log the following Field Study experiences (APPENDIX P):
   - Meet all specials teachers, librarians, and front office staff, custodians, bus drivers, etc. in the building
   - Conduct an investigation of co-teaching models used
o Teach learning segment
o Attend a faculty meeting
o Inquire about duties and responsibilities aside from instruction and participate when possible
o Participate in preplanning
12. Log any additional Field Study experiences applicable to the section E of the Field Study Experiences Guide:
   o Participate in or be involved in the YHC/Spelman Diversity Conference
   o Attend a school board meetings
   o Familiarize self with school handbook
   o Be an ACTIVE member in and participate in a major event of professional organization (SPAGE or CNAfME available at YHC)
   o Participate in faculty professional development at cooperating school
   o Interview teacher and paraprofessional about establishing positive and productive co-teaching relationships

Expectations of the partner teacher in Early and Mid-level Field Studies
A. Serve as a mentor
B. Initial time sheet on a daily basis
C. 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
   g. Plan collaboratively
D. 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.
E. Evaluate the candidate’s lessons using the Field Studies Observation Rubric. Discuss the results of this assessment with the candidate. This completed assessment will be entered into the LiveText data base via a link that will be provided to you.
F. Assist the candidate in completing the Classroom Demographic Profile. Discuss the results of this assessment with the candidate. This completed assessment will be entered into the LiveText data base via a link that will be provided to you.
G. Conduct an assessment of the candidate dispositions using the Dispositions Assessment. The results of this assessment will be discussed with the candidate. The Coordinator of Field and Clinical Placement will pick up the assessment from the supervising classroom teacher during the end of practicum debriefing.
H. Meet with the Field and Clinical Coordinator for a pre, midpoint and post practicum conference. (For some meetings this may take place electronically.)
Expectations of the YHC instructor during Early and Mid-level Field Studies

A. Specify expectations, artifacts and information that are needed for the field studies experience
B. Monitor the progress of the candidate through his/her field studies experience
C. Be available to both students and the partner teacher/Master Educator to insure a smooth implementation and completion of the experience.

ADVANCED FIELD STUDIES: PUBLIC SCHOOL INTERNSHIP

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 Advanced Field Studies:
1. Complete all requirements of the advanced field studies seminar EDUC 4411(03). Curriculum, Methods, and Evaluation for the certification area.
2. Attend weekly seminars as provided in EDUC 4411(03).
3. Maintain weekly records of lessons taught, duties performed, and field experiences completed. Turn these records in as requested by your college supervisor.
4. Complete and turn in appropriate lesson plans as requested by your college supervisor.
5. Teach full-time for at least ten consecutive days and perform all other responsibilities that are assumed by the teacher including duty stations (bus duty, lunch duty, etc.) and extracurricular responsibilities (parent conferences).
6. Meet regularly with the Master Educator and college supervisor to discuss and reflect upon the successes and challenges of the advanced field studies experience.
7. Ask for help or guidance from the Master Educator, supervising principal, and college supervisor if unanticipated questions or needs emerge. If a discrepancy in communication arises, ask for clarification.
8. During advanced field studies, there may be an occasion when the Master Educator is absent from school. Sometimes, when this absence occurs, the candidate may be called on to teach. However, State 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 Master Educator is not present. Should the situation
occur during the first few weeks of advanced field studies, contact the college supervisor for approval to accept the responsibility for instruction.

9. Teacher candidates are expected to complete their *LiveText* Professional Portfolios in a manner which meets expectations of both YHC TPP and GaPSC. Entries from previous semesters should be revised and the completed Professional Portfolio includes a culminating reflection showing internalization of YHC TPP conceptual framework.

10. Complete a Professional Ideals assessment (APPENDIX D) and include it as an artifact for the practicum course in the *LiveText* e-portfolio.

11. Complete an Candidate Keys assessment (APPENDIX N) and include it as an artifact for the practicum course in the *LiveText* e-portfolio.

12. Teacher candidates will complete and submit edTPA assessments.

13. Participate in and log the following Field Study experiences (APPENDIX P):
   a. Read and become familiar with school handbook
   b. Attend IEP meeting, parent conference, and/or RTI
   c. Participate in an after-school or extracurricular activity, and reflect on what, if anything, it does for your teaching
   d. Teach learning segment
   e. During the time when teacher candidate is carrying all classes, they should also be covering all other duties and responsibilities (lunch count, bus/carpool, etc.)

14. Log any additional Field Study experiences applicable to the section E of the Field Study Experiences Guide:
   a. Participate in or be involved in the YHC/Spelman Diversity Conference
   b. Attend a school board meetings
   c. Familiarize self with school handbook
   d. Be an ACTIVE member in and participate in a major event of professional organization (SPAGE or CNAfME available at YHC)
   e. Participate in faculty professional development at cooperating school
   f. Interview teacher and paraprofessional about establishing positive and productive co-teaching relationships

**THE MASTER EDUCATOR IN ADVANCED FIELD STUDIES**

The Master Educator is the most important person in the advanced field studies 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 Master Educator 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 Master Educator:

1. Must hold at least the professional four-year certificate in the area for which the teacher candidate is preparing to teach
2. Must have at least three years’ experience in the field
3. Must be selected by the Coordinator of Field and Clinical Experiences in cooperation with the local school partners
4. Should be a teacher of outstanding professional status who:
   a. Adequately plans and prepares for teaching
b. Uses a variety of sound educational principles and practices

c. Uses a variety of materials wisely

d. Employs diagnostic strategies in working with children

e. Uses community resources wisely

f. Has a good working relationship with pupils, teachers, administrators, families, and the community

g. Provides evidence of interest in professional improvement and willingness to do further study in preparation for cooperating with a teacher candidate.

**Expectations of Master Educators in Advanced Field Studies**

Master Educators can enhance the advanced field studies internship by:

A. Aiding teacher candidates in developing crucial professional dispositions.

B. Acquainting the teacher candidate with the community and providing opportunities for participation in community activities, if appropriate.

C. Guiding teacher candidates in finding solutions to problems.

D. 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.

E. Providing opportunities for teacher candidates to observe, when appropriate, situations other than those directed by the Master Educator.

F. Inviting teacher candidates to attend meetings of professional organizations.

G. Including teacher candidates in faculty meetings, grade-level meetings, and departmental meetings as an observant and a participant.

H. Including teacher candidates in parent conferences when appropriate.

I. Helping teacher candidates develop long-range and short-range plans.

J. Planning for and conducting conferences with the teacher candidates.

K. Assisting the teacher candidate in recognizing and overcoming any undesirable traits or behaviors.

L. Giving instructional assistance and constructive criticism when needed.

M. Assisting teacher candidates in evaluating their own advanced field studies internship.

N. Helping teacher candidates with professional, personal, or other concerns.

O. Guiding teacher candidates in developing & maintaining a desirable learning environment.

P. Acknowledging the teacher candidate’s ideas and encouraging the use of initiative.

In the beginning stages of the candidate’s instruction, the Master Educator will want to observe for the entire period of instruction. From these observations, the Master Educator will be in a better position to nurture the candidate’s development. After the initial weeks, it may be good to begin absenting 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 Master Educator. Evaluating the candidate’s performance using the Advanced Field Studies Internship Assessment Instrument should be done at least two times during the 12 week experience. Discuss the results of these assessments with the candidate. Results of the completed assessments will be entered into the LiveText System prior to the completion of the advanced field studies internship.

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

**THE COLLEGE SUPERVISOR IN ADVANCED FIELD STUDIES**
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:

A. Establish a working relationship between the college and the cooperating schools.
B. Serve as a co-worker with the principal and Master Educator in the guidance and analysis of the advanced field studies internship.
C. Stimulate, facilitate, and critique the teacher candidate's use of a wide range of instructional materials and teaching techniques.
D. Evaluate the lesson plans and directed lessons on days of visitation to determine the coherence and cohesiveness of the instructional objectives, activities, and evaluation.
E. Organize a continuing program of teacher candidate development to overcome deficiencies revealed in the advanced field studies internship.
F. Supply Master Educators with forms for recording the progress of teacher candidates.
G. Clarify for all participants the use of evaluation and placement forms used in advanced field studies.
H. Maintain a record of visits and evaluation forms for each teacher candidate.
I. Evaluate professional portfolio prior to graduation

**ADVANCED FIELD STUDIES SEMINAR**
During the 12-14 week, advanced field studies internship term, a weekly seminar will be held on the pre-determined site. Conducted by the college supervisors, these sessions will last approximately one and one-half hours and will enable interns to:

1. Share experiences, ideas, problem situations, and possible solutions.
2. Develop advanced philosophies of education.
3. Present questions and submit required reports to the college supervisors.
4. Discuss teaching methods and strategies, problems of teaching, principles of learning, and concepts of curriculum development with others.
5. Inquire about professional organizations and their role in the profession.
6. Investigate certification procedures and examine the process of applying for a teaching position.
7. Explore employment and/or make plans to attend graduate school.
8. Summarize and evaluate a variety of teaching methods and techniques observed.
9. Discuss a variety of curriculum styles.
10. Formalize the evaluation process in relationship to assessment and testing.
11. Produce collections of:
   a. Classroom management artifacts
   b. Continuous Improvement Reflection instruction documents
   c. Video-taped instruction with impact/refinement statements as per GaPSC requirements. Please note: These collections will be turned in at an individual exit interview with the College Supervisor.

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, 3, and 4 as outlined previously.
- Maintain a 2.75 cumulative GPA.

CRITERIA FOR CERTIFICATION BY THE STATE OF GEORGIA

Young Harris College Teacher Preparation Program is accredited to recommend teacher candidates for Certificates of Eligibility. Since certification is a licensure process determined by the State of Georgia, these regulations may be changed at any time.

- A Baccalaureate degree or higher.
- A passing score (or official documentation of exemption) on state assessments, such as GACE admission and content assessments, and ethics assessments.
- A passing score on the appropriate national assessments, such as edTPA.
- Complete all appropriate certification forms including Application for Certification, Verification of Lawful Presence and Approved Program recommendation.
APPLYING FOR CERTIFICATION
After successfully completing the advanced field studies, receiving your Young Harris College diploma, and passing the appropriate GACE Content Test, you will be eligible for certification at the T-4 level in the state of Georgia. The GaPSC Certification Applications are available in the Professional Studies Education site office or online at www.gapsc.com. Click certification; download “our applications.” You will need the Application for Certification, the Approved Program Recommendation Form, and Verification of Lawful Presence. http://www.gapsc.com/Certification/Home.aspx
Certification is submitted electronically by the YHC Division of Education after graduation. This will be 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

**Accreditation** The degree programs housed within the Teacher Preparation Program (TPP) at Young Harris College are accredited by the Georgia Professional Standards Commission (GaPSC). In addition, the Music Education program is accredited by the professional body National Association of Music Educators.

**Advanced Field Studies** happen in conjunction with an internship in the field of at least a semester’s length in duration throughout which YHC teacher candidates are in schools working with students and Master Educators 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. Also known as a Criminal Background Check.

**Education Program Classes** are upper-level courses offered by the Division of Education. Education Program classes must be completed at Young Harris College for the purpose of initial certification. For students in the TPP, these are co-requisite classes taken in conjunction with field studies. These courses carry the EDUC prefix.

**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. 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.

**Checkpoints** are a definite point in time when the appropriate TPP personnel will review a candidate’s documentation to determine his/her status with regard to program progress or continuation.

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

**CNAfME – Collegiate National Association for Music Educators** is the collegiate branch of the largest association for professionals in fine arts in the world. The charge of the chapter is to help with the growth and development of young music educators and their community.

**Code of Ethics** is issued by the Georgia Professional Standards Commission (GaPSC) and defines the required professional behavior of educators.

**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 with whom candidates work, evaluating the progress of the teacher candidates, and participating in the advanced field studies seminar.

**Concentration** is a series of 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 Secondary Education add-on certifications and music certification have a major in the chosen area of content. The Music Education majors select instrumental or choral emphasis for certification. The ECE majors concentrate in the liberal arts, thus preparing them for teaching all disciplines. The MGE majors select two concentrations from the content areas of Reading/Language Arts, Mathematics, Science, or Social Studies.

**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. Proof of passing scores on all portions of the program admission test (PAT) is required at the time of recommendation by the YHC Teacher Preparation Program. Associated expense for completing the content assessment(s) is the responsibility of the pre-service candidate.

**Course Assessments** are 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. These decisions are typically made in conjunction with checkpoint completion to determine a candidate’s eligibility for continued enrollment in the Teacher Preparation Program.

**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 Dean of the Division of Education, serves as the Director of the Teacher Preparation Program.

**Documents** refer to assignments, assessment rubrics, templates or projects created in *LiveText*. Faculty and/or students may have access to created documents.

**Early Field Studies** are field experiences narrow in scope yet designed to provide teacher candidates limited teaching opportunities in the classroom in preparation for the mid-level studies and advanced field studies internship. The early field study is completed in conjunction with the first block of methods courses that occur during Transition Phase 2. Early field studies allow students in the teacher preparation program to enact methods and strategies learned through coursework and readings while 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. In 2015 this assessment becomes consequential for graduates of any teacher preparation program in Georgia.
Education Division 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 Division 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 Division of Fine Arts.) For students admitted to the TPP, these are co-requisite classes taken in conjunction with field studies.

Foundation Courses are "pre-education" courses at the 2000 level and up that will be completed prior to TPP admission.

Foundational Field Studies are formal visits made to schools for the purpose of noting first-hand current teaching practices, student performance, and general school function. The student in foundational field studies is primarily in the less obtrusive role of observer rather than in the active role as participant. Several courses require students to observe and to experience various teaching situations and events as a part of the foundational field studies.

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.

General Education Core Curriculum refers to courses that are required by the college as part of a degree program and foster a liberal arts perspective. These courses are generally completed during the freshman and sophomore years and should be concluded before courses in the professional/education sequence are begun. Demonstration of content knowledge acquired in core curriculum courses is expected for success in the professional sequence of education courses. Young Harris College repackaged its core in 2014 to begin applying in the 2014-15 academic year.

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 a browser-based electronic portfolio and assessment management web application to which all students must subscribe upon enrollment in EDUC 2220, EDUC 2230, or MUSI 2270. Students will work in *LiveText* throughout all TPP courses and will create a professional profile accessible for 5 years after initial subscription. Subscriptions may be purchased on-line or, to apply financial aid resources, through the YHC bookstore.

*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 work with candidates. Master Educators generally work with candidates 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.

*Methods Courses* are pedagogy courses that are designed to prepare teacher candidates to teach content at the specific levels of specialization – Early Childhood Education, Middle Grades Education, Secondary Education (certification only), or Music Education. All methods courses in ECE, MGE, and Secondary Education are associated with the expectation of completing significant field experience to enhance the learning of the on-campus content.

*Mid-level Field Studies* are field experiences designed to allow teacher candidates limited teaching opportunities in the classroom in preparation for the advanced field studies internship. The mid-level field study is associated with the second block of methods courses in which candidates are enrolled and are completed during Transition Phase 3. Mid-level 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.

*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 checkpoint criteria presented at Checkpoints 1, 2, 3, and 4.

*Program Admissions Test* 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 Division of Education 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.

**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 TPP students.

**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.

**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.

**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 at a checkpoint.

**Unit Assessment** is an assessment that is uniform across all programs and provides feedback to the student and/or the Division of Education on student progress and the effectiveness of the Teacher Preparation Program. These data can also be used to report to accrediting agencies.

**Writing Sample** is required as part of the Application for Admission to the Teacher Preparation Program and serves as part of checkpoint criteria for program admission.

**YHC** is the abbreviation for Young Harris College.
APPENDIX A: GaPSC Code of Ethics

APPENDIX B: Student Complaint/Concern Reports

Young Harris College

Division of Education
1 College Street
Young Harris College

Phone: 706-379-5275
Fax: 706-379-5124
Email: Education@yhc.edu

Student Complaint/Concern Report

Student ________________________________

Last Name __________ First Name __________ Middle Name __________

Program ___________________________ Conc. __________ Advisor ___________

Email ________________________________ Phone ___________________________

Area of Concern __________________________
(program, instructor, logistics, field placement, technology, policy, etc.)

Reported to __________________________

Brief description of complaint:

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Resolution:

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Attachment(s): Yes ☐ ______ pages

No ☐

Student Signature __________________________ Date __________

Division Dean Signature __________________________ Date __________

copies to student/advisor/dean’s office
## APPENDIX C: Alignment grids

### Alignment of Initiatives that are Fostering the Creation of an Improved TPP

<table>
<thead>
<tr>
<th>Standards</th>
<th>Foundation</th>
<th>Intro to Area</th>
<th>P1/Early FS</th>
<th>P2/ Mid FS</th>
<th>ST/Internship</th>
<th>Beyond</th>
</tr>
</thead>
<tbody>
<tr>
<td>InTASC</td>
<td>1 &amp; 2</td>
<td>1, 2, 7 &amp; 8</td>
<td>6, 9 &amp; 10</td>
<td>4, 5, 6 &amp; 9</td>
<td>3 &amp; 6</td>
<td>1-10</td>
</tr>
<tr>
<td>Keys</td>
<td>Part of 1</td>
<td>1, 2 &amp; 3</td>
<td>5, 9 &amp; 10</td>
<td>1, 4, 5, 6 &amp; 9</td>
<td>7 &amp; 8</td>
<td>1-10</td>
</tr>
<tr>
<td>edTPA</td>
<td>3</td>
<td>1, 2, 3 &amp; 4</td>
<td>5, 7, 10, 11 &amp; 15</td>
<td>4, 7, 9, 12, 14 &amp; 15</td>
<td>6, 8, 13</td>
<td>Alternatives</td>
</tr>
<tr>
<td>Conceptual Framework</td>
<td>YHC mission &amp; values, Experiential meaning making</td>
<td>Experiential meaning making, Pedagogy as an art &amp; science</td>
<td>Pedagogy as an art &amp; science, Professional transformation</td>
<td>Pedagogy as an art &amp; science, Professional transformation</td>
<td>Professional transformation; Advocacy</td>
<td>Advocacy, Reciprocity Contributor</td>
</tr>
</tbody>
</table>

| Developmental & Dispositional Emphases & Outcomes | Openness to new experiences & change, learner development & learning differences generally, how to observe students, communicate effectively | Instructional planning, knowledge of range of instructional strategies, using professional & academic language, distinctions & strengths of students at that particular level e.g., pK-2, 4-8 | 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 | Proficient on pre-professional rubric for entrance to the program, “Openness” criteria of professional rubric judged at entry interview as no less than “needs development”, introduced to professional writing with no “fatal flaws” | At end of semester of the “Intro to the area” course in which there has been some field component must be judged as proficient on “Openness” and shows growth on “Responsiveness” criteria of professional ideals rubric; “acceptable” on planning with knowledge of strategies for diverse learners, maintain “proficient” on pre-professional rubric | At end of semester of content proficient on “Responsiveness” by evidence of taking initiative & collaborating with others in and outside of schools to foster student learning. 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 level & AFS internship | At end of semester of content, exemplary on pre-professional rubric; Proficient on “Collaboration” and “Commitment” as assessed through instructor of mid-level f.s. course; modules completed at acceptable level and reflected upon; barebones designed & implemented edTPA is acceptable in order to go into AFS internship | At end of internship, exemplary on pre-professional rubric and one self-selected criterion of professional rubric while proficient on others; plan for ongoing-PD to include advocacy, and reciprocity, at acceptable level as judged by panel. | Employer & graduate surveys |

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### Alignment of Unit Assessments to Progression through the Teacher Preparation Program

<table>
<thead>
<tr>
<th>Transition Phase</th>
<th>Assessment</th>
<th>Course</th>
<th>Evaluator</th>
<th>GaPSC Assessment Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Education</td>
<td>Pre-Professional Ideals</td>
<td>Foundation Courses</td>
<td>Faculty and TPP student</td>
<td>Disposition</td>
</tr>
<tr>
<td></td>
<td>Portfolio Checkpoint 1</td>
<td>Foundation courses</td>
<td>Faculty</td>
<td>Institutional Assessment</td>
</tr>
<tr>
<td>TP1</td>
<td>Interview Rubric</td>
<td>Admission Interview</td>
<td>Faculty panel</td>
<td>Disposition</td>
</tr>
<tr>
<td></td>
<td>Ethics Writing Sample</td>
<td>Admission</td>
<td>Faculty</td>
<td>Disposition</td>
</tr>
<tr>
<td></td>
<td>GACE Program</td>
<td>Admission</td>
<td>ETS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Admission Assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TP2</td>
<td>Pre-Professional Ideals*</td>
<td>1st Methods block</td>
<td>Faculty, master classroom teacher, and TPP student</td>
<td>Disposition</td>
</tr>
<tr>
<td></td>
<td>Portfolio Checkpoint 2</td>
<td>1st Methods block</td>
<td>Faculty</td>
<td>Content Knowledge</td>
</tr>
<tr>
<td></td>
<td>Field Studies Journal 1</td>
<td>Early F.S.</td>
<td>Faculty</td>
<td>Effects on Student Learning</td>
</tr>
<tr>
<td></td>
<td>edTPA preparation Assessment**</td>
<td>Early F.S.</td>
<td>Faculty</td>
<td>Content Knowledge</td>
</tr>
<tr>
<td>TP3</td>
<td>Pre-Professional Ideals*</td>
<td>2nd Methods block</td>
<td>Faculty, master classroom teacher, and TPP student</td>
<td>Disposition</td>
</tr>
<tr>
<td></td>
<td>Portfolio Checkpoint 3</td>
<td>2nd Methods block</td>
<td>Faculty</td>
<td>Content Knowledge</td>
</tr>
<tr>
<td></td>
<td>Field Studies Journal 2</td>
<td>Mid-level F. S.</td>
<td>Faculty</td>
<td>Effects on Student Learning</td>
</tr>
<tr>
<td></td>
<td>edTPA preparation Assessment**</td>
<td>Mid-level F. S.</td>
<td>Faculty</td>
<td>Content Knowledge</td>
</tr>
<tr>
<td></td>
<td>Candidate Keys</td>
<td>Mid-level F. S.</td>
<td>Master Classroom Teacher</td>
<td>Effects on Student Learning</td>
</tr>
<tr>
<td></td>
<td>GACE Content Assessment</td>
<td>Mid-level F. S.</td>
<td>ETS</td>
<td>Content Knowledge</td>
</tr>
<tr>
<td>TP4</td>
<td>Pre-Professional Ideals</td>
<td>A.F.S. Internship</td>
<td>Faculty and teacher candidate assessed</td>
<td>Disposition</td>
</tr>
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<td>-------</td>
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<td>----------------------------------------</td>
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<td>Portfolio Checkpoint 4</td>
<td>A.F.S. Internship</td>
<td>Faculty</td>
<td>Content Knowledge</td>
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<td>Field Studies Journal 3</td>
<td>A.F.S. Internship</td>
<td>Faculty</td>
<td>Effects on Student Learning</td>
</tr>
<tr>
<td></td>
<td>Candidate Keys</td>
<td>A.F.S. Seminar</td>
<td>Faculty, master classroom teacher, and teacher candidate</td>
<td>Effects on Student Learning</td>
</tr>
<tr>
<td></td>
<td>FULL edTPA Assessment</td>
<td>A.F.S. Internship</td>
<td>Pearson</td>
<td>Content Knowledge</td>
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<td></td>
<td>Exit Interview</td>
<td>A.F.S. Internship</td>
<td>Faculty panel</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Satisfaction Survey</td>
<td>A.F.S. Internship</td>
<td>Teacher candidate; anonymous</td>
<td>Institutional Assessment</td>
</tr>
<tr>
<td>TP5</td>
<td>Employer Satisfaction Survey</td>
<td>Post-graduation</td>
<td>District employers</td>
<td></td>
</tr>
</tbody>
</table>

*The Professional Ideals assessment is collected the opposite of semester of the edTPA preparation assessment to avoid assessment fatigue.*

** edTPA preparation assessment is placed term in which the content course is taken.*
## APPENDIX D: Pre-Professional Ideals

<table>
<thead>
<tr>
<th></th>
<th>Ineffective</th>
<th>Needs Development</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dependability</strong></td>
<td>The student does not demonstrate dependability for class by rarely fulfilling attendance requirements, consistently arriving late, or seldom remaining physically or mentally in class for the entire session, has a pattern of relying on others to fulfill requirements, and fails to complete several assignments on time or completely, giving excuses for deficiencies.</td>
<td>The student demonstrates need of development in the area of dependability as demonstrated by almost always arriving punctually but not always attending throughout or remaining for the entire class period, has an overreliance on others to fulfill expectations, or completes assignments minimally or not in a timely manner, and does not always notify others of emergencies.</td>
<td>The student demonstrates proficient dependability for class by consistently meeting attendance requirements, always arriving punctually to class and remaining throughout the entire session, almost always completes assignments fully and on time, is self-reliant (as appropriate), willingly accepts responsibility, and notifies others of emergencies.</td>
<td>The student demonstrates exemplary dependability by fulfilling all attendance requirements completely and without fail, arriving punctually and remaining fully present throughout the entire session, completing assignments fully and on time, is self-reliant yet assists others, and seeks and takes on additional responsibility beyond the expected amount for the course.</td>
</tr>
<tr>
<td><strong>Preparedness/Participation</strong></td>
<td>The student does not demonstrate preparedness for or participation in class. He/she does not actively voice critique or build on others’ ideas and relies on others to participate responsibly, complete assignments, or ask meaningful questions and contribute. Lack of preparation results in poor participation or contribution.</td>
<td>The student demonstrates need of development in the area of preparedness as shown by Requiring prompts to fulfill expectations for participation. The candidate is not always prepared for class activities as shown through minimal meaningful participation in class activities (e.g. comments are more repetitive/ technical than insightful/constructive).</td>
<td>The student demonstrates proficient preparedness and participation in class by consistently building on, and challenging/supporting others’ ideas without being prompted. He/she regularly asks meaningful questions and makes well-informed critiques appropriate to the topic showing preparation.</td>
<td>The student demonstrates exemplary preparedness and participation in class by consistently building on, and challenging/supporting others’ ideas without being prompted and encouraging others to do the same. He/she makes meaningful contributions that advance discussion and monitors “air-time” to ensure all have opportunity to participate.</td>
</tr>
<tr>
<td><strong>Integrity</strong></td>
<td>Candidate does not accept responsibility for her/himself, violates many or major aspects of YHC’s honor code, and demonstrates disrespect of others and their reputations by gossiping or passing on rumors to others. The student has generally negative dispositions and dishonors the course or Education program.</td>
<td>The student demonstrates need of development in the area of integrity as demonstrated by blaming others or making excuses instead of taking responsibility for actions, violating minor aspects of YHC’s honor code or has minor breeches of Georgia’s Code of Ethics for Educators, or is not always mindful enhancing others and their reputations.</td>
<td>The student demonstrates proficient integrity throughout course by consistently accepting full responsibility for her/himself, following YHC’s honor code, crediting others’ work, and considers others and their reputations. Upholds Georgia’s Code of Ethics for Educators and holds self-accountable for actions.</td>
<td>The student demonstrates exemplary integrity by accepting full responsibility for him/herself in and out of class, always abiding by YHC’s honor code, crediting others’ work, and is always mindful of others and enhancing their reputations. Upholds Georgia’s Code of Ethics for Educators at all times and holds self and other candidates to the highest standards of behavior.</td>
</tr>
<tr>
<td>Communication</td>
<td>Candidate communicates disrespectfully with students, colleague, instructors and those active in the education of children using ineffective written and oral communication, hardly ever taking initiative to seek guidance and waits for faculty to communicate on working toward personal goals.</td>
<td>The student does not always communicate respectfully with students, colleagues, instructors or those active in the education of children using somewhat misaligned verbal and non-verbal communication. He/she inconsistently engages in active listening and doesn’t respond positively to guidance offered to assist student in working toward personal and professional goals.</td>
<td>The student consistently communicates respectfully with all students, colleagues, and instructors using well-aligned verbal and non-verbal behaviors, and frequently uses active listening skills. The student responds positively to guidance and communicates with faculty to work toward personal and professional goals.</td>
<td>The student communicates respectfully without fail with all students, colleagues, instructors and those active in the education of children using well-aligned verbal and non-verbal behaviors and consistently engages in active listening. The student takes initiative to seek guidance and resources to improve communication skills, and engages with faculty to work toward personal &amp; professional goals.</td>
</tr>
</tbody>
</table>
## APPENDIX E: Professional Ideals

<table>
<thead>
<tr>
<th>Open-Mindedness</th>
<th>INEFFECTIVE</th>
<th>NEEDS DEVELOPMENT</th>
<th>PROFICIENT</th>
<th>EXEMPLARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>YHC CF professional ideal experiential meaning making</td>
<td>The candidate demonstrates ineffectiveness by failing to consider multiple perspectives even when prompted, regularly displaying a Fixed Mindset, or does not seek or rejects information that could lead to change. The candidate is not open to experiences or to making sense of them as a professional ideal of the YHC educator.</td>
<td>The candidate demonstrates need of development in the area of open-mindedness by considering multiple perspectives when prompted, is hesitant to seek information that could lead to change but does not reject it when offered, or interprets failure as negative and over-whelming. The candidate is wary of experiences in general or toward developing the habit of making sense of them as a professional ideal of the YHC educator.</td>
<td>The candidate demonstrates proficient open-mindedness by considering multiple perspectives, seeking new information to deepen understanding, exhibiting willingness to change, and accepting failure as an occasion to grow. She/he makes informed decisions and is unafraid to take reasoned risks to enhance learning. The candidate may be hesitant of some experiences or only beginning to actively make sense of experiences as a professional ideal of the YHC educator.</td>
<td>The candidate demonstrates exemplary open-mindedness by embracing multiple perspectives, actively seeking new information to create schemas or deepen understanding, exhibiting consistent willingness to change (e.g. Growth Mind-set) and embracing failure as an occasion to grow. She/he takes reasoned risks and welcomes challenge as opportunity for holistic development. The candidate seeks new experiences and has developed the habit of making sense of experiences as a professional ideal and responsibility of the YHC educator.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Responsiveness</th>
<th>INEFFECTIVE</th>
<th>NEEDS DEVELOPMENT</th>
<th>PROFICIENT</th>
<th>EXEMPLARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>YHC CF professional ideal pedagogy as art &amp; science</td>
<td>The candidate demonstrates ineffective responsiveness by avoiding building relationships with others. He/she rejects feedback and does not use self-assessment as a means to foster professional or personal growth. He/she exhibits little to no internal motivation for addressing challenges and, with a Fixed Mindset, allows obstacles to obstruct achievement. The candidate’s performance suggests a pattern of bias toward many learners or regular negativity toward their capacity for learning. The candidate has an unbalanced practice with little capacity for being responsive to other. He/she has limited ability to consider teaching simultaneously as an art and a science.</td>
<td>The candidate demonstrates need of development in the area of responsiveness as characterized by inconsistent relationships with others, including students. She/he assesses self superficially or does not reflect upon meaningful development and only infrequently acts upon feedback. Challenges are not viewed as opportunities and are rarely met with self-motivation to grow or consider others. The candidate’s performance suggests bias toward some learners or she/he has shown infrequent negativity toward a few students’ learning capacity. The candidate views teaching as a spontaneous art or a rigid science and does not make consistent efforts to consider teaching simultaneously as an art and a science.</td>
<td>The candidate demonstrates proficient responsiveness by seeking to develop positive relationships with others, especially students, and is generally accepting of and uses constructive feedback for improvement. He/she uses self-assessment for professional growth and, for the most part, is positive toward challenge but may not regularly seek it. He/she is a reflective practitioner but needs to develop consistency and skill in this area. The candidate holds no bias toward any learners or if bias is discovered attempts to address it fairly. He/she has a positive attitude regarding students’ capacity for learning. The candidate may view teaching as a spontaneous art or a rigid science but makes regular efforts to embrace this duality in practice.</td>
<td>The candidate demonstrates exemplary responsiveness by continually seeking to build positive relationships when interacting with others on campus and in the field. She/he is open to evaluation, absorbs information quickly and efficiently, and values and uses constructive feedback as a matter of course. She/he continually self-assesses in a reflective manner while taking initiative to make continuous personal and professional growth that can assist others. The candidate’s performance suggests all students can learn at high levels and she/he holds no bias toward any learner or others. The candidate has embraced and understands teaching as an art and a science and through developed, responsive practice demonstrates both simultaneously.</td>
</tr>
<tr>
<td>Collaboration on</td>
<td>The candidate creates or participates in negative relationships in the program or in the field or does not work well with others. She/he is judgmental of others or disrespectful when working on group assignments. The products of group efforts are of poor quality because the candidate does not contribute meaningfully to the work. The candidate has not transformed as a professional educator.</td>
<td>The candidate demonstrates the need for development in the area of collaboration by helping to foster positive relationships with others on campus and in the field but not initiating productive outcomes. He/she prefers to work by him/herself rather than to assist others or work jointly, while the products resulting from group effort are often completed in a parallel or compartmentalized fashion. The candidate expects to be told what to do and takes little initiative as a professional educator.</td>
<td>The candidate demonstrates proficient collaboration by creating positive relationships with others in the program and in schools. He/she contributes to the learning process by working with others, seeking diverse experiences, and to understand diverse ideas. The candidate is team-oriented, helps others learn the value of joint efforts, and does not ignore conflict and deals with it in a healthy manner. The candidate demonstrates he/she is undergoing transformation by taking initiative of a professional educator to see that collaborative goals are met.</td>
<td>The candidate demonstrates exemplary collaboration by taking initiative to establish positive relationships both across the program and with school and community partners. She/he participates in the learning process by respectfully sharing diverse experiences and perspectives and supports others to do the same. He/she solicits ideas from all constituencies, is non-judgmental of others, chooses to collaborate with diverse colleagues in a range of settings, and manages conflict constructively. The candidate has achieved transformation by working consistently within a collaborative framework and assists colleagues in doing the same.</td>
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</tr>
<tr>
<td>Commitment</td>
<td>The candidate demonstrates insufficient commitment by failing to exhibit a desire to grow from experiences or dedicate to teacher preparation program coursework and field studies. Candidate is unwilling to seek help from professors and demonstrates no resourcefulness in solving problems. Candidate is easily overwhelmed and exhibits little to no resiliency with the introduction of challenges and fails to advocate for self or others.</td>
<td>The candidate demonstrates need of development in the area of commitment by sometimes exhibiting a desire to grow from and dedicate to program coursework and field studies. Candidate needs development in seeking assistance from professors or colleagues and in demonstrating resourcefulness of a professional educator. She/he sees challenges as setbacks to be avoided or attribute to others and has few examples of having advocated for self or others.</td>
<td>The candidate demonstrates proficient commitment by almost always exhibiting a desire to grow from and dedicate to program coursework and field studies. Candidate is willing to seek help from professors and colleagues yet demonstrates the ability to be resourceful in solving the problems of a professional educator. She/he almost always exhibits resiliency and perseverance despite any challenges that might arise and has several examples where he/she has advocated for self and others with positive impact.</td>
<td>The candidate demonstrates exemplary commitment by always exhibiting a desire to grow from and dedicate to YHC, teacher preparation program course-work and field experiences. Candidate actively seeks guidance from professors and colleagues yet demonstrates the ability to be resourceful as a professional educator and reciprocates. She/he always exhibits resiliency and perseverance despite any challenges that may arise and assists colleagues and others in doing the same. He/she consistently advocates for self, students, colleagues, others, and the profession itself or advocates at the national level.</td>
</tr>
</tbody>
</table>
Record of Public School Field Study Experience
Log of Classroom Visits

Student Name _______________________________________
Course: ______________________________________________

Semester Fall______ Spring______ Year __________

<table>
<thead>
<tr>
<th>Date</th>
<th>Start Time</th>
<th>Finish Time</th>
<th>School and School District</th>
<th>Grade level</th>
<th>Teacher name (print)</th>
<th>Teacher’s Signature</th>
<th>Total Time</th>
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<tbody>
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</table>
## APPENDIX H: YOUNG HARRIS COLLEGE LESSON PLAN GUIDE

Young Harris College Teacher Preparation Program  
EDUC ______________________  
Fall ___ Spring ____ Semester 20__

| Candidate________________________________ |
| Grade Level___________________ Focus___________________________________ |

### PREPARATION

<table>
<thead>
<tr>
<th>GPS and/or CC addressed:</th>
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</thead>
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### INSTRUCTIONAL OBJECTIVES FOR THE DAY:

<table>
<thead>
<tr>
<th>ACADEMIC LANGUAGE:</th>
<th>Language Demand =</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Language Functions =</td>
</tr>
<tr>
<td></td>
<td>Language Vocabulary =</td>
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### EVALUATION/ASSESSMENT:

### MATERIALS NEEDED:

### ACTION

<table>
<thead>
<tr>
<th>Teacher procedures</th>
<th>Student Activity</th>
</tr>
</thead>
</table>

#### MOTIVATION/ANTICIPATORY SET:

#### BODY OF THE LESSON:

i. Name of strategy/method

ii. *Time* allotted *Description* (with reference to notes, handouts, technology used, etc.)

iii. *Questions Differentiation* specific to the activity/demonstration/procedure, etc.

iv. *Transition*  
   *(repeat as necessary)*

#### CLOSURE

Be able to discuss the following questions for each lesson:

1. How does/could this lesson integrate technology?
2. How does/could this lesson address diversity (multicultural, learning styles, learning levels)?
3. How does/could this lesson address special needs?
4. What kind of enrichment are you providing and what kind of remediation are you providing?

Be able to answer two of the following questions for each lesson:

1. How does/could this lesson use paraprofessionals or volunteers?
2. How does/could this lesson lend itself to multiage (ECE-MGE) or block (MGE-SE) scheduling.
3. How does this lesson promote problem solving?
4. How does this lesson promote constructing meaning through reflective thinking and interactive learning?
School/Classroom Demographic Profile  Obtain from the classroom teacher demographic information for one class in which you are working or conducting your diversity event. This information can be approximated. Include the following:

- Is the school a Title I school: Yes/No
- Description of demographic area(s) in which students are drawn:
- Number of students in the class:
- Approximate percent of students in the class who are economically disadvantaged:
- Approximate percent of students with disabilities in the class:
- Types of disabilities in the class: (Learning Disabilities, Attention Deficit Hyperactivity Disorder, Emotional and Behavioral Disorders, Autism Spectrum Disorders, Communication disorders, Blindness or Visually Impaired)
- Percent of students in the class who are gifted:
- Ethnic composition of the class:
- Percent of students in the class who are English Language Learners:
- Other pertinent demographic information:
APPENDIX K:
GENERAL INFORMATION ADVANCED FIELD STUDIES INTERNSHIP
(Teacher Candidate)

TEACHER CANDIDATE NAME: ___________________________

SEMESTER/YEAR: _____________

LOCAL ADDRESS: _________________________________________________________

EMAIL: __________________________ PHONE: __________________

SCHOOL__________________________________________ PHONE: _______________

SUPERVISING PRINCIPAL: _________________________ PHONE: ________________

MASTER EDUCATOR: ______________________ PHONE: ________________

TEACHING ASSISTANT/AIDE: _______________ GRADE LEVEL ___________

SCHOOL SECRETARY/RECEPTIONIST: ________________________________

The school day **BEGINS** at_____________________ and **ENDS** at  ___________________.

**DAYS** and **TIMES** outside the classroom:

________________________________________________________________
________________________________________________________________
________________________________________________________________

Scheduled school days off for conferences, workshops, holidays:
February/September:

________________________________________________________________

March/October:

________________________________________________________________

April/November:

________________________________________________________________

May/December:

________________________________________________________________

**NOTE:** Turn in three copies of the completed form to the college supervisor before your first full week of the advanced field studies internship. If changes are made during your internship, please inform him/her.
APPENDIX L: ADVANCED FIELD STUDIES INTERNSHIP WEEKLY REPORT
(Teacher Candidate) Due each week to College Supervisor

TEACHER CANDIDATE NAME:_____________________________ DATE:__________

This week I taught full-time in the following areas:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

My MOST satisfying experience(s):

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

The area(s) in which I improved this week:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

The area(s) in which I need to improve this week:

________________________________________________________________________
________________________________________________________________________

Mark below the approximate percentage of your time spent in the classroom this week
(should total 100%). Observing _____ Teaching_____ Supervising ____Miscellaneous ______

On the reverse side of this sheet, describe activities and lessons taught.
### APPENDIX M: CLASSROOM SCHEDULE OF ACTIVITIES (Teacher Candidate)

**TEACHER CANDIDATE NAME:** ________________  **DATE:** ____________

**SCHOOL:** ________________  **MASTER EDUCATOR:** ________________

<table>
<thead>
<tr>
<th>TIME PERIODS</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

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APPENDIX N: Candidate Keys: Candidate Performance Standards and Rubrics

The following performance standards rubrics are taken from the Teacher Candidate Assessment on Performance Standards (TAPS), a component of the official teacher candidate evaluation system in Georgia. Teacher Candidates are expected to perform at a minimum at the “Needs Development” (2) and should aspire to perform at the “Proficient” (3) level for most standards. 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.

<table>
<thead>
<tr>
<th>Performance Standard 1: Professional Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher candidate demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.</td>
</tr>
<tr>
<td>☐ Exemplary 4</td>
</tr>
<tr>
<td>☐ Proficient 3</td>
</tr>
<tr>
<td>☐ Needs Development</td>
</tr>
<tr>
<td>☐ Ineffective 1</td>
</tr>
</tbody>
</table>

- 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 continually seek ways to serve as role models or teacher leaders.)
- The teacher candidate consistently demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.
- The teacher candidate inconsistently demonstrates understanding of curriculum, subject content, pedagogical knowledge, and student needs, or lacks fluidity in using the knowledge in practice.
- The teacher candidate inadequately demonstrates understanding of curriculum, subject content, pedagogical knowledge and student needs, or does not use the knowledge in practice.

<table>
<thead>
<tr>
<th>Performance Standard 2: Instructional Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>☐ Exemplary 4</td>
</tr>
<tr>
<td>☐ Proficient 3</td>
</tr>
<tr>
<td>☐ Needs Development</td>
</tr>
<tr>
<td>☐ Ineffective 1</td>
</tr>
</tbody>
</table>

- 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.

<table>
<thead>
<tr>
<th>Performance Standard 3: Instructional Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>☐ Exemplary 4</td>
</tr>
<tr>
<td>☐ Proficient 3</td>
</tr>
<tr>
<td>☐ Needs Development</td>
</tr>
<tr>
<td>☐ Ineffective 1</td>
</tr>
</tbody>
</table>

- The teacher candidate demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.
- The teacher candidate consistently demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.
- The teacher candidate inconsistently demonstrates understanding of curriculum, subject content, pedagogical knowledge, and student needs, or lacks fluidity in using the knowledge in practice.
- The teacher candidate inadequately demonstrates understanding of curriculum, subject content, pedagogical knowledge and student needs, or does not use the knowledge in practice.
The teacher candidate continually facilitates students’ engagement in metacognitive learning, higher-order thinking skills, and application of learning in current and relevant ways. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)

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.

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.

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.

### 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.

<table>
<thead>
<tr>
<th>Exemplary 4</th>
<th>Proficient 3</th>
<th>Needs Development</th>
<th>Ineffective 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 individual learning needs and interests.</td>
<td>The teacher candidate consistently challenges and supports each student’s learning by providing appropriate content and developing skills which address individual learning differences.</td>
<td>The teacher candidate inconsistently challenges students by providing appropriate content or by developing skills which address individual learning differences.</td>
<td>The teacher candidate does not challenge students by providing appropriate content or by developing skills which address individual learning differences.</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Exemplary 4</th>
<th>Proficient 3</th>
<th>Needs Development</th>
<th>Ineffective 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Exemplary 4</th>
<th>Proficient 3</th>
<th>Needs Development</th>
<th>Ineffective 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the requirements for 3...</td>
<td>In addition to meeting the requirements for 3...</td>
<td>In addition to meeting the requirements for 3...</td>
<td>In addition to meeting the requirements for 3...</td>
</tr>
<tr>
<td>Performance Standard 7: Positive Learning Environment</td>
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<tr>
<td>------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher candidate provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Exemplary 4</td>
<td>☐ Proficient 3</td>
<td>☐ Needs Development</td>
<td>☐ Ineffective 1</td>
</tr>
<tr>
<td>In addition to meeting the requirements for 3...</td>
<td>This level is aspired to by student teaching interns.</td>
<td>This level is expected for starting teacher candidates.</td>
<td>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 encourages respect for all.</td>
</tr>
<tr>
<td>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 to serve as role models or teacher leaders.)</td>
<td>The teacher candidate consistently provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.</td>
<td>The teacher candidate inconsistently provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.</td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Standard 8: Academically Challenging Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher candidate creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.</td>
</tr>
<tr>
<td>☐ Exemplary 4</td>
</tr>
<tr>
<td>In addition to meeting the requirements for 3...</td>
</tr>
<tr>
<td>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.)</td>
</tr>
</tbody>
</table>
### Performance Standard 9: Professionalism

*The teacher candidate exhibits a commitment to professional ethics and the school’s mission, participates in professional growth opportunities to support student learning, and contributes to the profession.*

<table>
<thead>
<tr>
<th>Exemplary 4</th>
<th>Proficient 3</th>
<th>Needs Development</th>
<th>Ineffective 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the requirements for 3...</td>
<td>This level is aspired to by student teaching interns.</td>
<td>This level is expected for starting teacher candidates</td>
<td>The teacher candidate shows a disregard toward professional ethics or the school’s mission or rarely takes advantage of professional growth opportunities.</td>
</tr>
<tr>
<td>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.)</td>
<td>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.</td>
<td>The teacher candidate inconsistently supports the school’s mission or seldom participates in professional growth opportunities.</td>
<td></td>
</tr>
</tbody>
</table>

### 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.*

<table>
<thead>
<tr>
<th>Exemplary 4</th>
<th>Proficient 3</th>
<th>Needs Development</th>
<th>Ineffective 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the requirements for 3...</td>
<td>This level is aspired to by student teaching interns.</td>
<td>This level is expected for starting teacher candidates</td>
<td>The teacher candidate inadequately communicates with students, parents or guardians, district and school personnel, or other stakeholders by poorly acknowledging concerns, responding to inquiries, or encouraging involvement.</td>
</tr>
<tr>
<td>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 candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</td>
<td>The teacher candidate communicates effectively and consistently with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.</td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>
## APPENDIX O: Portfolio Rubric

<table>
<thead>
<tr>
<th>YHC MISSION AND VALUES: The candidate regularly exhibits the characteristics identified in the YHC mission and values.</th>
<th>Ineffective (1 pt)</th>
<th>Needs Development (2 pts)</th>
<th>Proficient (3 pts)</th>
<th>Exemplary (4 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate exhibits no desire to grow from and dedicate to YHC coursework, the Teacher Preparation Program and field experiences.</td>
<td>The candidate sometimes exhibits a desire to grow from and dedicate to YHC coursework, the Teacher Preparation Program and field experiences.</td>
<td>The candidate almost always exhibits a desire to grow from and dedicate to YHC coursework, the Teacher Preparation Program and field experiences.</td>
<td>The candidate always exhibits a desire to grow from and dedicate to YHC coursework, the Teacher Preparation Program and field experiences.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXPERIENTIAL MEANING-MAKING: The candidate demonstrates a growth mindset with respect to field experiences.</th>
<th>Ineffective (1 pt)</th>
<th>Needs Development (2 pts)</th>
<th>Proficient (3 pts)</th>
<th>Exemplary (4 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate exhibits a Fixed Mindset regarding responsibility for growth.</td>
<td>The candidate exhibits some evidence of growth in respect to participation in field experiences; meaning making is minimal.</td>
<td>The candidate consistently exhibits growth in respect to participation in field experiences; meaning making demonstrates maturity.</td>
<td>The candidate consistently exhibits growth in field experiences and strives for continuous opportunities for improvement/refinement of skills; meaning making demonstrates professionalism at a high level.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>PEDAGOGY AS AN ART AND SCIENCE: The candidate uses sound pedagogical practices that support enriched educational outcomes.</th>
<th>Ineffective (1 pt)</th>
<th>Needs Development (2 pts)</th>
<th>Proficient (3 pts)</th>
<th>Exemplary (4 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate’s performance does not demonstrate the belief that all students can learn. The candidate is not open to critique or feedback, but</td>
<td>The candidate’s performance sometimes demonstrates the belief that all students can learn. The candidate is sometimes open to critique or feedback, but</td>
<td>The candidate’s performance demonstrates the belief that all students can learn. The candidate is open to critique or feedback, but does not use criticism or</td>
<td>The candidate’s performance suggests all students can learn at high levels and s/he holds no bias toward any learner or others. The candidate is</td>
<td></td>
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</tbody>
</table>

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<table>
<thead>
<tr>
<th></th>
<th>Ineffective (1 pt)</th>
<th>Needs Development (2 pts)</th>
<th>Proficient (3 pts)</th>
<th>Exemplary (4 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>critique or feedback.</td>
<td>does not use criticism or</td>
<td>feedback for improvement.</td>
<td>open to evaluation, absorbs information quickly and efficiently, and values and uses constructive feedback. The candidate has embraced and understands teaching as an art and a science and through developed, responsive practice demonstrates both simultaneously.</td>
</tr>
<tr>
<td>PROFESSIONAL TRANSFORMATION: The candidate establishes positive relationships both across the program and with school and community partners. GA-YHC-IS-2014.4</td>
<td>The candidate creates or participates in negative relationships in the program or in the field or does not work well with others.</td>
<td>The candidate demonstrates the need for development in the area of collaboration by helping to foster positive relationships with others on campus and in the field but not initiating productive outcomes.</td>
<td>The candidate demonstrates proficient collaboration by creating positive relationships with others in the program and in schools. S/he contributes to the learning process by working with others, seeking diverse experiences, and to understand diverse ideas.</td>
<td>The candidate demonstrates exemplary collaboration by taking initiative to establish positive relationships both across the program and with school and community partners. The candidate participates in the learning process by respectfully sharing diverse experiences and perspectives</td>
</tr>
<tr>
<td>Profe<strong>sional Transformation</strong></td>
<td>Ineffective (1 pt)</td>
<td>Needs Development (2 pts)</td>
<td>Proficient (3 pts)</td>
<td>Exemplary (4 pts)</td>
</tr>
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<td>--------------------------------</td>
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</tr>
<tr>
<td><strong>PROFESSIONAL TRANSFORMATION:</strong> The candidate accurately identifies areas of development in his/her professional transformation through self-reflection. GA-YHC-IS-2014.4</td>
<td>The candidate cannot or inaccurately identifies strengths or weaknesses. The candidate demonstrates no desire to reflect on or grown from past experiences.</td>
<td>The candidate can identify some of his/her strengths and weaknesses, but may not attribute them to professional transformation. The candidate exhibits a willingness reflect on and grow from past experiences, but requires guidance from professors and colleagues assist with strategies for growth.</td>
<td>The candidate can identify most of his/her strengths and weaknesses with regards to professional transformation. The candidate makes plans for improvement and growth.</td>
<td>The candidate accurately identifies strengths and weaknesses of his/her professional transformation and has devised well-thought-out strategies for making improvements (IIP).</td>
</tr>
</tbody>
</table>

<p>| Advocacy: The candidate collaborates with others for the purpose of improving student academic and non-academic outcomes. GA-YHC-IS-2014.5 | The candidate fails to work with professors or colleagues in the program or in the field or does not work well with others. Student outcomes are reduced or show no improvement because the | The candidate can work collaboratively, but prefers to work by him/herself rather than to assist others or work jointly, while the products resulting from group effort are often completed | The candidate works collaboratively with others in the program and in schools and contributes in a positive manner. The candidate is team-oriented, helps others learn the value of joint efforts, and does not | The candidate initiates collaboration across groups, program or schools. The candidate solicits ideas from all constituencies, is non-judgmental of others, chooses to collaborate |</p>
<table>
<thead>
<tr>
<th>Ineffective (1 pt)</th>
<th>Needs Development (2 pts)</th>
<th>Proficient (3 pts)</th>
<th>Exemplary (4 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate does not contribute meaningfully to the work.</td>
<td>in a parallel or compartmentalized fashion. The candidate expects to be told what to do and takes little initiative.</td>
<td>ignore conflict and deals with it in a healthy manner.</td>
<td>with diverse colleagues in a range of settings, and manages conflict constructively.</td>
</tr>
</tbody>
</table>

**ADVOCACY:**
The candidate actively advocates for self, students, colleagues, others, or the profession. GA-YHC-IS-2014.5

- The candidate does not demonstrate a willingness to advocate for self, students, colleagues, others, or the profession.
- The candidate inconsistently advocates for self, students, colleagues, others, or the profession.
- The candidate actively advocates for self, students, colleagues, others, or the profession.
- The candidate actively and effectively advocates for self, students, colleagues, others, or the profession.
**APPENDIX P: Field Study Experiences Guide**

<table>
<thead>
<tr>
<th><strong>Timeline for pursuing experiences</strong></th>
<th><strong>DATE(s) associated with the experience</strong></th>
<th><strong>Person, place, or condition (if applicable)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section A – During the semester taking Introduction to the Area:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meet with/interview an administrator about: <em>culture of the school, celebrations, policies, traditions (for staff? students?), schedule, family and community engagement, guidance function specific to abuse &amp; mandated reporting, existence of PTA/PTO or advisory council (if so, attend a meeting)</em></td>
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<td></td>
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<tr>
<td>Become familiar with safety procedures and guidance (knowledge of the clinic process – demonstration of meds, etc.)</td>
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</tr>
<tr>
<td><strong>Section B – during Early Field Studies:</strong></td>
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</tr>
<tr>
<td>Conduct a technology audit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Record/analyze school schedule</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seek out and interview resource teachers: ESL, literacy specialist, special ed teacher, G&amp;T</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Become familiar with specials and lab time – transitions, policies once arrive, etc</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teach learning segment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participate in collaborative planning</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Section C – During Mid-level Field Studies:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participate in preplanning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meet all specials teachers, librarians, and front office staff, custodians, bus drivers, etc. in the building</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attend a faculty meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teach learning segment</td>
<td></td>
<td></td>
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<tr>
<td>Inquire about duties and responsibilities aside from instruction and participate when possible</td>
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<tr>
<td>Conduct an investigation of co-teaching models used</td>
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</tbody>
</table>

**Section D – During Advanced Field Studies:**

<table>
<thead>
<tr>
<th>Read and become familiar with school handbook</th>
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<tbody>
<tr>
<td>Attend IEP meeting, parent conference, and/or RTI</td>
</tr>
<tr>
<td>Participate in an after-school or extracurricular activity, and reflect on what, if anything, it does for your teaching</td>
</tr>
<tr>
<td>Teach learning segment</td>
</tr>
<tr>
<td>During the time when teacher candidate is carrying all classes, they should also be covering all other duties and responsibilities (lunch count, bus/carpool, etc.)</td>
</tr>
</tbody>
</table>

**Section E – Anytime during Early, Mid-level, or Advanced Field Studies:**

<table>
<thead>
<tr>
<th>Participate in or be involved in the YHC/Spelman Diversity Conference</th>
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<tbody>
<tr>
<td>Attend at least two school board meetings (NC &amp; GA)</td>
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<tr>
<td>Familiarize self with school handbook</td>
</tr>
<tr>
<td>Be an ACTIVE member (for at least 2 years) in and participate in a major event of professional organization (SPAGE or CNAfME available at YHC)</td>
</tr>
<tr>
<td>Participate in faculty professional development at cooperating school</td>
</tr>
<tr>
<td>Interview teacher and paraprofessional about establishing positive and productive co-teaching relationships</td>
</tr>
</tbody>
</table>