

Young Harris College Master of Arts in Teaching Program Handbook

by Young Harris College Department of Education

YHC Overview

Mission, Vision, Goals, and Values

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



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

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

Mission Statement

YHC is your warm-hearted community of learners, transforming lives into passion and purpose.

Vision Statement

Ignite Minds, Inspiring Change. Young Harris believes in the power of innovative learning, faculty-student research collaboration and a commitment to social responsibility. You can become a change-maker and positively impact your community – and the world.

Motto

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.

Values

Young Harris College values:

- **Community**
We value individuals and their unique contributions to the learning experience.
- **Integrity**
We are individually and collectively accountable, transparent, honest and gracious.
- **Innovation**
We win and lead by embracing creativity and the ever-changing liberal arts.
- **Legacy**
We are committed to the timeless Wesleyan tradition of cultivating trained minds and warm hearts. We are committed to the timeless Wesleyan tradition of cultivating trained minds and warm hearts.
- **Responsibility**
We collaborate to advance a free society, stewarding resources in a fiscally responsible manner to make today and tomorrow better.
- **Diligence**
We prepare our students for meaningful professional success.

History of Education as an Academic Discipline at YHC

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

The Master of Arts in Teaching program was approved for program development by SACSCOC and the GaPSC in 2018. The MAT is comprised of 5 certification areas; three areas, History, Mathematics and English, that build upon the undergraduate certification areas in Secondary Education and the additional certification areas of Biology and Broad Field Science.

Educator Preparation Program Mission, Vision, and Conceptual Framework

EDUCATOR 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 EDUCATOR PREPARATION PROGRAM

The Educator Preparation Program (EPP) 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 Educator 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.

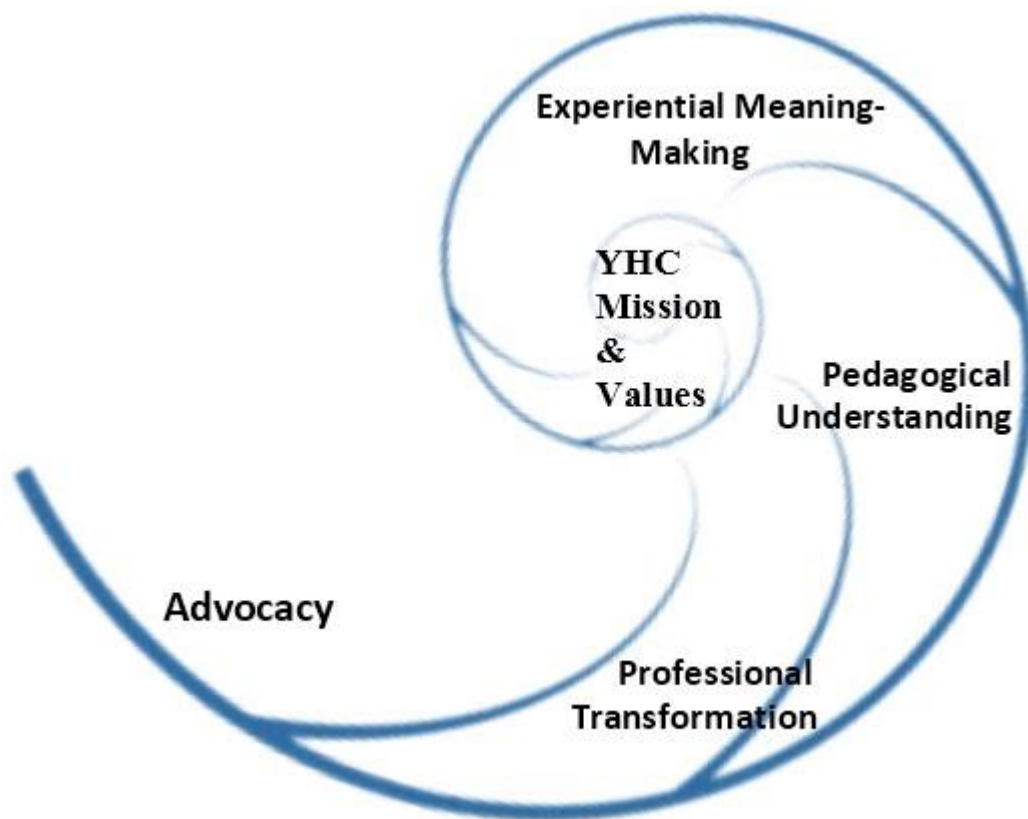
Experiential meaning-making is facilitated for students in the YHC EPP through opportunities to apply, analyze, evaluate and create experiences and connections.

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 EPP 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 EPP conceptual framework is to organize higher education for candidates such that they are able to go forth as professionals who advocate for their discipline, their colleagues, their students, and their communities. Strength of knowledge, skill, and conviction provides the structure and support for an educator in the field to be able to advocate for the ideals with which they identify.

With continuous assessment providing on-going feedback and monitoring of all components of the educator 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 Educator 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 *Master of Arts in Teaching Program Handbook* as a guide for matriculation through their program of study.

Programs of Study

GRADUATE PROGRAMS OF STUDY

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

- Secondary Education: English
- Secondary Education: Mathematics
- Secondary Education: History

- Secondary Education: Broad Field Science
- Secondary Education: Biology

PREPARING FOR YOUR PROGRAM

The Educator Preparation Program (EPP) is composed of a comprehensive series of transformative experiences and cohesive coursework that enables the faculty and staff of the Department of Education to work with Young Harris College students in various settings and circumstances in assisting them to become successful professional, certified public educators. As the only professional program that results in licensure offered at Young Harris College, both the EPP and YHC are held accountable to the rigorous standards set forth by the Georgia Professional Standards Commission (GaPSC) for preparing educators in the state of Georgia. Meeting these standards obligates the EPP to create a reliable system for preparing teacher candidates, one that goes beyond the degree completion requirements that YHC students with degrees other than education typically fulfill. In order to comply with GaPSC regulations for assuring high-quality, effective educators, the EPP 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 EPP 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 EPP at YHC is the body that recommends teacher candidates for initial certification to the GaPSC, who have earned their MAT degree and successfully completed all requirements.

PROGRAM ADVISING

Students desiring to complete the Educator Preparation Program will be expected to demonstrate content knowledge in the intended certification area. Prospective students should have obtained a bachelor's degree from a regionally accredited institution in an approved field related to the content area for certification area or have successfully completed the equivalent of 21 hrs. in upper level courses in the content and pass the aligned *Georgia Assessments for the Certification of Educators (GACE)*. Students seeking Broad Field Science certification must meet the above requirements with three additional hrs.each for two other science areas. Students who are seeking certification in a content area not directly aligned to their degree may be required to take additional content courses and must have approval from the MAT Coordinator and the Chair of the Department of Education, in order to do so.

Generally, students seeking certification require an average of 15 to 18 hours per semester and must complete 3 sequential semesters finish the degree program in 1 year. It may be possible to extend the program beyond one year with approval from the MAT Coordinator and the Department Chair. Due to the rigorous outside accreditation requirements of the Georgia Professional Standards Commission, **there is no guarantee that students will be able to complete the certification program in a given period of time** – that will be dependent on each candidate's preparation, rate of course completion, and availability of courses. Students unable to meet the standards set forth by the Educator Preparation Program will not be recommended for certification and may not be eligible to be granted the Master of Arts in Teaching degree in Secondary Education.

Program Policies

Initial Admission Policies

MASTER OF ARTS IN TEACHING ADMISSION REQUIREMENTS

The following expectations must be met prior to admission into the Educator Preparation Program (EPP). *These requirements may be in addition to the general admission requirements for Young Harris College.* General admission policies to Young Harris College may be found in the College's current [catalog](#).

1. A minimum of a 2.5 cumulative grade point average on a 4-point scale.
2. A bachelor's degree from a regionally accredited institution in an approved field related to the content area for certification or have successfully completed the equivalent of 21 hrs. in upper level courses in the content area. Students seeking Broad Field Science certification must meet the above requirements with 15 additional credit hours courses each for two other science areas.
3. An electronic [application](#) to apply for admission to the MAT program.
Passing score on the [Georgia Assessments for the Certification of Educators](#) (GACE)
4. The [Georgia Educator Ethics – Program Entry \(360\) module](#) completed.
5. Applicants must undergo a criminal background check at the time of admission. A clear criminal record is required to participate in field and clinical experiences in any school setting. Applicants are responsible for meeting any criminal background requirements of districts in which they are placed that go beyond the GaPSC background clearance. Any findings in an MAT Candidate's criminal history will result in a full ethics investigation by the Ethics Division of the GaPSC, with a review by the GaPSC review board before approval or other outcome is determined.

6. When the application process is complete, the candidate will receive an official notification of acceptance status. Students may be prevented from registering from education courses until receiving formal admission by the EPP.
7. Applicants must submit the Georgia Professional Standards Commission (GaPSC) [PreService Certificate Application](#) including the Verification of Lawful Presence *after* acceptance to the MAT program. This application includes a criminal background check that upon clearance will allow Teacher Candidates to participate in field and clinical experiences in Georgia schools. After the application is accepted, the applicant must claim the account and submit the application.

CONDITIONAL ADMISSION

Applicants may be granted conditional status for two different admission deficiencies: 1. Applicants who have not completed determined content courses as outlined above may be granted conditional admission for their first semester in order to complete additional content courses. This will be limited to six credit hours of coursework and must be 2000 level courses or above. Such applicants must contact the Coordinator of the MAT program to discuss their status and the likelihood of meeting state standards for initial certification. After the meeting and the fulfillment of the requirements, the applicant will be notified of their admission status. Students admitted conditionally will be reviewed at the end of their first semester to determine eligibility for continuation in the program and eligibility for regular admission status.

2. Applicants who have not completed GACE Content assessments with passing scores, may be accepted with conditional admission status pending the receipt of passing GACE Content assessment. Upon receipt of satisfactory GACE Content assessment, the status will be changed to regular admission status.

TRANSFER STUDENT ADMISSION

Transfer students who wish to enroll in the MAT Program must meet all the admission criteria outlined in the Educator Preparation Program Progression document. The registrar's office will review courses to determine if courses meet transfer criteria. *By college policy, transfer credit is limited to 6 hours for MAT program candidates.*

STATE-BY-STATE LICENSURE

YHC's Teacher Preparation Program **DOES** fulfill licensure educational requirements for licensure in Georgia and certain states. Some of these states have reciprocity agreements with Georgia but do also require extra coursework and/or assessments. Click on the link below for more details.

[State-By-State.pdf](#)

The state of Georgia is a member of NASDTEC Interstate Agreement for teacher licensure. In order to qualify for this reciprocity, teacher candidates 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 Department of Education. More information can be also be found at the NASCTEC information page for out-of-state applicants.

Contact:

Dr. Diane Vautrot
Chair of Dept. of Education
ldvautrot@yhc.edu
706-479-5171

Enrolled Program Policies

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

REMEDIATION

Remediation may occur at any point in the EPP progression when in the judgment of the professionals involved, such as faculty or Partner Teachers, a candidate demonstrates deficiency beyond the scope of normal candidate development in any dimension of becoming a professional educator. Deficiencies in professional proficiencies may include performance(s) that have the likely potential for negatively affecting P-12 students, school personnel, student colleagues, the EPP, the reputation of YHC, or due to a breach of ethics, as outlined in the Conceptual Framework, the Georgia TAPS Standards, the Candidate Keys, the Georgia Code of Ethics for Educators, or the GaPSC rules or guidelines. Action plans are developed through collaboration of the Supervising Professor and the student and should demonstrate actionable items that encourage reflection and growth over a given timeline. MAT candidates who require remediation may remain enrolled in the program and retain a valid Pre-Service certificate; however, they are expected to demonstrate growth as outlined in their remediation plan prior to continued enrollment in the program the following semester.

MAT candidates who do not show progress after remediation may be required to repeat courses or experiences where deficiencies have been demonstrated and have not been sufficiently addressed or if program progression criteria have not been met. Remediation may require actions beyond meeting degree requirements. Such a continuation may require additional time and may delay a candidate from graduating or prevent gaining

licensure. When remediation is successful, the candidate will have the opportunity to continue in the EPP to complete all requirements for certification.

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

PROGRAM WITHDRAWAL

If the remediation is unsuccessful or if multiple attempts at remediation are unsuccessful, the candidate may be dismissed from the EPP. In acute or severe circumstances, MAT candidates may be withdrawn from the EPP without remediation. Withdrawn candidates will be removed from field experiences and/or coursework and will have the pre-service certification revoked with the GaPSC.

APPEALING A PROGRAM WITHDRAWAL

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

FEES and ADDITIONAL EXPENDITURES

As with other professions that require licensure, students who are pursuing professional certification from the GaPSC as an educator should be aware of expenditures associated with obtaining professional certification. Students will be responsible for these additional expenditures. For detailed information regarding the cost of attendance, billing and payment, contact the Business Office or the Office of Financial Aid.

- fingerprinting,
- technology,
- travel expenses,
- external requirements set by the district in which the Teacher Candidate is employed or placed

Technology Policies

The Educator Preparation Program expects teacher candidates to demonstrate proficiency with varied instructional technologies and so has integrated technology use into the courses. Teacher candidates will work with multiple software, and across

platforms to assist with their development of technology skills. Beginning with the first education course, teacher candidates are expected to use a laptop computer or comparable device in order to complete coursework. Young Harris College utilizes a second learning management software called Moodle. Moodle is an online, free software.

MINIMUM TECHNOLOGY REQUIREMENTS FOR YHC ONLINE/SYNCHRONOUS COURSES

Computer hardware and software requirements:

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

Internet Access requirements:

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

Email requirements:

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

EXPECTATIONS FOR ONLINE COURSES

Taking an online course provides students with flexibility by replacing face-to-face traditional classes with engaging online instructional activities. Your online course

requires that you work on your own at a computer, while engaging virtually with the academic community. Students who are successful in online courses have effective self-regulation and autonomous learning practices. Some of the expectations for MAT students and classes include:

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

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

It is recommended that students save their work in two separate locations, so that in the event of a computer failure work may be retrieved from another location. Students are encouraged to save to a local hard drive or USB and to an online file storage service (OneDrive). Teacher candidates should recognize that saving work samples or video recordings from their field experiences to non-YHC provided file storage locations, such as Google Drive and YouTube, may violate FERPA policies for saving P-12 student records.

YOUNG HARRIS COLLEGE ONLINE COURSE TESTING POLICY

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

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

Technical Requirements:

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

Technical Help:

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

Environment Requirements:

- A quiet, secure, fully lighted room for the examination. No
- other people in the room
- Sit at a clean desk or clean table (not in a bed or sofa)
- No talking out loud or communicating with others by any means (with the exception of contact with the faculty member in an emergency)
- No leaving the room
- Nothing except computer and external cameras on the desktop or tabletop removal of all books, papers, notebooks, or other materials, unless specifically permitted in written guidelines for a particular examination.
- Students are not allowed to use the following unless otherwise noted by instructor/exam giver: Excel; Word; PowerPoint; Calculator (online/computer or handheld devices; Textbooks (online/computer or hardcopy books); Notes (online/computer or hardcopy notes); Pen and Paper (for the purpose of taking notes during exam or calculations); Other websites.
- External cameras, when possible, should be placed on the lid of the laptop or where it will have a constant, uninterrupted view of the test taker
- No writing visible on desk or on walls
- No music playing
- No other computers or other digital devices running in the exam room
- No headphones or ear buds allowed
- Webcam must be focused on the individual test taker Lighting

Progressing Through the MAT Program

APPLYING TO THE MASTER OF ARTS PROGRAM

(See Initial Admission Policies above)

TRANSITION PHASE 1 – EARLY FIELD STUDIES

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

1. Maintain a 2.5 or higher GPA
2. Earn grades of C or better in all other courses in order to advance to Mid Field Studies.
3. Complete 25 hours of Field Experiences (documented with electronic log), including the Field Study Experiences Guide with sections A & B completed.
4. Provide documentation of assessment of educator dispositions using the Professional Behaviors and Dispositions Assessment (PBDA) instrument that meets expectations.
5. Submit a Teaching Practices portfolio addressing TAPS standards that meets expectations when assessed by the Supervising Professor.

CHECKPOINT POINT 1 – Authorization to Mid Field Studies

A program progression audit will be completed and reviewed with the candidate to determine if the criteria has been met to proceed to Mid Field Studies.

Students who do not meet the required criteria will collaborate with their Supervising Professor to develop an Action Plan for approval, which addresses the unmet criteria and supports the candidate's development. Proposals should include a timeline that allows plans to be completed prior to involvement in Mid Field studies.

TRANSITION PHASE 2 – MID FIELD STUDIES

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

1. Maintain a 2.5 or higher GPA.
2. Earn a B- or better in EDUC 5002 Exceptional Learners and a C or better in all other courses in order to advance to Advanced Field Studies Experience.
3. Documentation of a self-assessment of educator dispositions using the Professional Behaviors and Dispositions Assessment (PBDA) instrument that meets expectations.
4. Submit a Teaching Practices Portfolio that meets expectations when evaluated by the Supervising Professor.
5. Submit a Conceptual Framework assessment that meets expectations.
6. Submit a log of field studies documenting 200 hours of field studies.
7. Documentation of educator effectiveness on statewide performance standards using the Candidate Keys (CKES) instrument that meets expectations.

CHECKPOINT POINT 2 – Authorization for Advanced Field Studies

A program progression audit will be completed and reviewed with the candidate to determine if the criteria has been met to proceed to Mid Field Studies.

Students who do not meet the required criteria will collaborate with their Supervising Professor to develop an Action Plan for approval, which addresses the unmet criteria and supports the candidate's development. Proposals should include a timeline that allows plans to be completed prior to involvement in Mid Field studies.

TRANSITION PHASE 3 – ADVANCED FIELD STUDIES

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

1. Maintain a 2.5 or higher GPA.
2. Submit a log of field studies documenting 500 field study hours.
3. Assessment of educator dispositions using the Professional Behaviors and Dispositions Assessment (PBDA) that meets expectations.
4. Submit a Teaching Practices Portfolio assessed by the Supervising Professor which meets expectations.
5. Completion of the Conceptual Framework assessment that meets expectations.
6. Completion of the CKEYS assessment that meets expectations.
7. Passing score on Georgia Educator Ethics – Program Exit (360) assessment prior to program completion.
8. Completion of the Candidate Preservice Assessment of Student Teaching (CPAST) at expected levels.
9. Complete the Exit Interview at an acceptable level as determined by Division of Education faculty and EPP stakeholders.
10. Complete Student Satisfaction, Evaluation of Mentor Teacher, Evaluation of Supervising Professor to inform Educator Preparation Program continuous improvement.

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

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

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

TRANSITION PHASE 4 – Alumni Performance

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

Alumni performance is measured by teacher and 6-12 student performance data collected by the Georgia Department of Education and follow-up surveys provided by Young Harris College.

Field and Clinical Experiences

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

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

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

EARLY FIELD STUDIES

Early Field Studies (EDUC 5401) includes at least 25 hours of specified field experiences at approved sites in grade levels 6-12. These experiences are opportunities for teacher candidates to explore interacting with 6-12 teachers and with students from varied economic, ethno-linguistic, and cultural backgrounds. During this time in the field, Teacher Candidates will have the chance expand their pedagogical knowledge and facilitate professional transformation through in-the-field work with teachers and students in a variety of settings. Teacher Candidates should seek out the experiences listed in sections A and D of the Field Study Experiences Guide. Additional experiences may be provided or required by the course instructor as part of successful course completion. MAT candidates are expected to arrange any out-of-school obligations so as not to prevent meeting the range and number of field requirements each placement.

Early Field Studies Placement aligns with the first half of the fall semester of the YHC MAT program. The placement should address the grade level band (6-8 or 9-12) in which the candidate chooses not to complete student teaching. Candidates are expected to submit documentation of Early Field Studies Placement hours in the Student Learning and Licensure platform as part of the Program Progression Audit for Transition 1 and successfully meet all other criteria in order to progress to Mid Field Studies.

Alternative Early Field Studies Placement Option – In some situations, candidates serving as teachers of records may have challenges meeting a second grade band placement due to teaching obligations. These field study hours may be met by alternate opportunities as recommended by the GaPSC. Arrangements must be made with the Coordinator of the MAT to develop a plan to meet field study hours through alternative activities.

Responsibilities and Expectations of the Teacher Candidate During Early Field Studies

1. Consistent with the conceptual framework, during early field studies, teacher candidates will focus on developing deeper knowledge of pedagogy as an art and science and reflect on professional growth. Early field studies candidates placed in school-based classrooms will be expected to show evidence of taking initiative and collaborating with others in and outside of schools to foster student learning. They should act as a liaison between the EPP and Mentor Teacher with regards to the responsibilities listed below for all parties and dialogs critical for developing professional educators. All parties (student, College faculty and Partner Teacher) should assess and discuss the candidate's growth and performance throughout the semester. This assessment and discussion enable the individual candidate as well as the programs a whole to foster provide continuous improvement. By the

end of early field studies, teacher candidates must meet established proficiency levels on all assessments in order to continue to mid field experience.

1. Maintain an open mind.
2. Be in regular and frequent communication with all parties to ensure that experiences, responsibilities, and development are on track.
3. The YHC EPP student participating in field studies should demonstrate appropriate professional dispositions for the teaching profession at all times.
4. Complete all requirements in EDUC 5401: Early Field Studies Seminar.
5. Meet the criteria in Transition Phase 1 referenced earlier in the handbook.
6. Be involved in the day-to-day operations of a classroom.
7. Complete the early field studies and experience guide within the specified time frame. If the candidate is not able to complete the field studies in the time allotted, the candidate will be responsible for negotiating an extension with the MAT Coordinator, the mentor teacher, and the college professor to whose course(s) the practicum relates.
8. Maintain a digital time log of the field studies experience via Student Learning and Licensure. Time logs must be approved by the mentor teacher and supervising professor.
9. Participate in and log appropriate experiences in the *Field Study Experience Guide* including any additional Field Study experiences applicable in section D of the Field Study Experiences Guide.

MID FIELD STUDIES

Mid Field Studies (EDUC 5402) includes at least 200 hours of field experience and occurs during the fall semester after successful completion of Early Field Experiences. MAT candidates will work with the Field Studies and Clinical Placement Coordinator to develop placement plans that meet GaPSC diverse field experience guidelines and will be the most beneficial for the professional development of the candidate. The placements must address the two required grade level bands: 6-8 and 9-12 and meet diverse field placement requirements with regards to gender, socioeconomic status, identified exceptionalities, ethnic and racial backgrounds, and degree of English language learning *in the classroom with which they intend to partner*. This placement is intended to be an extension of the Advanced Field Studies placement.

In order to more fully understand the standards for today's educator, the experiences and opportunities listed in Sections B and D of the Field Study Experiences Guide are the student's responsibility to seek out in addition the working with his or her 6-12 classroom placement. MAT candidates are expected to arrange any out-of-school obligations so as not to prevent meeting the range and number of field requirements each placement. Additional experiences may be provided or required by the course instructor as part of successful course completion. Candidates must be successfully complete EDUC 5402

to continue to Advanced Field Studies the following term. Candidates are required to successfully pass all other criteria at check point 2 in order to progress to Advanced Field Studies.

Responsibilities and Expectations of the Teacher Candidate During Mid Field Studies

Mid field studies occur during Transition Phase 2, in conjunction with fall semester. During mid field studies, teacher candidates will continue to examine the art and science of teaching. The experience of professional transformation will be encouraged through the lens of investing in one's career and the improvement of the profession. The candidate should be proactive in dialogs with mentor teachers regarding the intention of assessment and outcomes of assessment(s) evaluated by both themselves or the partner teacher. They should act as a liaison between the EPP and the mentor teacher with regards to the responsibilities listed below for all parties and dialogue critical for developing professional educators. At the end of mid field experiences, teacher candidates will be assessed on proficiency standards, which will determine the candidate's ability to continue into Advanced Field Studies and student teaching internships. Teacher candidates should:

1. Maintain an open mind.
2. Be in regular and frequent communication with all parties to ensure that experiences, responsibilities, and development are on track.
3. Be present for and participate in preplanning prior to the start of the academic year and be involved in the day-to-day operations of a classroom.
4. Participate in weekly seminars and complete all requirements in EDUC 5402: Mid Field Studies Seminar.
5. Develop and teach two learning segments (3 consecutive lessons each)
6. Meet all criteria in Transition Phase 2 referenced earlier in the handbook.
7. Complete mid field studies and experience guide within the specified time frames. If the candidate is not able to complete the field studies in the time allotted, the candidate will be responsible for negotiating an extension with the MAT Coordinator, the supervising classroom teacher, and the college professor to whose course(s) the practicum aligns.

Responsibilities and Expectations of the YHC Supervising Professor for Early and Mid-Field Studies

College supervisors will participate in Early and Mid Field Studies through planned online seminars and conferences with teacher candidates, Partner Teachers, and principals. Some of the functions of the college supervisor are the following:

1. Provide orientation for students and mentor teachers for field studies including, but not limited to:
 - Specify expectations, artifacts and information that is needed for the Field study experience.
 - Provide training and support on program assessments
2. Monitor the progress of the candidate through their field studies experiences.
3. Be available to both students and the Mentor Teacher to support a smooth implementation and completion of the field study experience.

ADVANCED FIELD EXPERIENCES

All MAT candidates are expected to complete a semester-long, student teaching internship. Advanced Field Studies Seminar (EDUC 5403) includes the time requirement of 500 field study hours.

Advanced Field Experiences will follow the placement district's academic calendar and may begin prior to the start of the YHC academic spring term. Typically, the placement will continue through the last day of the spring term for YHC. During this transformational experience, students are in 6-12 classrooms daily and interact online weekly with other interns and college faculty for curriculum and personal development. Additionally, teacher candidates will seek out experiences from Sections C and D of the Field Study Experiences Guide. Each MAT candidate is observed by a college supervisor or professor and Mentor Teachers during the internship as part of assessment and feedback to further development of the future educator. Other school personnel, such as school or district administrators may also be invited to provide feedback on the candidate's performance for the purpose of development during this time. The advanced field study internship is a culminating experience of the YHC EPP and helps teacher candidates solidify themselves as emerging professionals and advocates in the field.

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

Responsibilities of the Teacher Candidate in Advanced Field Studies

Teacher candidates will be expected to display professionalism in conduct and attitude and to assume the posture of a teacher both in responsibility and manner. Teacher candidates will be required to follow all policies and procedures of the cooperating school. Candidates should:

1. Maintain an open mind.
2. Be in regular and frequent communication with all parties to ensure that experiences, responsibilities, and development are on track.
3. Complete all requirements of the student teaching internship.
4. Participate in weekly seminars and complete all requirements in EDUC 5403: Advanced Field Studies Seminar.
5. Provide the college supervisor with general information and contact information regarding the placement school and a schedule of classroom activities.
6. Have extensive experience teaching full-time and perform all other responsibilities that are assumed by the teacher including duty stations (bus duty, lunch duty, etc.) and extra-curricular responsibilities (parent conferences).
7. Meet with the Mentor Teacher and college supervisor to discuss and reflect upon the successes and challenges of tying theory to practice in the advanced field experience.
8. Ask for help or guidance from the Mentor Teacher, appropriate administrative personnel, and/or college supervisor if unanticipated questions or needs emerge. If a discrepancy in communication arises, ask for clarification.
9. During student teaching internship, there may be an occasion when the Partner Teacher is absent from school. Sometimes, when this absence occurs, the candidate may be called on to teach. However, the State of Georgia mandates require the presence of a certified teacher or system authorized substitute. With one of those individuals in the room, and depending on the level of self-confidence, the candidate may accept responsibility for instruction. However, the authorized substitute or certified teacher holds ultimate responsibility for supervision of the students when the Mentor teacher is out.
10. Meet all criteria in Transition Phase 3 referenced earlier in the handbook.
11. Maintain a digital time log of the field studies experience in the Student Learning and Licensure platform. Time logs must be approved by the mentor teacher and Supervising Professor.
12. Participate in and log appropriate experiences in section C in the Field Study Experience Guide including any additional Field Study experiences applicable in section D of the Field Study Experiences Guide.

Responsibilities and Expectations of the Mentor Teacher during Advanced Field Studies/Student Teaching Internship

1. Aid teacher candidates in developing crucial professional dispositions.
2. Acquaint the teacher candidate with the community and provide opportunities for participation in community activities, if appropriate.
3. Guide teacher candidates in finding solutions to problems.
4. Assume the responsibility for *gradually* inducting teacher candidates into the teaching process and giving close, day-to-day guidance and direction in the teaching experience.

5. Provide opportunities for teacher candidates to observe, when appropriate, situations other than those directed by the Mentor Teacher.
6. Invite teacher candidates to attend meetings of professional organizations.
7. Include teacher candidates in faculty meetings, grade-level meetings, and departmental meetings as an observant and a participant.
8. Include teacher candidates in parent conferences when appropriate.
9. Help teacher candidates develop long-range and short-range plans.
10. Plan for and conducting conferences with the teacher candidates.
11. Assist the teacher candidate in recognizing and overcoming any undesirable traits or behaviors.
12. Give instructional assistance and constructive criticism when needed.
13. Assist teacher candidates in evaluating their own advanced field studies/internship.
14. Help teacher candidates with professional, personal, or other concerns.
15. Guide teacher candidates in developing & maintaining a desirable learning environment.
16. Acknowledge the teacher candidate's ideas and encouraging the use of initiative.
17. Approve time log digitally in Student Learning & Licensure.

Responsibilities and Expectations of the YHC College Supervisor during Advanced Field Studies/Student Teaching Internship

The functions of the college supervisor include:

1. Stimulate, facilitate, and critique the teacher candidate's use of a wide range of instructional materials and teaching techniques.
2. Evaluate the lesson plans and directed lessons on days of observations to determine the coherence and cohesiveness of the instructional objectives activities, and evaluation.
3. Organize a continuing program of teacher candidate development to overcome deficiencies revealed in the advanced field studies/internship.
4. Provide training and support to Mentor Teacher for scoring program assessments.
5. Clarify for all participants the purpose of evaluation and feedback used in advanced field studies/student teaching internship.
6. Maintain a record of observation and evaluation of each teacher candidate.

Field and Clinical 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 EPP demonstrate an understanding of the importance of regular and punctual

attendance. When the MAT candidate plans a schedule with the Mentor Teacher, this becomes an agreement that the candidate is expected to uphold. Candidates will assume responsibility, when an emergency arises, of notifying the MAT Coordinator, professor whose course(s) the field study relates, and the partner teacher in advance of any time field study is missed. The number of hours and the experiences missed must be made up. The MAT Coordinator must approve this substitution.

If the candidate in the student teaching internship does not report to the field when expected or leaves before the expected time, this will be termed an absence and should be reported to the candidates' Supervising Professor immediately. A remediation plan may be created to support the candidate in following attendance expectations.

In cases of illness or emergencies during student teaching internships, the Student Teaching Intern will be expected to contact the following persons promptly and in the order listed below:

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

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

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

- sharing of confidential information concerning student academic and disciplinary records, personal confidences, health and medical information, family status and/or income, and assessment/testing results unless disclosure is required by law
EVEN IF THIS INFORMATION MIGHT BE CONSIDERED POSITIVE OR FAVORABLE;
 - sharing of confidential information restricted by state or federal law; violation of
 - confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, violating local school system or state directions for the use of tests or test items, etc.; violation of other confidentiality agreements required by state or local policy, including standardized tests completed as a student pursuing teacher certification.
-

CONFLICT OF INTEREST STATEMENT

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

Candidates should read and be familiar with the [Code of Ethics for Educators](#) by the GaPSC which establishes the professional behavior of educators in Georgia and serves as a guide to ethical conduct. Candidates are also encouraged to be familiar with the [Model Code of Ethics for Educators](#) by the National Association of State Directors of Teacher Education and Certification (NASDTEC) which focuses on examining, understanding, and informing best practices in an educator's ethical decision-making. MAT candidates should not have field placements in schools that either they or their children have attended nor will they be placed with relatives. In order to abide by the Georgia Code of Ethics, teacher candidates and student teaching interns must disclose any relationship with school personnel who might potentially supervise or oversee the candidate/intern or that might compromise ethical decision-making on the part of any educator.

MAT Candidates are allowed to substitute teach in districts where they are not placed for field studies, or during periods after which the field study has been completed provided the MAT Coordinator has provided approval.

MAT candidates who are employed as a classroom teacher, either as the teacher of record or as a short-term substitute teacher, during their enrollment in the MAT program will need to work with and seek approval from the MAT Coordinator for field experiences in their own classrooms. (The GaPSC requires that field experiences occur outside employed candidates' classrooms with students with diverse learning needs and varied

backgrounds in at least two settings during the clinical practice.) Additionally, candidates may not receive any compensation by the school district in which they are placed during field studies, outside of pre-approved circumstances by the MAT Coordinator.

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

DRESS CODE

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

EXPERIENCES GUIDE

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

LIABILITY INSURANCE AND CRIMINAL BACKGROUND CHECKS

Field studies experiences are a vital component of all education courses. In order to ensure the safety of parties involved in field experiences, 6-12 students, in-service teachers, and college students, liability insurance is recommended for all MAT candidates in field experiences before they observe or engage with p-12 public education facilities. Liability insurance is available through the Georgia Association of Educators (GAE). Candidates not serving as teachers of record can apply for membership to the GAE as a student at no cost. The Professional Association of Georgia Educators (PAGE) also offers liability insurance with membership.

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

While the Individuals with Disabilities Education Act (IDEA) requires schools to provide non-medical related services to students with disabilities, any immunities from liability for

certificated personnel and education agency employees will not extend to Young Harris College MAT candidates participating in field studies or clinical experiences.

Admitted MAT candidates must obtain a valid Pre-Service Certificate from the GaPSC prior to early field experiences, which includes a criminal background check at no charge to the student. Any findings in a MAT Candidates criminal history will result in a full ethics investigation by the Ethics Division of the GaPSC, with a review by the GaPSC review board before approval or other outcome is determined. Candidates are responsible for paying for and completing any background checks or fingerprinting required by the school/district that go beyond the GaPSC criminal background check.

TRANSPORTATION

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

SELF-REPORT STATEMENT

If at any time, a student majoring in education or who is involved in an education course in which field studies are required, is arrested or charged with a misdemeanor or felony, the student must self-report this incident to the MAT Coordinator and the Chair of the Department of Education with 48 hours of the incident occurring. If the incident occurs over a vacation period, the incident must be reported the day the student returns to campus for class. *Students who do not self-report during this time period, and are already enrolled in the Educator Preparation Program, maybe withdrawn from the program pending a review by the Teacher Education Advisory Council.*

DIGITAL AND ELECTRONIC TECHNOLOGIES

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

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

the GaPSC. The GaPSC has expressly stated in workshops regarding Code of Ethics training not to accept students has friends on social networking sites and to decline any student initiated social networking friend requests.

Field Studies Experience 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. 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.

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

<p>Inquire about duties and responsibilities aside from instruction and participate when possible</p> <p>Record/analyze school schedule</p> <p>Seek out and interview resource teachers: ESL, literacy specialist, special education teacher, those who work in enrichment and mediation programs</p> <p>Become familiar with noncore courses and lab time – structures, systems, and policies</p>		
<p>D – Ongoing field experiences:</p> <ul style="list-style-type: none"> - Attend a school board meeting in district placed - Familiarize with school handbook at each placement - Participate in faculty professional development at partner school - Interview mentor teacher and other staff assigned to classroom about establishing positive and productive co-teaching relationships. - Participate in the end-of-the-school-year experiences - Discuss with the Mentor Teacher expectations for completing the unit assessment instruments. 		

Advanced Field Studies

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 completing Teacher Certification requirements.

Candidates will be recommended for certification if they have met the degree requirements for graduation and all criteria required by the GaPSC for certification.

Applying for Certification

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

<http://www.gapsc.com/Certification/FormsAndApplications.aspx>

Certification will occur after final transcripts are released by the YHC registrar's office 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.

Glossary

Important Terms to Know

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

Action Plan is the documentation used for remediation when a candidate fails to meet the transition phase criteria at the acceptable level for continuing in the Educator Preparation Program.

Advanced Field Experiences happen in conjunction with advanced field studies and are a semester's length in duration throughout which YHC teacher candidates are in schools working with students and mentor teachers 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 Educator Preparation Program and by the public schools before any field studies may commence.

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

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

Concentration refers to the certification area/content courses chosen by the college student and college supervisor and/or academic advisor that affords the college student a level of competency in a specific field. The MAT certifies candidates in select five concentrations: English, Mathematics, Biology, Broad Field Science or History.

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

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

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 and the Georgia Professional Standards Commission.

Early Field Experiences are field experiences narrow in scope yet designed to provide teacher candidates limited teaching opportunities in the classroom in preparation for the mid field and student teaching internship experiences. Early field studies allow candidates in the Educator Preparation Program to enact methods and strategies learned through coursework and readings under the direct supervision of a classroom teacher while meeting the expectations of the EPP.

Education Department Office is located in the Education suite in Goolsby Hall 102. Professors are available during posted office hours.

GACE - Georgia Assessments for the Certification of Educators tests are given to assess the knowledge and skills of prospective Georgia educators and ensure preservice 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 Georgia must pass in order to teach at public schools and gain certification credentials. 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 Educator Preparation Program, will have the requisite content knowledge and pedagogical skill to effectively fulfill the responsibilities of a professional educator in Georgia's public schools. The GACE tests are aligned with state and national standards for educator preparation and with state standards for P-12 student curriculum (Georgia Performance Standards).

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

Mentor Teacher is a designation of the Educator Preparation Program and its partner schools for those professional educators, who meet GaPSC qualifications, who collaborate with the EPP to support candidate development. Mentor teachers work closely with student teaching interns in the field, and as a part of their professional responsibility teach, mentor, evaluate and otherwise support preservice teachers in their goal of becoming effective professional educators.

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

Pioneer RESA - Pioneer Regional Education Services Agency serves 15 North Georgia school systems including Towns and Union counties.

Portfolio is a compilation of documents assembled by the teacher candidate to illustrate and verify their development at acceptable levels throughout the Educator Preparation Program. The portfolio is the platform that houses a candidate's evidence of meeting program progression criteria.

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

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

Program progression criteria are types of evidence (or assessments) that show student progress. These criteria are consequential for program progression at the decision points, and may also be used as part of the course grading system. Students, faculty members, or mentor teachers may all contribute to the evaluation of the criteria.

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

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

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

Student Learning and Licensure - is an online learning management system in which candidates will keep field study experiences logs. Program level assessments are also housed in the platform.

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

Supervising Professor 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 mentor teachers with whom candidates work, evaluating the progress of the teacher candidates, and participating in the advanced field studies seminar.

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.

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

EPP Progression Audit is a formal audit completed at the conclusion of each Transition Phase to confirm a candidate has met the progression criteria to the next level of the YHC Educator Preparation Program.

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

YHC is the abbreviation for Young Harris College.

Appendices

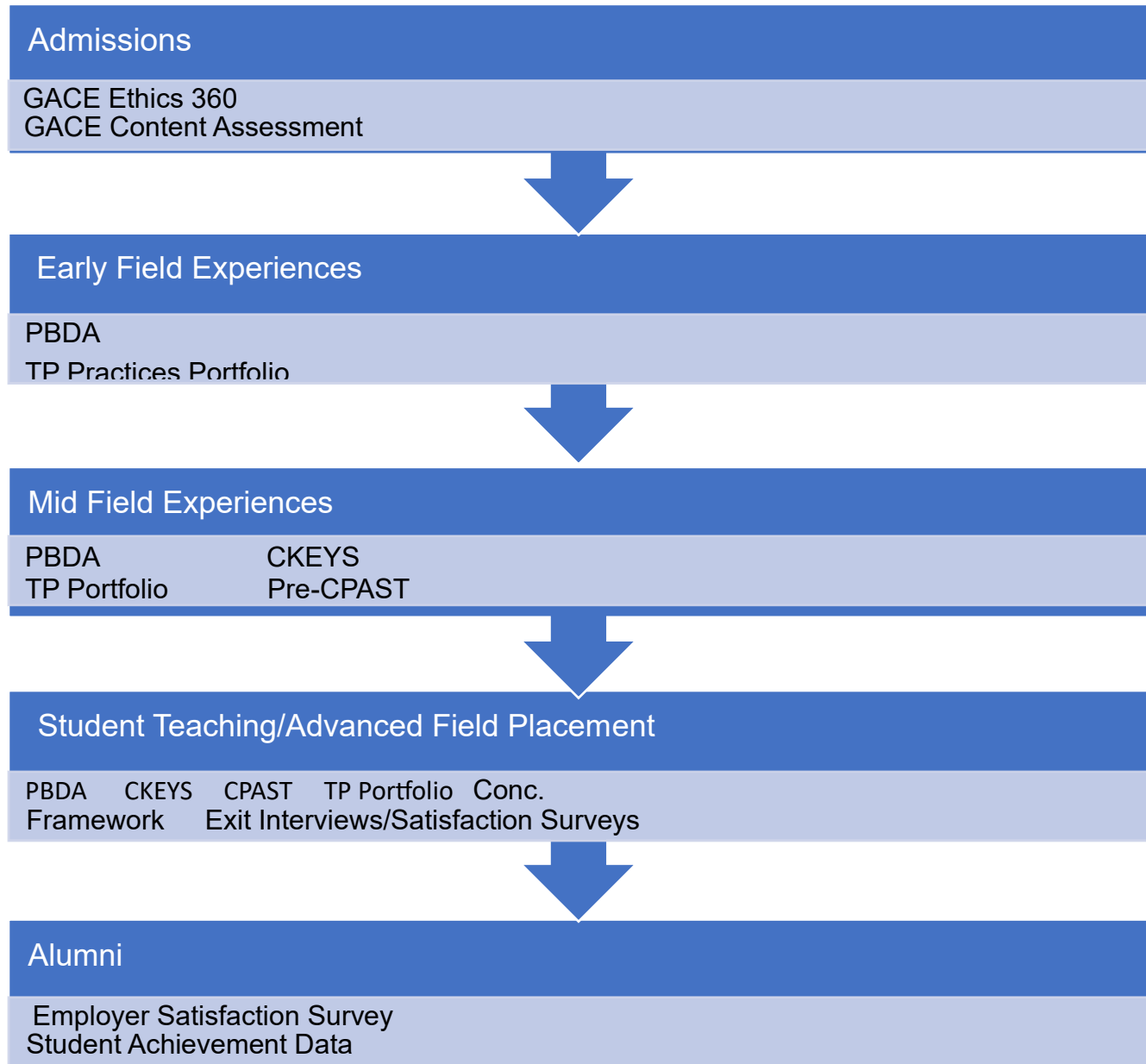
Appendix A: GaPSC Code of Ethics

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

Appendix B: Assessment Graphic by Field Experience

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

MAT Assessment Graphic



Appendix C: Lesson Plan Template

Click below to view the lesson plan template document for use when designing lesson plans.

Lesson Plan Template – YHC

<https://acrobat.adobe.com/id/urn:aaid:sc:VA6C2:9d9adc7c-7d78-4654-bbee-54506a20df5c>

Appendix D: Professional Behaviors and Dispositions Assessment (PBDA)

Click below to view the rubric for this assessment. This document includes the expected dispositional development of graduate students enrolled in the MAT.

<https://acrobat.adobe.com/id/urn:aaid:sc:VA6C2:a98e9112-dc1b-4a16-86f1-54bed9434f0f>

Appendix E: Conceptual Framework Assessment

Click on the following to view the Conceptual Framework Journal Guidelines.

[Conceptual Framework Journal Guidelines.docx](#)

Appendix F: TP Portfolio Assessment Template

Teaching Practices Portfolio: Conceptual Integration

Directions: For each standard explain the conceptual connection between classroom practices and teaching standards by the following:

1. **Identify the Teaching Standard:** Begin by clearly stating the specific teaching standard you want to connect to. For instance, this could be a standard related to student engagement, assessment, or differentiation.
2. **Describe the Classroom Practices:** Outline the specific practices you use in the classroom. For example, you might highlight cooperative learning strategies, formative assessments, or inclusive teaching methods.
3. **Establish the Connection:** Explain how these practices embody the principles of the teaching standard. This can involve:
 - **Alignment:** Show how the practices align with the goals of the standard. For instance, if the standard emphasizes fostering critical thinking, describe how your classroom discussions encourage students to analyze and evaluate information.
 - **Impact on Students:** Discuss the positive outcomes of these practices on student learning and engagement, linking back to the standard's intent. For example, highlight improvements in student participation or understanding as a result of using specific teaching strategies.
 - **Evidence and Examples:** Provide specific examples or data (like student work or feedback) that demonstrate the effectiveness of your practices in meeting the standard.
4. **Reflect on Continuous Improvement:** Mention how reflecting on these practices can lead to further growth and adaptation in alignment with the standard, fostering a culture of continuous improvement in teaching.
5. **Conclude with Integration:** Summarize how your classroom practices not only meet the teaching standard but also enhance the overall learning environment, supporting the holistic development of students.

Standard # 1: Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.

Include the integration of technology.

Standard #2: Instructional Planning

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

In addition, include the integration of technology.

Standard #3: Instructional Strategies

The teacher 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

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

In addition, include the integration of technology.

Standard #4: Differentiated Instruction

The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.

Standard #5: Assessment Strategies

The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.

Standard #6: Assessment Uses -

The teacher 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.

Standard #7: Positive Learning Environment -

The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.

Standard #8: Academically Challenging Environment

The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.

Standard #9: Professionalism

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

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

In addition, include ethics.

Standard #10: Communication

The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

In addition, include Family and Community Engagement.

The TP Portfolio is the assessment tool for the electronic portfolio and outlines the criteria and proficiencies that are needed to progress in the EPP.

Appendix G: Candidate Keys Assessment

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

should be exceedingly rare as they will continue to develop during the induction phase & later advance on the professional performance continuum.

Performance Standard 1: Professional Knowledge

The teacher candidate demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.

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

Performance Standard 2: Instructional Planning

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

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

Performance Standard 3: Instructional Strategies

The teacher candidate promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.

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

<p>The teacher candidate continually facilitates students' engagement in metacognitive learning, higher-order thinking skills, and application of learning in current and relevant ways.</p> <p>(Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</p>	<p>The teacher candidate consistently promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning, and to facilitate the students' acquisition of key skills.</p>	<p>The teacher candidate inconsistently uses research-based instructional strategies. The strategies used are sometimes not appropriate for the content area or for engaging students in active learning or for the acquisition of key skills.</p>	<p>The teacher candidate does not use research-based instructional strategies, nor are the instructional strategies relevant to the content area. The strategies do not engage students in active learning or acquisition of key skills.</p>
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Performance Standard 4: Differentiated Instruction

The teacher candidate challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.

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

Performance Standard 5: Assessment Strategies

The teacher candidate systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.

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

Performance Standard 6: Assessment Uses

The teacher candidate systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.

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

<p>The teacher candidate continually demonstrates expertise in using data to measure student progress and leads others in the effective use of data to inform instructional decisions. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</p>	<p>The teacher candidate systematically and consistently gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.</p>	<p>The teacher candidate inconsistently gathers, analyzes, or uses relevant data to measure student progress, inconsistently uses data to inform instructional content and delivery methods, or inconsistently provides timely or constructive feedback.</p>	<p>The teacher candidate does not gather, analyze, or use relevant data to measure student progress, to inform instructional content and delivery methods, or to provide feedback in a constructive or timely manner.</p>
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Performance Standard 7: Positive Learning Environment

The teacher candidate provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.

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

The teacher candidate continually 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.)	The teacher candidate consistently provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	The teacher candidate inconsistently provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	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.
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Performance Standard 8: Academically Challenging Environment

The teacher candidate creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.

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

The teacher candidate continually creates an academic learning environment where students are encouraged to set challenging learning goals and tackle challenging materials. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)	The teacher candidate consistently creates a student-centered, academic environment in which teaching and learning occur at high levels and students are selfdirected learners.	The teacher candidate inconsistently provides a student-centered, academic environment in which teaching and learning occur at high levels or where students are selfdirected learners.	The teacher candidate does not provide a studentcentered, academic environment in which teaching and learning occur at high levels, or where students are selfdirected learners
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Performance Standard 9: Professionalism

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

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

The teacher candidate continually engages in a high level of professional growth and application of skills and contributes to the development of others and the wellbeing of the school and community. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)	The teacher candidate consistently exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	The teacher candidate inconsistently supports the school's mission or seldom participates in professional growth opportunities.	The teacher candidate shows a disregard toward professional ethics or the school's mission or rarely takes advantage of professional growth opportunities.
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Performance Standard 10: Communication

The teacher candidate communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.

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

candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)	that enhance student learning.		concerns, responding to inquiries, or encouraging involvement.
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