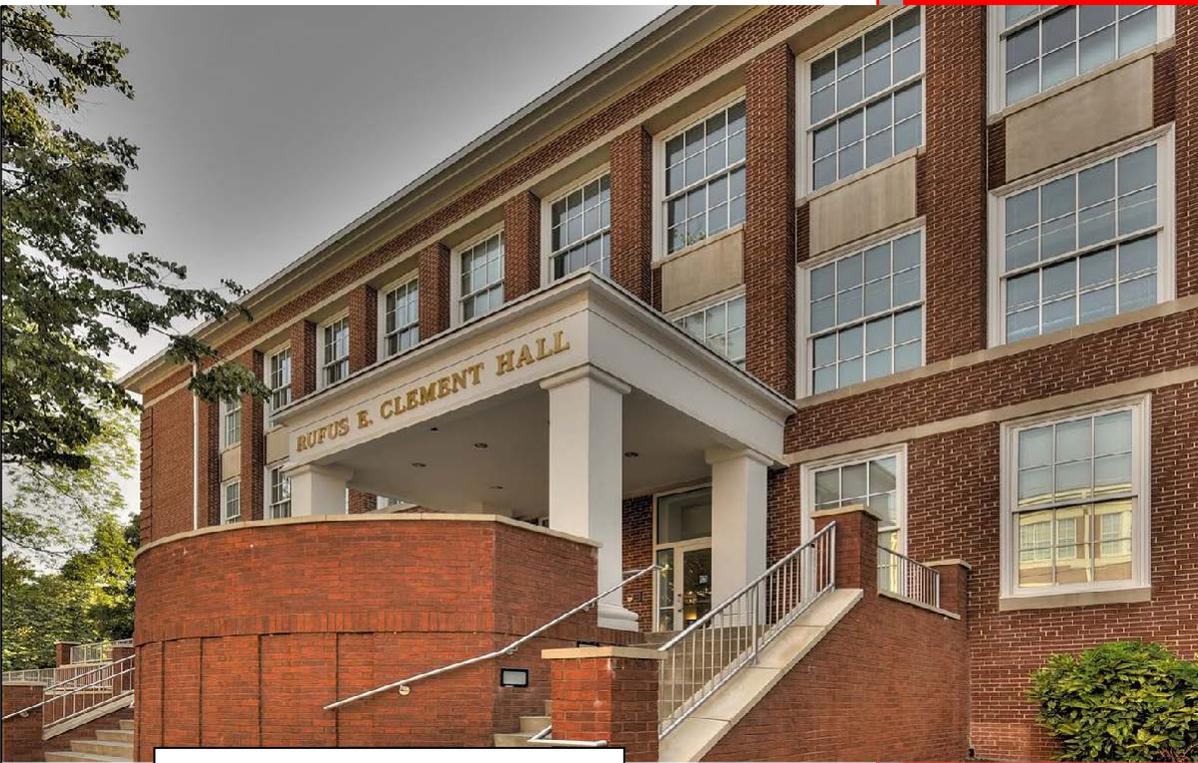




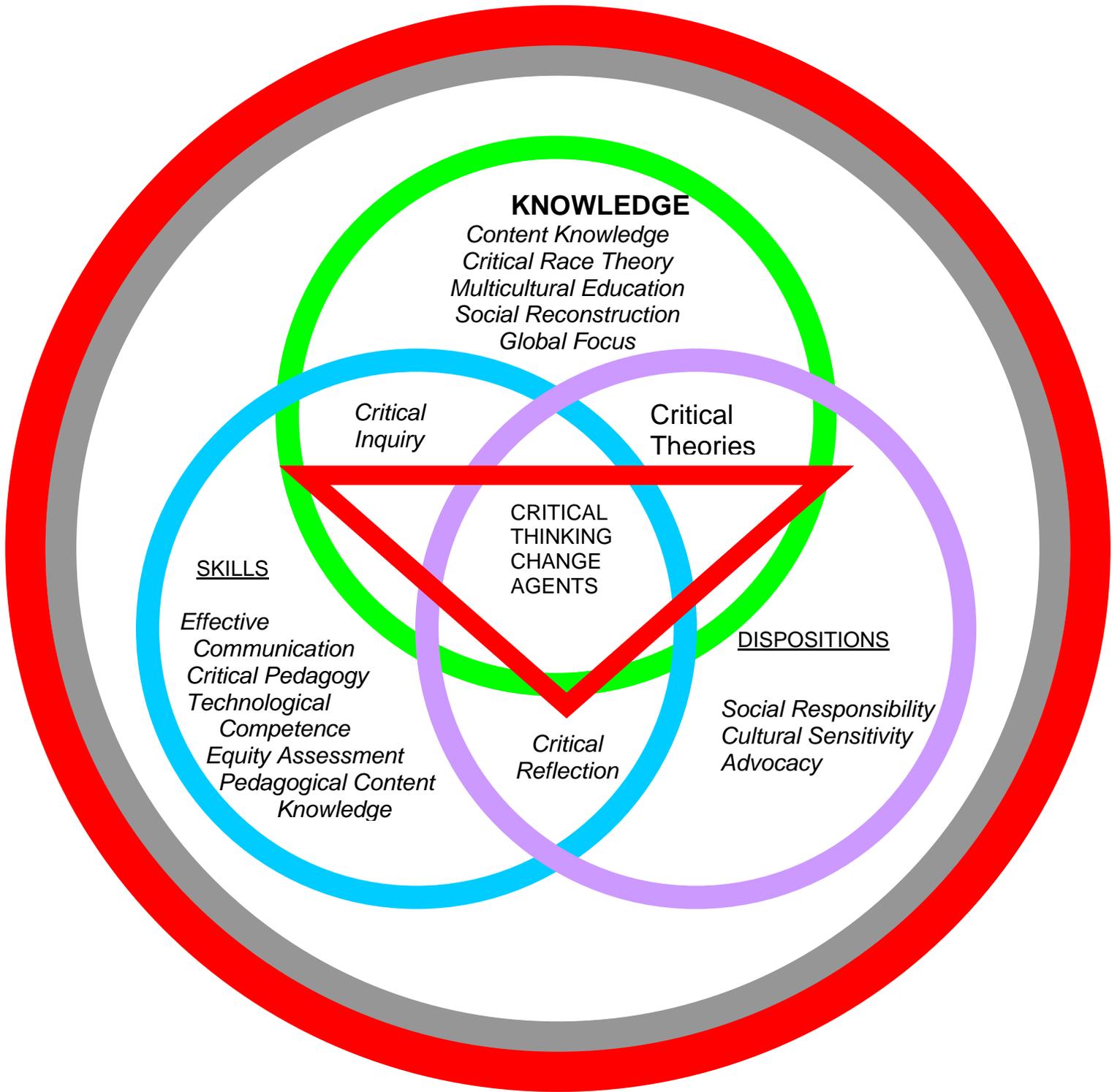
# SCHOOL OF EDUCATION DEPARTMENT OF CURRICULUM AND INSTRUCTION



## STUDENT HANDBOOK

6-12 Certification And  
Masters of Arts in Teaching  
In Mathematics

**Clark Atlanta University**  
School of Education  
**Conceptual Framework**



**Theme: Preparing Critical Thinking Change Agents  
for Social Justice in Urban Schools and Communities**

Dear MAT Student:

Welcome to the Department of Curriculum and Instruction MAT 6-12 MATHEMATICS Certification program. We are pleased to learn of your interest in obtaining a clear and renewable teaching certificate. Your decision is a viable one because there is a tremendous demand for Pre-Kindergarten to Grade 12 teachers throughout our nation. Further, the need for ethnic and cultural diversity in the teaching force continues to grow. Our programs are highly successful in producing teachers for Georgia, the region, and the nation.

The School of Education (SOE) offers a certification program in Elementary Education (pre-K to Grade 5). All our programs are approved by the Georgia Professional Standard Commission (GaPSC). The School of Education was also formerly accredited by the National Council for Accreditation of Teacher Education (NCATE) which is now CAEP The Council for the Accreditation of Educator Preparation. Clark Atlanta University is also accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the Bachelor's, Master's, Specialist, and Doctor's degrees.

We have a tradition of producing educators who are critical thinking change agents for the urban and diverse environments of tomorrow. Our department's organizing theme is that effective schooling requires an elite cadre of teachers skilled in the facilitation of remaking cultures, reclaiming legacies, and celebrating heritages. We are prepared to make sure your education enables you to be and do these things for urban African-Americans and other historically excluded ethnically and culturally diverse learners. We expect you to use advanced technological tools and skills in teaching and structuring learning experiences, and to be culturally sensitive to the human development and life-skills needs of learners in your classrooms.

Our faculty members are recognized for the quality of their scholarship and for their attention to students' needs for guidance and advisement. Take full advantage of the help they can provide, and you will be able to achieve your goal of becoming a professionally certified teacher. This handbook is designed to provide information on the requirements and procedures that will guide you as you pursue education that leads to professional certification in your specialty field.

Yours truly,

Felicia Mayfield, Ed.D.,  
Chair of the Department of Curriculum

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2020-2021

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**CLARK ATLANTA UNIVERSITY (CAU)**  
**School of Education**  
**Department of Curriculum: Elementary Education**

**I. INTRODUCTION**

Education is currently a highly viable career choice. Nationwide, there is a growing demand for teachers at all grade levels from pre-kindergarten to grade 12. With the current focus on diversity, school systems are reaching out as never before to hire an ethnically and racially diverse faculty and staff. The Teacher Education Programs of the Department of Curriculum at CAU are fully accredited by the Professional Standards Commission (PSC) of the State of Georgia and by the National Council for the Accreditation of Teacher Education (NCATE), now CAEP Council of Accreditation for Educator Preparation. Clark Atlanta University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the Bachelor's, Master's, Specialist, and Doctor's degrees. These programs have produced an appreciable number of these teachers for Georgia, the region and the nation. This student handbook provides undergraduate students with information about requirements and procedures for programs that prepare them to teach at these levels.

The Curriculum Department Elementary Education Certification Program leads to eligibility for teacher certification by the State of Georgia. It does not lead to a degree. The Post Baccalaureate Program is aligned to the Elementary Education Certification Program and is designed specifically for those who already have an undergraduate degree. Students entering this program usually have a wide variety of undergraduate academic backgrounds. Some students already have most of the courses they need for eligibility for certification, while others may have almost none. For this reason, each student's program is highly individualized and is determined in consultation with the Coordinator of the Program after admission to the university.

Initial teacher certification programs are offered in the area.

The program is aligned with the course content program standards as articulated in the approved teacher education programs offered through the Department of Curriculum.

Individuals with Elementary Education certification are considered in-field to teach any subject in grades P-5.

Because the program has providing the necessary courses and experiences to qualify candidates for teacher certification, modifications may be made in response to state certification changes. See <http://www.gapsc.com> for the Georgia Professional Standards Commission Web site.

## **II. THE SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK**

Whereas the Conceptual Framework was developed prior to the 21<sup>st</sup> century, the research involved is seminal and timeless. Recently, the trilogy—Culturally Relevant Pedagogy (1995) Culturally Responsive Pedagogy (2018), and Culturally Sustainable Pedagogy marries the theory to the practice (2017) and provides a bridge and scaffold from its foundational informational predecessors that built The Conceptual Framework.

The conceptual framework of the School of Education is the basis upon which all its programs and courses are grounded. Key to that conceptual framework is the belief that the programs of the School will produce educators who are critical thinking change agents who will positively impact the lives of learners, particularly those in urban environments.

Graduates of the programs of the School of Education will be adaptable in a changing multicultural, pluralistic society. They will be grounded in a solid knowledge base, will be competent in communication skills and interpersonal skills and will be technologically literate. They will have high self-esteem, will practice civility and team building, will engage in sound research practices and will believe in lifelong learning.

Participation in program courses and activities will move students toward becoming the kinds of educators envisioned in the School's conceptual framework.

### **Mission**

The CAU SOE's three-pronged mission is to serve urban schools and communities and to improve learning for P-12 students by: preparing graduates who are critical thinking change agents, conducting research on critical educational issues, and providing service to African Americans, diverse communities and members of other historically excluded groups.

### **Vision**

Within this first decade of the 21<sup>st</sup> century, CAU SOE intends to be recognized as a leading national institution for the preparation of teachers, administrators, and school service personnel for urban schools and communities. The expected outcomes of this vision are graduates, at the initial and at the advanced levels, who are highly motivated change agents, responsive to the needs of diverse populations, technologically competent, and motivated to resolve problems affecting urban education. These outcomes are justified in light of the social, economic, and political realities in urban schools and communities.

### **Essential Elements of the Theme**

The CAU SOE, working collaboratively with Arts and Sciences faculty, public schools, and other community agencies assumes responsibility for producing educators who are keenly aware of, sensitive to and effective in teaching *all* students, especially those in urban environments. Part of the preparatory process involves ensuring that educators know and are able to use the appropriate content, pedagogical knowledge and clinical experiences that translate into excellent professional practices that promote student learning.

## **Critical Thinking**

*Critical thinking* is essential for preparing change agents. The skills and dispositions inherent in critical thinking lend themselves to the tasks of critiquing the structural realities of education and society, deconstructing negative images and myths, generating critical theories of urban education that reflect cultural truths, designing culturally responsive multicultural curricula for urban learners, and adding authentic voices in the political and policy arenas where, according to Kailin (2002), there is a lack of racial and ethnic representation.

## **Change Agents**

Given that the current system has not effectively served some groups, change is needed. Change agency refers directly to the Grant and Sleeter model (1999), “Education that is Social Reconstructionist.” This model directly promotes the notion of education as political activism and socially transforming. Educators who are change agents actively promote cultural pluralism, critique the system, advocate for involving students in democratic decision making, and effectively include formerly excluded groups into the total schooling process. This concept suggests that the schooling process should target the improvement of both social and academic goals for all students and provide opportunities for students to analyze inequality and societal oppression and develop skills to change the existing social structure.

## **Urban Schools and Communities**

Numerous studies (Berliner and Biddle, 1996) have attested to the crisis in the nation’s urban schools that report alarmingly high incidences of negative indicators (truancy, drop out rates, overcrowding, violence, and academic underachievement) and low incidences of positive indicators (teacher morale, parental involvement, and academic rigor). In addition, these characteristics of urban schools are not unique to American society; rather they are pervasive in urban areas internationally.

## **Knowledge Bases, Theoretical Constructs and Philosophical Underpinnings**

The theoretical constructs that underpin the CAU SOE’s conceptual framework include Banks’ Dimension Model (1993), the Sleeter and Grant’s Education that is social Reconstructionist Model (1999), and Critical Race Theory, developed by Derrick Bell (1992).

**Banks' Dimension Model.** The Banks' Dimensions Model, consisting of five components, indicates that effective multicultural programs involve the total school program including curriculum, instructional strategies, staffing patterns, and school policies and procedures. Banks' model further suggests that schools be proactive in promoting positive intergroup relationships. This model further advocates the importance of students' examining the construction of knowledge. According to Banks, students should question what knowledge is most important, why it is important and whose agenda this knowledge promotes.

**Grant and Sleeter's Model.** Grant and Sleeter's Model refers to education as Multicultural and Social Reconstructionist, suggesting that the schooling process should target the improvement of both social and academic goals for all students. In addition, it advocates that students analyze inequality and societal oppression and develop skills to change the existing social structure.

**Critical Race Theory (CRT).** CRT places race at the center of critical analysis. CRT scholars analyze racism's impact on individuals, institutions, and culture.

(Revised 10/14/03)frj  
(Revised 06/29/20)fmm

### III. INSTRUCTIONAL DESIGN and PROGRAM GOALS

The Instruction design for all teacher preparation program at Clark Atlanta University is the InTASC Standards

<https://ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10>

**The Alignment of Intasc Standards  
To  
The Program of Study for the MAT in 6-12 Mathematics  
Clark Atlanta University School of Education**

InTASC Standards	Courses where taught, and assessed	Areas of Challenge and Commentary
Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	Segment I CCPS 503 Human Growth and Development	Same at Science 6-12
Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	Required for graduation and Certification CEDS 580 CEDC 530 Foundations of Culturally Responsive and Relevant Pedagogical Practices Required for graduation and Certification CEDS 580 Psychology of Exceptional Education	Same as Science 6-12
Standard #3: Learning Environments. 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.	Segment III CEDC 569 Math for Grades 6-12 (200 Field hours, 100 hours grades 6-8 and 100 hours 9-12)	

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	Segment III CEDC 567 Geometry CEDC 568 Calculus	
Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	Segment II CEDC 597 Internship Grades 6-12 560 contact hours	Same as Science
Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	Segment I CEDC 551 Research Design and Evaluation in Education	
Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	Segment I CEDC 538 Trends, Issues and Approaches in Middle and Secondary Curriculum	Same as Science
Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	CEDC 538 Trends, Issues and Approaches in Middle and Secondary Curriculum	Same as Science
Standard #9: Professional Learning and Ethical Practice. 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),	Mandatory Ethics Training PAGE Learning Community	Same as Science

and adapts practice to meet the needs of each learner.		
Standard #10: Leadership and Collaboration. 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.	CEDC 551 Research Design and Evaluation in Education CEDC 533 Educational Research Practitioner's Paper/ or, EdTPA	Same as Science

Goals for certification candidates include the following:

The two content courses of 6-12 Geometry <https://www.georgiastandards.org/Georgia-Standards/Frameworks/Geometry-Standards.pdf> and 6-12 Calculus <https://www.georgiastandards.org/Georgia-Standards/Frameworks/Pre-Calculus-Standards.pdf> and <https://www.georgiastandards.org/Georgia-Standards/Frameworks/Calculus-Standards.pdf> are aligned to the Georgia Standards of Excellence.

An understanding of the field of education and its variety of settings and possibilities;

Opportunities to work with urban, culturally and ethnically diverse youth in varied educational settings using appropriate pedagogy;

Application of curricula and instructional principles of the specialty/subject area;

Experiences in applying affective, cognitive and psychomotor learning principles in curricula and instructional practices;

Practice in integrating and using the content, methodology, instructional materials and technology (ITSE Standards) of specialty/subject area;

Experience in planning, implementing, forecasting, evaluating and changing programs in various educational settings, using best practices concepts for modern education;

Expertise in the technology necessary to provide contemporary learners with up-to-date learning experiences.

#### IV. ADMISSION REQUIREMENTS FOR THE PROGRAM

Admission to the program requires the following:

1. Admittance to the Clark Atlanta University Graduate Program
2. A grade point average of not less than 3.0. ALL CURRENT RULES and guidelines for the pre-service certificate attainment  
<https://www.gapsc.com/ProspectiveEducator/ProspectiveEducator.aspx>
3. Establishment of a MyPSC account with claim.
4. Submission of passing scores on the ETS GACE I test of Program Admission Assessment. This requirement will be waived for applicants who meet the exemption criteria for ETS established by the Georgia Professional Standards Commission.
5. Completion of application package for admission to the University.
6. Ethics exam
7. Resume and statement of intent.
8. Documentation of a personal background consistent with state certification requirements.
9. Completion of the Admissions Packet (Induction pre-requisite)

Candidates receive a handbook that presents the knowledge, skills and dispositions for beginning teachers according to the Interstate Consortium for beginner teachers and the Georgia Professional standards rules and regulations for teaching fields. Candidates matriculate through the prescribed course of professional, pedagogical and experiential coursework. Once admitted, the candidate is expected to maintain a specified (3.0) grade point average. If a student's GPA drops below this level, he or she may be denied enrollment to restricted courses until the GPA reaches the approved level. Prior to the final capstone preservice teaching experience, candidates complete an application for acceptance into the Postbaccalaureate Internship.

## **V. GACE I, II Content and ETHICS**

### **EXEMPTION for GACE I WHO MUST PASS GACE II?**

The State of Georgia sets and changes the exemption scores from time to time. These exemptions are for GACE I:

- ❖ SAT exemption: 1020 total
- ❖ GRE exemption: 1030 total
- ❖ ACT exemption: 43 composite (verbal plus mathematics).

All students are expected to successful pass GACE II Content prior to student teaching.

### **WHAT ARE THE TESTS ABOUT?**

All test information is here:

<https://www.gapsc.com/EducatorPreparation/Assessment/Testing.aspx>.

## WHEN DO STUDENTS TAKE THE TESTS?

GACE I Program Admission Assessment must be completed prior to the attainment of a preservice certificate

GACE II Content Assessment must be completed prior to student teaching

Ethics Test information is here:

<https://www.gapsc.com/EducatorPreparation/Assessment/Ethics/StatewideEthicsAssessment.aspx>

## VI. MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

In addition to membership in SGAE (Students Georgia Educators Association; free online; provides required liability insurance for field experiences), PAGE (Professional Association of Georgia Educators) provides insurance and ethics training every semester. There is a student-centered organization—EYE Educating Youth Everywhere. And the honor society for those who attain a 3.25. Kappa Delta Pi. Also, consider joining the National Association for Multicultural Education (NAME), a professional organization directly related to the School of Education’s Conceptual Framework.

## VII. BACKGROUND CHECK POLICY

Students admitted into the MAT Mathematics 6-12 program should be eligible for a preservice certificate. All education is indicated, candidates/potential candidates are responsible for having criminal background checks and they are to be performed at the beginning of each semester. NOTE: the attainment of a preservice certificate requires a background check.

[https://www.gapsc.com/Certification/Downloads/PreS\\_Certificate\\_Process\\_Diagram.pdf](https://www.gapsc.com/Certification/Downloads/PreS_Certificate_Process_Diagram.pdf)

Required information is to be provided each semester no later than the third class meeting. Background checks with fingerprinting may be required at the following three times:

- At the initial background check,
- At admission to teacher education, and
- At admission to preservice teaching.

During other semesters, fingerprinting is optional.

Until Georgia publishes specific guidelines, students whose criminal background checks reveal felony convictions will be counseled to explore having their records expunged and informed that, if this is not possible, they should change majors or explore teacher education at another institution. Those whose criminal background checks reveal felonies pending

- will not be permitted to participate in field experiences and
- will need to withdraw from Practica and corequisite classes

until they are cleared of charges and/or their records are expunged.

## VIII. THE INTERNSHIP/STUDENT TEACHING

There are several options to fulfill the internship requirement, depending on the candidate's employment status and experience.

Certification candidates not employed as teachers enroll in a 9-credit-hour internship course at Clark Atlanta University. They attend weekly seminars and attend three action research seminars. They are observed by university supervisors and are also supervised by licensed teachers selected by the school principal and department chair.

Certification candidates who are employed as full-time teachers (not as paraprofessionals or as long-term substitute teachers) but do not meet other criteria for internship exemption may use their employment to fulfill the internship requirement of the postbaccalaureate certification program. During a 9-credit-hour internship course at Clark Atlanta University, they attend the same weekly seminars as those who have unpaid internships and three action research seminars. They are observed by university supervisors and are also supervised by licensed teachers selected by the school principal and department chair.

Certification candidates who have completed at least three courses in the School of Education at Clark Atlanta University and who are employed as full-time teachers by school districts with approved staff development internship programs may also use the staff development internship option to fulfill the internship requirement.

Georgia currently waives the internship requirement for candidates who have taught in-field for three years on a provisional license (not as paraprofessionals or as long-term substitute teachers). Certification candidates who wish to be recommended for certification by Clark Atlanta University must have completed at least three courses in the School of Education at Clark Atlanta University.

The application for internship includes:

- A rating of 3.0 or greater on the internship interview,
- Submission of a background clearance,
- Two appraisals
- Biographical statement
- Program clearance by the program coordinator and
- Posting passing scores on required sections of the Praxis II exam

Clark Atlanta University  
School of Education  
Department of Curriculum and Instruction

MAT Certification Program  
Admission and Matriculation Requirements Checklist

Full Name: \_\_\_\_\_

900: \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_

Residence Phone #: \_\_\_\_\_ Work Phone #: \_\_\_\_\_

Cell Phone # \_\_\_\_\_ E-mail address \_\_\_\_\_

Applying for Admission to Postbaccalaureate Certification Program in:

Elementary Education

ADMISSION DOCUMENTS REQUIRED: (Check off documents on file.)

- 1. Graduate Application for Admission (typed)
- 2. A copy of all transcripts submitted to the Graduate Admissions Office (filed in the departmental advisement folder)
- 3. Minimum Overall GPA of 3.0 from all transcripts
- 4. Passing scores on the GACE I (or exemption based on SAT, ACT, or GRE scores)
- 5. Passing criminal background check

MATRICULATION DOCUMENTS REQUIRED: Check off documents on file:

- 6. A minimum overall GPA of 3.0 must be maintained during matriculation.
- 7. Current Resume
- 8. Post a passing score on the GACE I Exam, Ethics, and Pre-service Certificate
- 10. Other requirements: (use the back of the sheet if needed).

Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

MAT in MATHEMATICS EDUCATION 6-12



**School of Education - Curriculum Department**  
**Mathematics Education Advising Form**  
**Master of Arts in Teaching Degree Program – 30-36 Credit Hours**

STUDENT \_\_\_\_\_ I.D. # \_\_\_\_\_

MAILING ADDRESS \_\_\_\_\_ e-mail \_\_\_\_\_

LOCAL PHONE \_\_\_\_\_ WORK PHONE \_\_\_\_\_

BEGINNING DATE \_\_\_\_\_ PROGRAM COMPLETION DATE \_\_\_\_\_

COURSE	CREDIT	TERM COMPLETED	GRADE
Segment I			
CEDC 551 Research Design and Evaluation in Education	3		
CEDC 530 Foundations of Culturally Responsive and Relevant Pedagogical Practices	3		
CCPS 503 Human Growth and Development	3		
Segment IIA			
CEDC 538 Trends, Issues and Approaches in Middle and Secondary Curriculum	3		
CEDC 568 Geometry for Grades 6 – 12	3		
CEDC 567 Calculus for Grades 6 - 12	3		
Segment IIB			
CEDC 569 Mathematics for Grades 6 – 12 (200 field hours, 100 hrs grades 6-8 and 100 hrs. grades 9-12)	3		
CMAT ____ Any graduate level mathematics course selected in consultation with the student's advisor	3		
CMAT ____ Any graduate level mathematics course selected in consultation with the student's advisor	3		
Segment III			
CEDC 553 Educational Research Practitioner's Paper	3		
CEDC 597 Internship – Grades 6-12 (560 field hours)	0-6		

GRE Scores: Q \_\_\_\_\_ V \_\_\_\_\_ W \_\_\_\_\_

Basic Skills Tests: Q \_\_\_\_\_ R \_\_\_\_\_ W \_\_\_\_\_

Mathematics Content Tests: \_\_\_\_\_ Passed? \_\_\_\_\_

Communication Skills Requirement Met: Yes \_\_\_\_\_ No \_\_\_\_\_ Status \_\_\_\_\_

Comprehensive Examination Yes \_\_\_\_\_ No \_\_\_\_\_ Status \_\_\_\_\_ Date \_\_\_\_\_

Exceptional Education competency Met: Yes \_\_\_\_\_ No \_\_\_\_\_ Status \_\_\_\_\_

Computer skills competency Met: Yes \_\_\_\_\_ No \_\_\_\_\_ Status \_\_\_\_\_

ATTACH TRANSFER OF CREDIT FORM IF APPLICABLE

Advisement Notes/Comments:

Signatures:

Advisor \_\_\_\_\_ Date \_\_\_\_\_ Student \_\_\_\_\_

Bill of Rights for Culturally Diverse Learners  
In Urban Schools and Communities  
By Dr. Ruby Thompson

1. Every learner has the right to educational equity.
2. Every learner has the right to learn about his cultural heritage.
3. Every learner has the right to culturally responsive instruction.
4. Every learner has the right to develop skills for ensuring social justice in his community.
5. Every learner has the right to be respected as an individual and as a member of a cultural group.
6. Every learner has the right to instruction which embraces his cultural resources.
7. Every learner has the right to literature which is culturally authentic and culturally conscious.
8. Every learner has the right to teachers who demonstrate high levels of cultural competence.
9. Every learner has the right to a peaceful, nurturing, and enriching learning environment.
10. Every learner has the right to an education which prepares him to be economically self-reliant.
11. Every learner has the right to technology and other resources which enable him to be competitive and marketable in society.
12. Every learner has the right to the “cultural capital” needed to be successful in school.
13. Every learner has the right to assessment that is multidimensional and addresses multiple areas of learning.
14. Every learner has the right to a program and school services that promote psych emotional well-being.

**Every learner has the right to school leadership that is unrelenting in rallying teachers, families, students, and communities to the cause of social justice.**