



CLARK ATLANTA
UNIVERSITY

School of Education

LEARNING TO TEACH
A GUIDE BOOK TO THE
PRACTICA AND PRE-SERVICE TEACHING

ELEMENTARY EDUCATION

formerly Early Childhood Education—Elementary Education

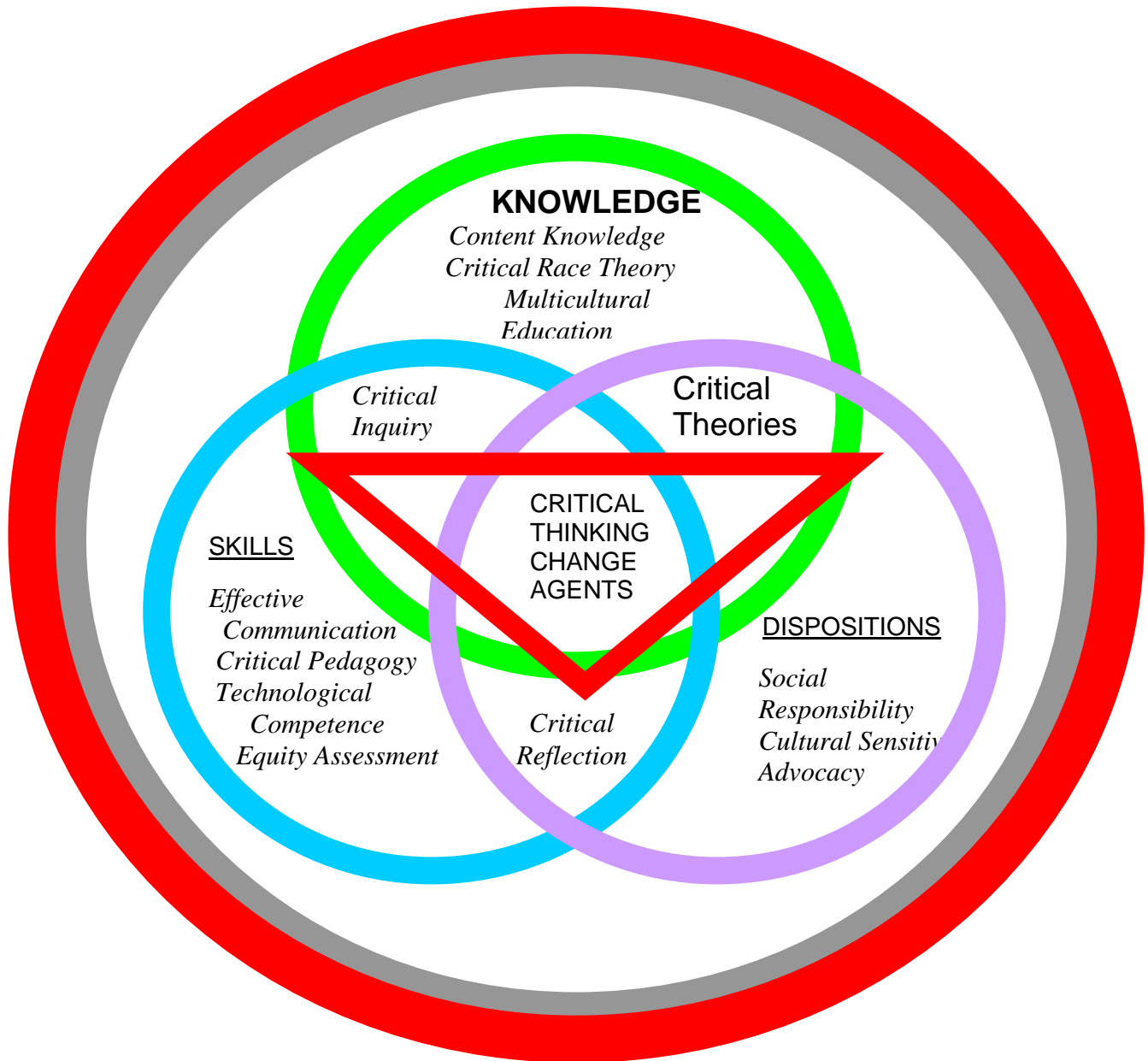
Department of Curriculum and Instruction

Preparing Critical Thinking Change Agents for Social Justice in Urban School Communities

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Clark Atlanta University
School of Education
Conceptual Framework



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

Litany for Change Agents

- Leader: We commit ourselves to the purpose of change agency—ensuring social justice and educational equity for peoples of color.
- Group: To this, we commit ourselves.
- Leader: We accept the mandate to employ our personal and professional resources to seek and disseminate truths about schooling for culturally diverse learners in urban communities.
- Group: This mandate, we accept
- Leader: We pledge to uphold our mission of serving urban schools and communities locally, nationally, and globally.
- Group: This, we do pledge.
- Leader: We exalt the values inherent in urban schools and communities as cultural repositories, resources for political and social empowerment, and unique contexts for community mobilization.
- Group: These things, we do exalt.
- Leader: We affirm our vision of ourselves as leaders in the preparation of teachers, administrators, and school service personnel for urban schools and communities.
- Group: This, we do affirm.
- Leader: We embrace the concept of social reconstructionism as a framework for promoting urban education as a socially transforming experience.
- Group: This, we do embrace.
- Leader: We acknowledge the importance of culture in ensuring effective and relevant schooling for urban learners.
- Group: This, we do acknowledge.
- Leader: We honor ourselves as change agents and wear with pride the mantles of citizen teachers, equity advocates, and authentic cultural voices.
- Group: In this way, we honor ourselves.

Dr. Ruby Thompson
2003

History

The School of Education was established in 1935 and began offering graduate programs in 1944. The School of Education has three departments that provide educational study and advanced learning in professional practice: the Department of Curriculum; the Department of Educational Leadership; and the Department of Counseling, Exceptional Education and Psychological Studies. The School of Education holds national accreditation from the National Council for the Accreditation of Teacher Education (NCATE) and state accreditation from the Georgia Professional Standards Commission (PSC).

Mission

The Mission of the School of Education is to prepare educational leaders who can serve as critical agents of change for the creation of a just and democratic society. Whether serving as teachers, administrators, or counselors, graduates of Clark Atlanta University will exhibit commitment to democratic principles and serve as advocates for social justice and equality. Our graduates will value the importance of critical inquiry. They will be prepared to examine the problems and structural causes of injustice, inequity, and oppression and will possess the skills and sensibilities to make schools more equitable, democratic, and just. They will have strong skills in participatory leadership and will be able to guide local site and district-wide efforts that impact teaching and learning, curriculum improvement, and teacher development.

The course of study in the School of Education, therefore, is heavily oriented toward inquiry, problem-solving, and applied research. The faculty's intent is to generate an inquiry-orientation so that students will learn to solve social and educational problems from a broad perspective. Students will identify, diagnose, and define problems and develop solutions that are applicable to practice and that deal with underlying structural issues which affect educational achievement and school productivity.

University Vision Statement

Clark Atlanta University will be recognized internationally as a leading research institution of higher education and learning. The University will impact society through global innovation, transformative educational experiences, and high-value engagement.

Approved by the Board of Trustees, May 17, 2019

“The word educate is derived from the Latin verb: *educere* that means ‘to bring forth or to bring up.’ ...Education in its inception was understood as a process of harnessing the inner potential that was yet unexpressed and bringing it ‘out’ or ‘up’ into consciousness. ...Education was both a sacred right and responsibility because without it, no one born into the world could become fully human (Akbar, 1998, p.1).” The role of the educator, then, is to facilitate the humanization process (Friere, 1970; Greene, 2005, 1978; Palmer, 1998). Educator preparation programs at CAU embrace this classical meaning of education and therefore envision education as a healing art—a path of reconnection with the essence of self. We seek to draw out of the preservice teachers their passions, purpose and personal power in ways that enable them to first transform their own lives and then to be instruments of transformation in the lives of children, families, and communities (Hilliard, 1997; Delpit, 1995; Ladson-Billings, 1994, Tatto, 1997; Cochran-Smith, 2003, 1999). Reflection and meditation are used to help students develop personal awareness and consciousness of their own unique gifts, learning styles and purposes while deepening their ability to express care, joy, delight, curiosity, insight and openness (Noddings & Shore, 2005; Noddings, 2004, 2002, 1999; Eisler, 2004; Spears & Lawrence, 2004; Kline, 1997).

One child—We believe that each child is a unique gift and that, in these troubled times, educators must approach teaching as a healing art with a goal of deconstructing the false self created by negative and inappropriate societal and media messages. To be effective in their classrooms, teachers must not only have the content knowledge and pedagogical skill to reach every student, they must also have a critical consciousness and the personal human development to connect with the essence or spirit of the child.

The best teachers don't teach—they be and do. Haki Mahabuti

One family—We believe that parents are the child’s first teachers and that it is the responsibility of classroom teachers to forge meaningful collaborative relationships with “first teachers.”

The ruin of a nation begins in the homes of its people—African proverb

One community—We believe that relationships between teachers, students, families and communities must be carefully nurtured if we are to maximize our human potential.

It takes a village to raise a child—African proverb

Following are the basic assumptions that support the School of Education’s conceptual framework and orientation toward change agency in urban schools:

1. Urban schools serve as more than educational institutions. They provide the community resources for political and social empowerment, self-sufficiency, and economic development.
2. Urban school communities are the cultural repositories for documenting, validation, transmitting and preserving cultural legacy, heritage, values, and traditions.
3. Schools have developed in response to basic individuals and group needs and must change their form as these needs change.

4. Effective urban school reform is a dynamic radical process, which requires of students and faculty, a commitment to the development of new strategies and theories that frame educational, personal, and communal change.
5. Answers to problems in urban schools and urban education must be found through action, hermeneutic and heuristic research conducted from a cultural perspective and interpreted within the context of cultural realities.
6. It takes a village to raise a child. All partners in the educational community work collaboratively to ensure the success of the candidates.
7. Without Change Agency, faculty, students, and community partners would be trapped in the historical traditions and strategies that often discount and disregard the emerging theories and trends that frame developmental process personally, educationally and communally. Without technology and technological processes, access to information critical to produce change would be lessened.
8. Without intervention (radical, immediate and ongoing) the majority of urban schools will continue to experience crisis of poverty, violence, academic, underachievement, truancy, high dropout rates, ineffective curricula, and under representation of learners in critical career areas.
9. Utilization of urban educational models substantively enhances the potential of urban learners to be poised to influence and change holistically communal living through a cultural lens.
10. The attitudes, predispositions, expectations, efforts, commitments and interests of urban school faculty and administrators are critical elements in the creation of a system that effectively builds successful schools.

Program Overview of Required Hours

Clinical Experience	Course	Grade Bands	Hours	Focus	Six Co-Teaching Models
Practicum I	CECE 213 Observing and Exploring	P-1	100	Observation	One Teach- One Observe/ Support
Practicum II	CECE	1-3	100	Instruction	Parallel Teacher/small groups
Practicum III		3-5	100	Assessment	Alternate Teaching/small group
Pre-Service Teaching	CECE 444	P-5	560	Practice all Danielson Framework/Intern Keys/ Intasc Standards Mastery	Graduate to full classroom responsibility with station teaching and team teaching and solo teaching
Pre-Service Teaching	CECE 445	P-5	560	Master all Danielson Framework/Intern Keys/ Intasc Standards Mastery	Graduate to full classroom responsibility with station teaching and team teaching and solo teaching

There are six models of co-teaching, identified by Friend and Cook (1996), including:^{[6][7]}

- **One Teach, One Support:** One teacher leads instruction, while the other provides support to students who need additional help or enrichment, gathers observation data, or provides classroom management.
- **Parallel Teaching:** Each teacher, or teacher and student teacher, plan jointly but each teaches the same information to different halves of the classroom at the same time.

- **Alternative Teaching:** One teacher manages most of the class while the other teacher works with a small group inside or outside of the classroom. The small group does not have to integrate with the current lesson.
- **Station Teaching:** Both teachers divide the instructional content, and each takes responsibility for planning and teaching part of it. In station teaching, the classroom is divided into various teaching centers. The teacher and student teacher are at particular stations; the other stations are run independently by the students or by a teacher's aide.
- **Team Teaching:** Both teachers are responsible for planning and share the instruction of all students. The lessons are taught by both teachers who actively engage in conversation, not lecture, to encourage discussion by students. Both teachers are actively involved in the management of the lesson and discipline

Placement Schedule and Procedures

Clark Atlanta University School of Education Perpetual Timeline for Clinical/Field Experiences

July—

- All candidates with yearlong pre-planning placements report to their respective assigned sites Counselor Education/mental health students only

August—

- Require candidates to purchase liability insurance prior to going to the school site and complete any site screening requirements
- Give course syllabi with expressed expectations (department handbook) for candidates and site supervisors/ field supervisors/cooperating teachers
- Conduct orientation for –Counselor Education School Counseling students report to site with orientation held with site supervisor per school
- Students in year-long placements are expected to report to the site for pre-planning, and maintain the days and hours of the professionals at the assigned site. This may involve the procurement of housing prior to the official start of classes for the University.

September—

- Send a copy of the confirmed class roster to the Clinical Field Director/Affiliation Agreements due for School Counseling students
- Ensure students attend Ethics Training
- Distribute student requests for consideration for field assignments. **THE PLACEMENT OFFICE FOR THE SCHOOL OF EDUCATION HAS THE FINAL DECISION ON PLACEMENT. STUDENTS ARE NOT TO INITIATE PLACEMENTS.**

October 1—

- Field Director submits requests for Spring Semester Clinical/Field Experiences to all schools and agencies

November--

- Ensure candidates take and pass eligibility test prior to registration for clinical courses for the spring
- Attend Standard II Semester Closeout Meeting
- Conduct assessment triangulation (Supervisor, professor, candidate)

December--

- Assessment Director uploads triangulation assessment data along with performance data in to IMPROVE
- Field Director requests placement for summer internships/student teaching/practicums

January-- (Same as August)

- Require candidates to purchase liability insurance prior to going to the school site and complete any site screening requirements
- Yearlong placement report to respective sites during preplanning
- Give course syllabi with expressed expectations (handbook) for candidates and site supervisors/ field supervisors/cooperating teachers
- Departments send updated handbooks to Field Office
- Conduct orientation for –Counselor Education School Counseling students report to site with orientation held with site supervisor per school

- February-- (Same as September) Candidates must take and pass appropriate GACE needed for C & I and obtain a preservice certificate (See the section on Pre-Service Certificate) *required for Sophomores*
- Send a copy of the confirmed class roster to the Clinical Field Director/Affiliation Agreements due for School Counseling students
- Ensure students attend Ethics Training
- Distribute student requests for consideration for field assignments

March--

- Counselor Education students take the Comprehensive Exam.
- Professors send a copy of the confirmed class roster to the Clinical Field Director
- Professors record longitudinal data on GoggleDocs shared file to ensure depth (diversity of experience, i.e. bands) and breadth (alignment of activities to standards)
- Student requests for consideration for field assignments submitted for planning purposes only to be submitted to Field Director by the 15th

April-- (Same as October)

- **Field Director submits requests for Spring Semester Clinical/Field Experiences to all schools and agencies**

May-- (Same as November)

- **Candidates must take and pass eligibility test prior to registration for clinical courses**
- **Standard II Semester Closeout Meeting**
- **Gather assessment triangulation (supervisor, professor, students) on performance and perceptions**
- **Attend Standard II close out meeting**

June-- (Similar to December)

- **Assessment Director uploads triangulation assessment data along with performance data on to IMPROVE platform**
- **For summer internships/practicums and student teaching sequence same as August/September**

RESPONSIBILITIES

TEACHER CANDIDATES

COOPERATING TEACHERS

PARTNERSHIP PRINCIPALS/DIRECTORS

CLINICAL FACULTY

Teacher Candidate Responsibilities

The teacher candidate's responsibilities include, but are not limited to:

1. respecting the cooperating teacher's professional responsibilities and authority in the classroom at all times;
2. assisting the cooperating teacher in the practice of teaching as directed by the cooperating teacher;
3. abiding by school policies and enforcing school rules in a professional manner;
4. arriving early to and prepared for work;
5. attending all teacher education professional development meetings, workshops, and seminars;
6. working closely with the clinical faculty member to complete performance evaluations promptly;
7. demonstrating awareness of and sensitivity to cultural, linguistic, and ethnic diversity;
8. working with the clinical faculty member to incorporate the use of educational technologies into the practice of classroom teaching;
9. planning and taking responsibility for meeting the requirements for personal transportation and lodging that are associated with fulfillment of the clinical/field experience responsibilities;
10. maintaining a professional demeanor and dress code that are consistent with Clark Atlanta University's expectations; and
11. other duties as assigned by the cooperating teacher or clinical faculty member.

Cooperating Teacher Responsibilities/ Site Supervisor

The cooperating teacher is responsible for creating a plan for involving the teacher candidate in all aspects of the teaching process, including but not limited to:

1. developing activities and lesson plans;
2. leading classroom instruction;
3. integrating educational technologies into classroom instruction;
4. demonstrating respect for all students;
5. demonstrating awareness of and sensitivity to cultural, linguistic, and ethnic diversity;
6. using variations in teaching techniques to accommodate different learning styles;
7. assessing student performance;
8. properly applying classroom management techniques;
9. enforcing school policies and appropriately administering disciplinary measures;
10. conducting parent conferences;
11. participating in staff meeting and administrative planning sessions;
12. supervising/facilitating extra-curricular activities; and
13. working for productive community relations.

The cooperating teacher is responsible for working closely the clinical faculty member to:

1. ensuring that the teacher candidates experience is both comprehensive and educational;
2. ensuring that the teacher candidate clearly understands his/her expectations;
3. keeping the teacher candidate informed about of his/her performance;
4. giving the teacher candidate timely and constructive feedback on observed weaknesses and provide constructive suggestions for improvement; and
5. evaluating the teacher candidate's level of content knowledge and his/her competence in the demonstration of teaching skills.

Partnership Principal/Director/Site Supervisors

The cooperating school administrator's/ Cooperating Teacher responsibilities include, but are not limited to:

1. supporting the relationships among the cooperating teacher, the teacher candidate, and the clinical faculty member;
2. apprising each teacher candidate about school policies and procedures;
3. allowing the teacher candidate to attend faculty/staff meetings, appropriate administrative planning sessions, PTSA, and other school events.

University Clinical Faculty

The clinical faculty member is responsible for supervising the teacher candidate's participation in the practicum. His/her responsibilities include, but are not limited to:

1. helping the teacher candidate to meet the performance standards outlined in the practica and all other pre-service teaching courses;
2. working with the cooperating teachers to plan and design the teacher candidate's sequence of activities and formal evaluation procedures;
3. working with the teacher candidate to resolve matters related to university, licensure, or practicum requirements;
4. conducting informal and formal observation and evaluations of the teacher candidate's performance during the practicum; and
5. working with the cooperating school administrator on matters related to the teacher candidate's performance, assignments, and evaluations.

Protection under the Statutes:

Teacher candidates are to be accorded the same protection and privileges accorded to student teachers under the Georgia Professional Standards Commission Policies and Procedures.

Procedures for Modifying and Dissolving this Agreement:

A request to modify or dissolve the agreement may be made by any party to this agreement. He/she must notify the university supervisor of the problem and permit him/her the opportunity to resolve the concerns. If the university supervisor is unable to resolve the matter, then a request is submitted to the chair of Department of Curriculum who will make recommendations for modifications to the practicum or approve its termination. In some cases, students will be placed in another practicum.

Teacher Candidate	Date

Cooperating Teacher	Date

Cooperating School Administrator	Date

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POLICIES AND PROCEDURES:

BACKGROUND CHECK

Candidates are responsible for having criminal background checks performed at admissions and at the beginning of each subsequent semester. Required information is to be provided each semester no later than the third class meeting.

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 co-requisite classes

until they are cleared of charges and/or their records are expunged. The GaPSC has the final say on all background checks for the Pre-service Certificate. In many instances, the clinical site may ask for an additional background check to procure an official Identification Badge.

LIABILITY INSURANCE

Candidates are also responsible for providing proof of personal liability insurance (coverage that protects you from legal actions against you; see the section on Professional Organizations for information on obtaining this insurance).

CITY OF ATLANTA

675 PONCE DE LEON, N.E.
ATLANTA, GEORGIA 30308
(404) 817-6900

DISSEMINATION OF CRIMINAL HISTORY RECORD INFORMATION TO PRIVATE PERSONS / BUSINESSES.

Rules of the Georgia Crime Information Center Council Provide That Criminal History Records May Be Provided To Businesses Or Private Persons Under The Provisions:

“At The Time Of Each Request For Criminal History Check, Requesters Shall Provide the Fingerprints Or the Original Signed Consent Form. The Format Must Be Approved by GCIC and Must Include the Person’s Full Name, Address, Social Security Number, Race, Sex and Date of Birth.”

“If An Employment Or Licensing Decision Adverse To The Record Subject Is Made, The Record Subject Must Be Informed By The Agency Making The Adverse Decision Of All Information Pertinent To The Decision. This Disclosure Must Include Information That A Criminal History Record Check Was Made. The Specific Contents of The Record, And The Effect The Record Had Upon The Decision. Failure To Provide All Such Information To The Person Subject To The Adverse Decision Is A Misdemeanor.”

Use Of Information Disseminated Shall Be Limited To The Purposes For Which It Was Disseminated. It May Not Be Disseminated Further.”

There Is A \$10.00 Fee for Each Name Check. This Fee Must Accompany Each Request. Monthly Billing is Permissible If Twenty-Five or More Name Checks Are Requested Each Month. NO CHECKS WILL BE ACCEPTED - CASH ONLY (receipt will be given).

Please Complete and Return the **Authorization for Release of Personal Records** form, which is enclosed. We Will Not Be Able to Process Any Requests for Record Checks Prior to Having the Signed **Authorization for Release of Personal Records** form in Our Files.

For More Information, Please Contact Mr. Alvarez, CAU’s Public Safety Officer At (404) 880-8406. Send Requests For Record Checks To: Office of Public Safety, 223 James P. Brawley Drive, S.W. Building #19, Tanner-Turner Building Atlanta, GA 30314.

Authorization for Release of Personal Records

I, the undersigned individual, authorize an immediate review of and full disclosure of all records to any authorized agent of the Clark Atlanta University Department of Public Safety, regardless of their public, private or confidential nature. I fully understand that this information could be used as a basis for the denial of public safety employment.

The intent of the **Authorization for Release of Personal Records** is to demonstrate my informed consent for full and complete disclosure of all records including, but not limited to, educational records, financial records, credit records, employment records, disciplinary records, complaint or grievance records, personnel evaluation records, the records of any completed or pending legal actions, both civil and criminal, in which I have been named as a party, criminal history records and driver history records.

I fully understand that any information obtained by virtue of this **Authorization for Release of Personal Records** could be utilized, in whole or in part, to determine my suitability for employment as a peace officer/public safety employee.

I certify that any entity or individual who releases any record consistent with this **Authorization for Release of Personal Records** shall not be held accountable for releasing any record or records and expressly release any entity or individual from any and all liability which could be incurred as a result of releasing said record or records.

A photocopy of this **Authorization for Release of Personal Records** shall be as valid as the original.

This Authorization for Release of Records shall be valid for a period of three hundred sixty-five (365) days from the date on which it was signed. The effective date of this instrument is _____, 2020.

Signature

Print Name (Last, First, Mi)

Street Address

City, County, State, Zip Code

Notary Public

Date of Birth Social Security #

Race Sex

POLICIES AND PROCEDURES: DECORUM

Decorum for Candidates in Practica and Preservice Teaching/Internship

1. Personal and Professional Comportment The candidate must show socially acceptable skills in personal and professional comportment in both demeanor (personality and body language) and behavior (way of doing things or handling oneself). The candidate is expected to conduct him/herself in a manner befitting a future professional by:
 - a. Avoiding “fad” type clothing when on professional business;
 - b. Refraining from use of “swear” and other slang language;
 - c. Showing social civility skills when initiating interactions;
 - d. Listening, offering feedback, and showing comprehension;
 - e. Avoiding participation in arguments or angry exchanges.
 - f. Avoiding the use of sarcasm.

2. Adherence to Dress Codes: Candidates are required to dress professionally in order to represent themselves well as potential employees.
 - a. Women: skirts that cover the knees; business-type blouses; conventional dresses; dressy, but practical shoes; a minimum of make-up; no strong perfumes (some children have allergies to perfumes); avoid “fad-type” hairstyles; avoid excessive jewelry and extra-long/big earrings; and know that one-inch long fingernails and tattoos are unacceptable at some schools.
 - b. Men: regular dress slacks (e.g. Bugle Boy, Dockers) that do not hang below the hip-line; in some schools, wear dress shirts and ties, and sport jackets; keep hair and facial hair neatly trimmed; avoid wearing jeans unless the school allows them; wear conventional shoes; avoid appearing “rapper” trendy; and know that earrings and tattoos are unacceptable at some schools.
 - c. Disallowed clothing: shorts and mini-skirts (skirts above the knees); pants that hang below the hip-line; skin-tight leggings, tops, skirts, and dresses; exposed underwear, exposed abdomens/midriiffs; logo T-shirts containing slang and other inflammatory language; heavy and/or exotic make-up; unwieldy or unconventional shoes.
 - d. Dress code requirements of the placement site supersede these guidelines.

3. Adherence to Professional Protocols: The candidate is expected to follow the chain-of-command in initiating and communicating about placement concerns: a) Advisor/Instructor; b) Director of Field Services; c) Curriculum Department Chair; e) Dean of the School of Education.

**POLICIES AND PROCEDURES:
SITE REQUIREMENTS**

General Policies and Procedures

Compliance with Placement Procedures and Decisions

Candidates must:

1. Seek Preservice Teaching-Internship placement through the Director of Field Services only!
2. Honor the official placement by reporting to the assigned school and teacher.
3. Attend an “orientation” visit to the assigned school before reporting for the Practica or Preservice Teaching/Internship experience.

“Special” Placements

The Director of Field Services is unable to handle “routine requests” for special placements. Special placements involve petitioning for intervention by appropriate department chairs and school deans.

1. Accommodation (Americans with Disabilities Act/ADA) of Differently-Abled Students: Students who are “differently-abled” may request placement school sites that are especially equipped or designed to accommodate their needs. If you have special needs, please complete the form “Request for ADA Accommodation Placement” and submit it to the Practica instructor by the second week of class or to the Field Services Director with the Preservice Teaching/Internship application. Requests for Special Placement to Meet ADA Guidelines: Every effort will be made to honor special placement requests from differently-abled students. Metro-Atlanta public and private schools are willing to accommodate a student’s needs; however, in some cases, we may need to seek placement in a “special” setting, which is a co-decision between the student and the Director of Field Services.
2. Placement Outside the Atlanta Metropolitan Area: Students who petition the Director of Field Services and the Chair of the Curriculum Department may be able to secure permission to complete their student teaching-internship experiences outside the local area if supervision from an NCATE-accredited institution can be arranged. Depending on the preferences of the other institution, students may register at that institution as transient students. In this case, transient forms are required (available in the Office of the CAU University Registrar or online), forms from the other university must be completed, and students must request that an official transcript be sent to CAU after they finish. If the host college requests that the student register at CAU, the student will pay tuition and fees to CAU and the costs of supervision to the host institution/university supervisor.

Practica

1. Practica experiences permit candidates to apply content and strategies from coursework to a variety of educational settings. These experiences contribute to candidates’ preparation for and successful completion of Preservice Teaching/Internship.
2. Candidates enrolled in each Practicum are required to spend 100 clock hours in designated schools and are evaluated on the basis of clock hours earned and work performance.
3. Preservice Teachers/Interns will conform to the holiday schedule of the school system during the semester.
4. Absences are to be reported to the Supervising Teacher and the Practica Instructor the night/day before the absence is to occur, or as soon as possible. An official excuse must be submitted to the school official and college official in order for the absence to be made up.

5. Candidates enrolled in Practica are expected to conform to the expectations of professional attire of the assigned school.
6. Practica pre-requisites include but are not limited to official admission to teacher education, proof of liability insurance, and submission of a criminal background check reflecting dispositions appropriate for teachers.

Preservice Teaching/Internship

During the Preservice Teaching/Internship assignment, the Preservice Teacher/Intern is

1. Required to spend full days in his/her designated school and is evaluated quantitatively on the basis of clock hours earned.
 - a. Early Childhood Education: a minimum of 560 clock hours (7 hours per day, 5 days a week for 16 weeks = 560 hours).
 - b. Grades 6-12: a minimum of 640 clock hours (8 hours per day, 5 days a week for 16 weeks = 640 clock hours)
2. Free from all campus work/activities. Nothing should interfere with the full-time teaching responsibilities.
3. Expected to satisfy pre-requisites including but not limited to completion of all coursework, satisfying standardized tests required for certification, proof of liability insurance, and submission of a criminal background check reflecting dispositions appropriate for teachers.
4. Expected to conform to the holiday schedule of the school system.
5. Expected to report to the Supervising Teacher and the Director of Field Services the night/day before the absence is to occur, or as soon as possible. An official excuse must be submitted to school and college officials in order for the absence to be made up.
6. Expected to conform to the expectations of professional attire of the assigned school.
7. Expected to attend faculty meetings, in-service meetings, PTA meetings and extracurricular activities of the cooperating school. These events are counted as part of the required hours.
8. Required to attend Preservice Teaching/Internship Seminars concurrent with the Preservice Teaching/Internship once dates and times have been scheduled. Objectives are:
 - a. To describe teaching in terms of objectives, educational viewpoints and pupil performance.
 - b. To analyze, review and discuss pupil performance in terms of principles, values, verbal and written communication.
 - c. To review the usage and rules of grammar and written composition in teaching.
 - d. To share, compare, and discuss information that is pertinent during the Preservice Teaching/Internship experience.
 - e. To prepare the Preservice Teachers/Interns for evaluation using the Georgia Teacher Observation Instrument.
 - f. To evaluate, in accordance with the assessment process, the Preservice Teacher's/Intern's performance.
 - g. To prepare the Interns to write effective resumes.
 - h. To practice interviewing skills by participating in mock interviews.
9. Invitations to attend and/or observe the Preservice Teacher's/Intern's performance are prohibited without the College Coordinator's permission.

**POLICIES AND PROCEDURES:
ADMISSION TO
PRESERVICE TEACHING/INTERNSHIP**

Steps Leading to Preservice Teaching-Internship

How does one get started in the Preservice Teaching-Internship process? This step in your education is more than merely signing up for a course during registration. You must “qualify” to be placed in Preservice Teaching-Internship. The qualification process differs among schools, but involves these “preliminary steps:”

One Year Prior to Preservice Teaching/Internship

1. Set up a MyPSC account during your freshman year
2. Apply for a pre-service certificate during your freshman year.
3. Pass GACE I program admissions
4. Ensure you have a 3.0 GPA
5. Complete the Admissions Packet to Teacher Education

This Pre-Service certificate is intended for educator candidates completing field experiences or student teaching in Georgia schools. It must be requested on behalf of the candidate by the college, university, or other institution providing the educator preparation program.

This certificate is for individuals who will be participating in field experiences or student teaching in Georgia schools on or after July 1, 2015.

Requirements

- Be admitted to an educator preparation program that leads to Induction certification in a teaching field;
- Have a successful criminal record check (conducted by the GaPSC);
- Complete the [GACE Educator Ethics – Program Entry assessment](#) (Test Code 350). *Please note: completion of this assessment is not required for candidates who enrolled in educator preparation programs prior to July 1, 2014.*
- Have at least a 2.5 cumulative GPA Clark Atlanta University requires a 3.0 because of CAEP expectations*
- Pass the GACE Program Admissions Assessment, gace.ets.org, all three parts, reading, writing and math.
- Purchase liability insurance – the PAGE organization is one option, here’s the link: www.pageinc.org

Validity

The Pre-Service certificate is valid for as many as 5 years, and may be extended at the request of the educator preparation provider. It is invalidated upon program completion, or if the candidate withdraws, transfers, or is removed from the program. A former candidate who re-enrolls in an educator preparation program may be issued a new 5-year Pre-Service certificate at the request of the provider. A current background check is required in this case.

Notes

- The Pre-Service certificate is **not** a professional educator certificate. It allows the holder to participate in supervised field experience, clinical practice, student teaching, or residency work in Georgia schools;

- Holding a Pre-Service certificate does not automatically lead to Induction educator certification. Requirements for the Induction certificate may be [found here](#);
- Holding a Pre-Service certificate is not a pre-requisite to qualify for any other Georgia certificate.

One Semester Prior to Preservice Teaching-Internship Obtain a Pre-service Certificate

1. Secure a Preservice Teaching-Internship Application
2. Get two professors from the School of Education to complete Appraisal Form recommendations for you.
3. Submit up-to-date unofficial transcripts, proof of liability insurance, and current background check for your Advisement Folder.
4. Submit a copy of GACE scores (all pages) for your Advisement Folder. You must pass the GACE : Subject Assessments/Specialty Area Tests before being eligible to pre-register for and for placement in Preservice Teaching/Internship.
5. Complete and submit the Application for Preservice Teaching/Internship according to the posted schedule including the following:
 - a. The Preservice Teacher-Internship Application
 - b. The Verification of Clearance for Preservice Teaching/Internship, securing the appropriate signatures from the chair and your faculty advisor in your department.
 - c. The Application for Preservice Teaching-Internship Assignment
 - d. The two-page, “type written” Autobiography.
 - e. Two Appraisal Forms
 - f. Request for ADA Accommodations Placement (if applicable)
 - g. Waiver
 - h. Contractual Statement of Agreement
6. Receive the Receipt of Application Form.
7. Work with your advisor to complete the Graduation Clearance and program audit forms by the deadline set by the Registrar.
8. Schedule an interview with the Director of Field Services. Dress appropriately (professionally) for the interview.

Before beginning Preservice Teaching/Internship, candidates must

1. Successfully complete the Preservice Teaching/Internship admissions process,
2. Pass any standardized tests required for certification in Georgia,
3. Satisfy all program requirements with the exception of Preservice Teaching/Internship,
4. Clear any missing or Incomplete grades.

Internships

There are several options to fulfill the postbaccalaureate certification 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.

Application for Preservice Teaching/Internship

Verification for Preservice Teaching-Internship. Please complete the packet in the Appendix section of this handbook.

ETHICS

NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC) CODE OF ETHICAL CONDUCT

GEORGIA PROFESSIONAL STANDARDS COMMISSION (PSC) CODE OF ETHICS

**THE NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN
(NAEYC)**

Statement of Commitment

The following Statement of Commitment expresses those basic personal commitments that individuals must make in order to align themselves with the profession's responsibilities as set forth in the NAEYC Code of Ethical Conduct.

As an individual who works with young children, I commit myself to furthering the values of early childhood education as they are reflected in the NAEYC Code of Ethical Conduct. To the best of my ability I will:

- Ensure that programs for young children are based on current knowledge of child development and early childhood education.
- Respect and support families in their task of nurturing children.
- Respect colleagues in early childhood education and support them in maintaining the NAEYC Code of Ethical Conduct.
- Serve as an advocate for children, their families, and their teachers in community and society.
- Maintain high standards of professional conduct.
- Recognize how personal values, opinions, and biases can affect professional judgment.
- Be open to new ideas and be willing to learn from the suggestions of others.
- Continue to learn, grow, and contribute as a professional.
- Honor the ideals and principles of the NAEYC Code of Ethical Conduct.

505-6-.01 THE GEORGIA CODE OF ETHICS FOR EDUCATORS update October 15, 2019 <https://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>

Effective October 15, 2019

505- 6 -.01 THE CODE OF ETHICS FOR EDUCATORS

(1) Introduction. The Code of Ethics for Educators defines the professional behavior of educators in Georgia and serves as a guide to ethical conduct. The Georgia Professional Standards Commission has adopted standards that represent the conduct generally accepted by the education profession. The code defines unethical conduct justifying disciplinary sanction and provides guidance for protecting the health, safety and general welfare of students and educators, and assuring the citizens of Georgia a degree of accountability within the education profession.

(2) Definitions

(a) "Breach of contract" occurs when an educator fails to honor a signed contract for employment with a school/school system by resigning in a manner that does not meet the guidelines established by the Georgia Professional Standards Commission.

(b) "Certificate" refers to any teaching, service, or leadership certificate, license, or permit issued by authority of the Professional Standards Commission.

(c) "Child endangerment" occurs when an educator disregards a substantial and/or unjustifiable risk of bodily harm to the student.

(d) "Educator" is a teacher, school or school system administrator, or other education personnel who holds a certificate issued by the Professional Standards Commission and persons who have applied for but have not yet received a certificate. For the purposes of the Code of Ethics for Educators, "educator" also refers to paraprofessionals, aides, and substitute teachers.

(e) "Student" is any individual enrolled in the state's public or private schools from preschool through grade 12 or any individual under the age of 18. For the purposes of the Code of Ethics for Educators, the enrollment period for a graduating student ends on August 31 of the school year of graduation.

(f) "Complaint" is any written and signed statement from a local board, the state board, or one or more individual residents of this state filed with the Professional Standards Commission alleging that an educator has breached one or more of the standards in the Code of Ethics for Educators. A "complaint" will be deemed a request to investigate.

(g) "Revocation" is the invalidation of any certificate held by the educator.

(h) "Denial" is the refusal to grant initial certification to an applicant for a certificate.

(i) "Suspension" is the temporary invalidation of any certificate for a period of time specified by the Professional Standards Commission.

(j) "Reprimand" admonishes the certificate holder for his or her conduct. The reprimand cautions that further unethical conduct will lead to a more severe action.

(k) "Warning" warns the certificate holder that his or her conduct is unethical. The warning cautions that further unethical conduct will lead to a more severe action.

(l) "Monitoring" is the quarterly appraisal of the educator's conduct by the Professional Standards Commission through contact with the educator and his or her employer. As a condition of monitoring, an educator may be required to submit a criminal background check (GCIC). The Commission specifies the length of the monitoring period. 505-6-.01 Page 2

m) "No Probable Cause" is a determination by the Professional Standards Commission that, after a preliminary investigation, either no further action need be taken or no cause exists to recommend disciplinary action.

(3) Standards

(a) Standard 1: Legal Compliance - An educator shall abide by federal, state, and local laws and statutes. Unethical conduct includes but is not limited to the commission or conviction of a felony or of any crime involving moral turpitude; of any other criminal offense involving the manufacture, distribution, trafficking, sale, or possession of a controlled substance or marijuana as provided for in Chapter 13 of Title 16; or of any other sexual offense as provided for in Code Section 16-6-1 through 16-6-17, 16-6-20, 16-6-22.2, or 16-12-100; or any other laws applicable to the profession. As used herein, conviction includes a finding or verdict of guilty, or a plea of *nolo contendere*, regardless of whether an appeal of the conviction has been sought; a situation where first offender treatment without adjudication of guilt pursuant to the charge was granted; and a situation where an adjudication of guilt or sentence was otherwise withheld or not entered on the charge or the charge was otherwise disposed of in a similar manner in any jurisdiction.

(b) Standard 2: Conduct with Students - An educator shall always maintain a professional relationship with all students, both in and outside the classroom. Unethical conduct includes but is not limited to:

1. committing any act of child abuse, including physical and verbal abuse;
2. committing any act of cruelty to children or any act of child endangerment;
3. committing any sexual act with a student or soliciting such from a student;
4. engaging in or permitting harassment of or misconduct toward a student that would violate a state or federal law;
5. soliciting, encouraging, or consummating an inappropriate written, verbal, electronic, or physical relationship with a student;
6. furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student; or
7. failing to prevent the use of alcohol or illegal or unauthorized drugs by students under the educator's supervision (including but not limited to at the educator's residence or any other private setting).

(c) Standard 3: Alcohol or Drugs - An educator shall refrain from the use of alcohol or illegal or unauthorized drugs during the course of professional practice. Unethical conduct includes but is not limited to:

1. being on school or Local Unit of Administration (LUA)/school district premises or at a school or a LUA/school district-related activity while under the influence of, possessing, using, or consuming illegal or unauthorized drugs; and
 2. being on school or LUA/school district premises or at a school-related activity involving students while under the influence of, possessing, or consuming alcohol. A school-related activity includes, but is not limited to, any activity sponsored by the school or school system (booster clubs, parent-teacher organizations, or any activity designed to enhance the school curriculum i.e. Foreign Language trips, etc).
- (i) For the purposes of this standard, an educator shall be considered "under the influence" if the educator exhibits one or more of the following indicators, including but not limited to: slurred speech,

enlarged pupils, bloodshot eyes, general personality changes, lack of physical coordination, poor motor skills, memory problems, concentration problems, etc.

(d) Standard 4: Honesty - An educator shall exemplify honesty and integrity in the course of professional practice. Unethical conduct includes but is not limited to, falsifying, misrepresenting, or omitting:

1. professional qualifications, criminal history, college or staff development credit and/or degrees, academic award, and employment history;
2. information submitted to federal, state, local school districts and other governmental agencies;
3. information regarding the evaluation of students and/or personnel;
4. reasons for absences or leaves;
5. information submitted in the course of an official inquiry/investigation; and
6. information submitted in the course of professional practice.

(e) Standard 5: Public Funds and Property - An educator entrusted with public funds and property shall honor that trust with a high level of honesty, accuracy, and responsibility. Unethical conduct includes but is not limited to:

1. misusing public or school-related funds;
2. failing to account for funds collected from students or parents;
3. submitting fraudulent requests or documentation for reimbursement of expenses or for pay (including fraudulent or purchased degrees, documents, or coursework);
4. co-mingling public or school-related funds with personal funds or checking accounts; and
5. using school or school district property without the approval of the local board of education/governing board or authorized designee.

(f) Standard 6: Remunerative Conduct - An educator shall maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation. Unethical conduct includes but is not limited to:

1. soliciting students or parents of students, or school or LUA/school district personnel, to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local board of education/governing board or authorized designee;
2. accepting gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest;
3. tutoring students assigned to the educator for remuneration unless approved by the local board of education/governing board or authorized designee; and
4. coaching, instructing, promoting athletic camps, summer leagues, etc. that involves students in an educator's school system and from whom the educator receives remuneration unless approved by the local board of education/governing board or authorized designee. These types of activities must be in compliance with all rules and regulations of the Georgia High School Association. 505-6-.01 Page 4

(g) Standard 7: Confidential Information - An educator shall comply with state and federal laws and state school board policies relating to the confidentiality of student and personnel records, standardized test material and other information. Unethical conduct includes but is not limited to:

1. sharing of confidential information concerning student academic and disciplinary records, health and medical information, family status and/or income, and assessment/testing results unless disclosure is required or permitted by law;
2. sharing of confidential information restricted by state or federal law;
3. 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.; and
4. violation of other confidentiality agreements required by state or local policy.

(h) Standard 8: Required Reports - An educator shall file reports of a breach of one or more of the standards in the Code of Ethics for Educators, child abuse (O.C.G.A. §19-7-5), or any other required report. Unethical conduct includes but is not limited to:

1. failure to report all requested information on documents required by the Commission when applying for or renewing any certificate with the Commission;
2. failure to make a required report of a violation of one or more standards of the Code of Ethics for educators of which they have personal knowledge as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner; and
3. failure to make a required report of any violation of state or federal law soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. These reports include but are not limited to: murder, voluntary manslaughter, aggravated assault, aggravated battery, kidnapping, any sexual offense, any sexual exploitation of a minor, any offense involving a controlled substance and any abuse of a child if an educator has reasonable cause to believe that a child has been abused.

(i) Standard 9: Professional Conduct - An educator shall demonstrate conduct that follows generally recognized professional standards and preserves the dignity and integrity of the education profession. Unethical conduct includes but is not limited to a resignation that would equate to a breach of contract; any conduct that impairs and/or diminishes the certificate holder's ability to function professionally in his or her employment position; or behavior or conduct that is detrimental to the health, welfare, discipline, or morals of students.

(j) Standard 10: Testing - An educator shall administer state-mandated assessments fairly and ethically. Unethical conduct includes but is not limited to:

1. committing any act that breaches Test Security; and
2. compromising the integrity of the assessment.

(4) Reporting

(a) Educators are required to report a breach of one or more of the Standards in the Code of Ethics for Educators as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. Educators should be aware of legal requirements and local policies and procedures for reporting unethical conduct. 505-6-

.01 Page 5

Complaints filed with the Georgia Professional Standards Commission must be in writing and must be signed by the complainant (parent, educator, or other LUA/school district employee, etc.).

(b) The Commission notifies local and state officials of all disciplinary actions. In addition, suspensions and revocations are reported to national officials, including the NASDTEC Clearinghouse.

(5) Disciplinary Action

(a) The Georgia Professional Standards Commission is authorized to suspend, revoke, or deny certificates, to issue a reprimand or warning, or to monitor the educator's conduct and performance after an investigation is held and notice and opportunity for a hearing are provided to the certificate holder. Any of the following grounds shall be considered cause for disciplinary action against the educator:

1. unethical conduct as outlined in The Code of Ethics for Educators, Standards 1-10 (GaPSC Rule 505-6-.01);
 2. disciplinary action against a certificate on grounds consistent with those specified in the Code of Ethics for Educators, Standards 1-10 (GaPSC Rule 505-6-.01);
 3. order from a court of competent jurisdiction or a request from the Department of Human Resources that the certificate should be suspended or the application for certification should be denied for non-payment of child support (O.C.G.A. §19-6-28.1 and §19-11-9.3);
 4. notification from the Georgia Higher Education Assistance Corporation that the educator is in default and not in satisfactory repayment status on a student loan guaranteed by the Georgia Higher Education Assistance Corporation (O.C.G.A. §20-3-295);
 5. suspension or revocation of any professional license or certificate
6. violation of any other laws and rules applicable to the profession (O.C.G.A. §16-13-111); and
7. any other good and sufficient cause that renders an educator unfit for employment as an educator.

(b) An individual whose certificate has been revoked, denied, or suspended may not serve as a volunteer or be employed as an educator, paraprofessional, aide, substitute teacher or, in any other position during the period of his or her revocation, suspension or denial for a violation of The Code of Ethics. The superintendent and the educator designated by the superintendent/Local Board of Education shall be responsible for assuring that an individual whose certificate has been revoked, denied, or suspended is not employed or serving in any capacity in their district. Both the superintendent and the superintendent's designee must hold GaPSC certification. Should the superintendent's certificate be revoked, suspended, or denied, the Board of Education shall be responsible for assuring that the superintendent whose certificate has been revoked, suspended, or denied is not employed or serving in any capacity in their district.

Authority O.C.G.A. § 20-2-200; 20-2-981 through 20-2-984.5

How Should We Assess Children's Social Competence?

by Asa C. Hilliard III

viewpoint

How Should We Assess Children's Social Competence?

by Asa C. Hilliard III

I have been concerned for many years now that assessment in education has relied too heavily on standardized paper and pencil examinations, and more recently on standardized observations. My problem has been less with the technical aspects of instrumentation and experimental design than with the philosophical position that underlies standardization. The needs of a mass production oriented society and of professionals in the field of assessment may be met by producing a standardized approach to assessment. However, any standardization of assessment that is dependent upon cultural information as its building blocks will have limited applicability. A professor on my campus has said that personality is the vessel that holds both intelligence and energy, and that culture is the personality of a group and as such holds a group's intelligence and energy. Consequently, given the fact of cultural variation, I see no possibility at present of an answer to the problem of standardized and mass produced assessment of "social competence" or any other function in human experience. At the same time I do believe that meaningful, appropriate, and useful assessment that is culturally specific but does not depend upon a universal "norm" can be conducted. The construct of social competence has not been developed as a consequence of systematic long-term observation of children. Therefore, in our search to give it meaning we have the cart before the horse. Some categories of behavior can be observed in young children and might also form the basis for the emerging definition of social competence.

My list of potential "competencies" in early childhood has a heavy emphasis upon internal processes in the child that enable the child to manipulate the world in the process of becoming a successful person.

1. One of the domains for assessment of social competence should be the child's attitude. A healthy learning pattern that produces healthy development is dependent upon a set of attitudes in the child which lead that child toward less fear of the environment and interest in and willingness to take risks with the personal and physical environment. The socially competent child is willing to try out new things—new toys, new relationships, new space, new people, and one would expect to see this growing overtime. The child's innate curiosity is learning's chief asset. In fact, I regard it as a danger signal, if not a sign of deep illness, when that spark does not appear to exist in a young child.

Every child, at every stage of that child's life, has a world view that is the product of his or her own unique interaction with the world. That world view has integrity and can be only understood as a reflection of that child's special environment. Consequently, the

2. configuration of that world view is important to assess. Some categories of behavior can be observed in young children and might also form the basis for the emerging definition of social competence. Standardized test items fail to give any meaningful description of the configuration of a young child's world view. The socially competent child's view of the world has a contextual integrity.
3. Social competence would be reflected by the child's increasing acquisition of social skills and school skills. Social competence has been assessed primarily on "school skills." I see these as an important element of social competence but only a fraction of the total. The child's relationship to adults and other children, and the ability to negotiate successfully in those relationships, is another aspect of social competence.
4. In order for a child to be successful socially, it is necessary to have an appropriate amount of socially and contextually relevant information. That information is specific to the environment within which the child is growing and learning. An appropriate assessment would focus upon the range or scope, depth, and appropriateness of the child's information pool.
5. The socially competent child is an active learner, displaying a curiosity to use and transform experiences. Therefore, an assessment of social competence would say something about the way in which a child moves forward to manipulate any part of his-or her environment-
6. A socially competent child accurately perceives his or her environment. Distortion and perception of the environment will be reflected in inappropriate responses to that environment-
7. The socially competent child experiences a sense of continuity in growth. Therefore, an assessment should attempt to discover the kind of experience in growth that the child feels and not simply describe growth as seen by external observers.
8. A socially competent child has a growing sense of personal and group identity. An assessment of social competence should include an attempt to determine the ways in which the child is experiencing both self and group identity.
9. A child becomes more socially competent when encountered objects and experiences expand at a rapid rate. Therefore, an assessment of the child's social competence should include a description of the expanding interaction of the child with all elements of that child's environment.

I think you can see that I have high regard and respect for the social milieu within which children and adults grow, and am hopeful that any assessment would begin with that milieu. This in no way suggests that either children or adults should be trapped forever in a particular socio cultural experience.

Few if any instruments are available to tap many of these dimensions. Unfortunately, we have restricted too much professional inquiry to a look at those things for which cheap instrumentation is available. My suspicion is that the kinds of evaluation procedures that will yield meaningful information are likely to be labor intensive. The biggest problem is to convince funding agencies to spend resources on something other than the "quick and dirty," in evaluation instruments. However, the rewards will certainly be worth it.

EDUCATION ASSOCIATIONS

EDUCATION ASSOCIATIONS

What is a professional association?

Professional associations support and cultivate professional development, serve as a voice for educators, advocate for PK - 12 students, and advance educational policy.

What are the benefits of membership?

Professional associations offer an annual conference, journal, policy briefs, professional awards, scholarships, grants, and member benefits such as liability insurance and legal services.

Which education associations are recommended?

GAE – Georgia Association of Educators – www.gae.org

KDP – Kappa Delta Pi International – www.kdp.org

PDK – Phi Delta Kappa – www.pdkintl.org

NEA – National Education Association – www.nea.org

ASCD – Association for Supervision and Curriculum Development – www.ascd.org

NABSE – National Alliance of Black School Educators – www.nabse.org

NAEYC – National Association for the Education of Young Children – www.naeyc.org

NCTM – National Council of Teachers of Mathematics – www.nctm.org

NCTE – National Council of Teachers of English – www.ncte.org

NSTA – National Science Teachers Association – www.nsta.org

NCSS – National Council for the Social Studies – www.ncss.org

GEORGIA ASSOCIATION FOR EDUCATORS (GAE)

As a teacher education candidate, you are required to complete a minimum of 300 hours in the field working with children and families in a number of diverse settings including schools, family agencies, and child care services. In order to participate in the practica and student teach, you must have background clearance for each practicum and proof of personal liability insurance (coverage that protects you from legal consequences).

PERSONAL LIABILITY INSURANCE COVERAGE BEGINS IMMEDIATELY UPON BECOMING A MEMBER OF THE GEORGIA ASSOCIATION OF EDUCATORS (GAE) STUDENT PROGRAM.

Membership applications are available in the Department of Curriculum (105 Clement Hall). You may also enroll on GAE's website (www.gae.org). If you enroll online, please print out the letter of welcome that is generated once you complete the membership application and submit it with the Admission to Teacher Education Application.

We encourage you to also join the student chapter of GAE (SGAE) here at Clark Atlanta University. Membership in SGAE supports your professional development in the field of education. SGAE details can be obtained by attending the monthly meeting or by contacting any SGAE officer (a list of officers is posted on the GAE/SGAE bulletin board on the first floor of Clement Hall).

PRACTICA I

OBSERVATION/ CHILD DEVELOPMENT AND LEARNING

**CLARK ATLANTA UNIVERSITY
EARLY CHILDHOOD EDUCATION
BACHELOR OF ARTS/POSTBACCALAUREATE CERTIFICATION**

PRACTICA I DATA FORM

Personal Data

Last Name		First Name	
Local Street Address		City	
State, Zip		Home Phone	
Cell Phone		Work Phone	
CAU Email Address		Alternate Email Address	
Emergency Contact Name		Emergency Contact Phone	
Name of School		School District Name	
School Phone			

Educational Data Checklist

I affirm that the following documents are in the teacher candidate's file					
	Letter of admission into the School of Education from the dean				
	Satisfactory criminal background check				
	Current transcript				
	Preservice Certificate				

Clinical Faculty Member's Signature		Date	
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**Practicum I: Candidate's Impact on P-12 Students Learning Assessment
Form for the Early Childhood Education Programs**

**Observation/Child Development and Learning
CECE 213**

The pre-professional field experience for Concentration One, Observation/ Child Development and Learning, consists of 100 hours (5 hours twice a week for 10 weeks) of guided observation of child development and learning in community education sites that focus on Pre-Kindergarten and Kindergarten and First Grade development.

Practicum Site District	
Practicum Site School	
Cooperating Teacher	
Grade Level (prekindergarten or kindergarten)	
Phone Number	
Fax Number	
Street Address	
City	
State, Zip	

I understand that I am expected to complete 100 hours at the school site (5 hours twice a week for 10 weeks). I have been given the assessment form that I will be rated on by the cooperating teacher at the end of my practicum.			
Student			
Student's Signature		Date	
The candidate listed above has been chosen to complete his/her practicum at the above-named school. The cooperating teacher will evaluate the candidate at the end of the practicum.			
Clinical Faculty Member			
Clinical Faculty Member's Signature		Date	
Cooperating Teacher			
Cooperating Teacher's Signature		Date	
Partnership Principal's/Director's			
Partnership Principal's/Director's Signature		Date	

**Practicum I: Candidate's Impact on P-12 Students Learning Assessment
Form for the Early Childhood Education Programs**

Child Development and Learning

CECE 213

Please check (✓) the rating that best reflects your observation of the candidate for each criterion.

The Candidate	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Demonstrates Professionalism			
Dresses appropriately for the elementary classroom			
Arrives on scheduled days			
Arrives at scheduled time			
Communicates effectively both orally and in writing			
Upholds ethical standards in school and classroom			
Works collaboratively with school personnel			
Articulates a coherent reflective personal philosophy of education			
Understands the importance of continually self-assessing and evaluating the effects of his/her choices and actions on others			
Understands Principles of Child Development and Learning			
Articulates the belief that all students can learn			
Interacts appropriately with students			
Understands the physical, social, emotional, language, cognitive, and aesthetic development of students			
Understands teaching strategies and models that positively impact learning for underperforming students			
Affirms and respects culturally and linguistically diverse students			
Understands how to create developmentally appropriate activities for individual students			
Articulates a philosophy of parent involvement that is informed by theory and field practice			
Interacts appropriately with parents			
Uses observational data to make inferences about student learning styles			
Completes a variety of observational instruments on multiple children			
Understands the Principles of the Teaching of Reading			
Possesses knowledge of the foundations of reading and writing instruction			
Reads children's books across a variety of literary genres from diverse authors			
Understands and supports the creation of literate environments at their site			
Uses observation and kid reading to assess students' literacy knowledge			

**Practicum I: Candidate's Impact on P-12 Students Learning Assessment
Form for the Early Childhood Education Programs**

**Child Development and Learning
CECE 213**

The Candidate	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Demonstrates knowledge of foundational theories related to practices and materials he/she uses in the classroom			
Recognizes historical antecedents to contemporary reading methods and materials and can articulate how his/her teaching practices relate to reading research.			
Can explain how the components (phonemic awareness, word identification, phonics, vocabulary and background knowledge, fluency, and motivation) are integrated during fluent reading. Identifies students' strengths and weaknesses in relation to the various components.			
Can plan for the use of a wide range of instructional practices, approaches, and methods including technology-based practices. Selections are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of students			
Overall Performance			
Positively impacts the instructional environment and student learning			

**Practicum I: Candidate's Impact on P-12 Students Learning Assessment
Form for the Early Childhood Education Programs**

**Child Development and Learning
CECE 213**

Number of Hours Completed	
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If the candidate's record of attendance and/or punctuality did not meet standards, please explain.

Please rate the candidate's level of instructional effectiveness as compared to candidate's of teacher preparation programs at other colleges and universities.

Please comment on the candidate's overall performance.

I completed this assessment form and affirm that the candidate completed at least 100 hours of service.			
Printed Name			
Signature		Date	

PRACTICA II

**CURRICULUM DEVELOPMENT AND
IMPLEMENTATION**

**CLARK ATLANTA UNIVERSITY
EARLY CHILDHOOD EDUCATION
BACHELOR OF ARTS/POSTBACCALAUREATE CERTIFICATION**

PRACTICA II DATA FORM

Personal Data

Last Name		First Name	
Local Street Address		City	
State, Zip		Home Phone	
Cell Phone		Work Phone	
CAU Email Address		Alternate Email Address	
Emergency Contact Name		Emergency Contact Phone	
Name of School		School District Name	
School Phone			

Educational Data Checklist

I affirm that the following documents are in the teacher candidate's file					
	Letter of admission into the School of Education from the dean				
	Satisfactory criminal background check				
	Current transcript				
	Pre-service certificate				

Clinical Faculty Member's Signature		Date	
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**Practicum II: Candidate's Impact on P-12 Students Learning Assessment
Form for the Early Childhood Education Programs**

Child Development and Learning CECE 313

The pre-professional field experience for Concentration Two, Curriculum Development and Implementation, consists of 100 hours (5 hours twice a week for 10 weeks) of guided participation in curriculum development and implementation at partnership schools. Practicum II focuses on grades 1-3. Classroom management competencies and assessment and evaluation competencies are imbedded in the practicum experience. Practicum I is a prerequisite to Practicum II.

Practicum Site District	
Practicum Site School	
Cooperating Teacher	
Grade Level (1 st , 2 nd , or 3 rd)	
Phone Number	
Fax Number	
Street Address	
City	
State, Zip	

I understand that I am expected to complete 100 hours at the school site (5 hours twice a week for 10 weeks). I have been given the assessment form that I will be rated on by the cooperating teacher at the end of my practicum.			
Student			
Student's Signature		Date	
The candidate listed above has been chosen to complete his/her practicum at the above-named school. The cooperating teacher will evaluate the candidate at the end of the practicum.			
Clinical Faculty Member			
Clinical Faculty Member's Signature		Date	
Cooperating Teacher			
Cooperating Teacher's Signature		Date	
Partnership Principal's/Director's			
Partnership Principal's/Director's Signature		Date	

**Practicum II: Candidate's Impact on P-12 Students Learning Assessment
Form for the Early Childhood Education Programs**

**Child Development and Learning
CECE 313**

Please check (✓) the rating that best reflects your observation of the candidate for each criterion.

The Candidate	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Demonstrates Professionalism			
Dresses appropriately for the elementary classroom			
Arrives on scheduled days			
Arrives at scheduled time			
Communicates effectively both orally and in writing			
Upholds ethical standards in school and classroom			
Works collaboratively with school personnel			
Applies a reflective personal philosophy of education			
Understands the importance of continually self assessing and evaluating the effects of his/her choices and actions on others			
Demonstrates Skill in Classroom Management			
Demonstrates activities that promote the development of pro-social behaviors (e.g. sharing, taking turns, and helping others).			
Demonstrates the ability to manage small groups/class			
Demonstrates the ability to transition from one activity/lesson to another			
Plans for individual, small group, entire class			
Demonstrates Skill in Curriculum Development and Implementation			
Understands how to create developmentally appropriate activities for individual students			
Demonstrates a high level of subject area knowledge in English, math, science, social studies, and health and physical education			
Demonstrates an understanding about how to integrate the arts, visual media and technology into classroom instruction			
Understands risk factors that impact development and learning			
Creates activities/lesson plans that are based on principles of child development and developmentally appropriate practices			
Implements activities/lesson plans that reflect all domains of Bloom's Taxonomy			
Uses of a variety of manipulatives to demonstrate development of skills, concepts, behaviors			
Applies the Principles of the Teaching of Reading			
Demonstrates the ability to teach a direct instruction lesson in reading and math			
Demonstrates the ability to modify or revise a reading and math lesson after assessing the impact on the student			

<h1>The Candidate</h1>	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing processes			
Demonstrates knowledge of reading research and histories of reading			
Demonstrates knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity			
Demonstrates knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading			
Uses a wide range of instructional practices, approaches, and methods including technology-based practices for learners at different stages of development and from differing cultural and linguistic backgrounds			
Uses a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from differing cultural and linguistic backgrounds			
Uses a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools			
Places students along a developmental continuum and identifies students' proficiencies and difficulties			
Uses student's interests, reading abilities, and backgrounds as foundations for the reading and writing program			
Uses a large supply of books, technology-based information, and nonprint materials representing multiple levels, broad interests, and cultural and linguistic backgrounds			
Models reading and writing enthusiastically as valued lifelong activities			
Motivates learners to be lifelong readers			
Displays positive dispositions related to reading and the teaching of reading			
Continues to pursue the development of professional knowledge and dispositions			
Works with colleagues to observe, evaluate, and provide feedback on each other's practice			
Understands Assessment and Evaluation			
Uses observational data to plan, implement, and assess the impact of activities/lessons on students			
Creates activities/lessons that use various methods of assessment (i.e. formal, informal, or authentic).			
Understands how to use and interpret standardized assessment instruments			
Overall Performance			
Positively impacts the instructional environment and student learning			

**Practicum II: Candidate's Impact on P-12 Students Learning Assessment
Form for the Early Childhood Education Programs**

**Child Development and Learning
CECE 313**

Number of Hours Completed	
----------------------------------	--

If the candidate's record of attendance and/or punctuality did not meet standards, please explain.

Please rate the candidate's level of instructional effectiveness as compared to candidate's of teacher preparation programs at other colleges and universities.

Please comment on the candidate's overall performance.

I completed this assessment form and affirm that the candidate completed at least 100 hours of service.			
Printed Name			
Signature		Date	

PRACTICA III
ASSESSMENT

**CLARK ATLANTA UNIVERSITY
EARLY CHILDHOOD EDUCATION
BACHELOR OF ARTS/POSTBACCALAUREATE CERTIFICATION**

PRACTICA III DATA FORM

Personal Data

Last Name		First Name	
Local Street Address		City	
State, Zip		Home Phone	
Cell Phone		Work Phone	
CAU Email Address		Alternate Email Address	
Emergency Contact Name		Emergency Contact Phone	
Name of School		School District Name	
School Phone			

Educational Data Checklist

I affirm that the following documents are in the teacher candidate's file					
	Letter of admission into the School of Education from the dean				
	Satisfactory criminal background check				
	Current transcript				
	Proof of passing all applicable GACE Content				
Please list the following information					

Clinical Faculty Member's Signature		Date	
-------------------------------------	--	------	--

**Practicum III: Candidate's Impact on P-12 Students Learning Assessment
Form for the Early Childhood Education Programs**

**Assessment/Family and Community Relationships
CECE 316**

The pre-professional field experience for Concentration Three, Assessment/Family and Community Relationships, consists of 100 hours (5 hours twice per week for 10 weeks) of guided participation in family and community supporting institutions that augment public and private education for PK-5 schools. Practicum III focuses on grades 3-5. Practicum II is a prerequisite to Practicum III.

Practicum Site District	
Practicum Site School	
Cooperating Teacher	
Grade Level (4 th or 5 th)	
Phone Number	
Fax Number	
Street Address	
City	
State, Zip	

I understand that I am expected to complete 100 hours at the school site (5 hours twice a week for 10 weeks). I have been given the assessment form that I will be rated on by the cooperating teacher at the end of my practicum.			
Student			
Student's Signature		Date	
The candidate listed above has been chosen to complete his/her practicum at the above-named school. The cooperating teacher will evaluate the candidate at the end of the practicum.			
Clinical Faculty Member			
Clinical Faculty Member's Signature		Date	
Cooperating Teacher			
Cooperating Teacher's Signature		Date	
Partnership Principal's/Director's			
Partnership Principal's/Director's Signature		Date	

**Practicum III: Candidate's Impact on P-12 Students Learning Assessment
Form for the Early Childhood Education Programs**

**Family and Community Relationships
CECE 316**

Please check (✓) the rating that best reflects your observation of the candidate for each criterion.

The Candidate	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Demonstrates Professionalism			
Dresses appropriately for the elementary classroom			
Arrives on scheduled days			
Arrives at scheduled time			
Communicates effectively both orally and in writing			
Upholds ethical standards in school and classroom			
Works collaboratively with school personnel			
Appropriately applies a reflective personal philosophy of education			
Continually self assesses and evaluates the effects of his/her choices and actions on others			
Applies Knowledge of Family and Community Relations			
Meets and effectively interacts with families			
Explains learner's progress to family members			
Attends and participates in PTA functions			
Demonstrates respect for families and their culture, customs and beliefs			
Demonstrates the ability to contact the learner's home			
Demonstrates instructional activities/planned lessons that connect the home, school and community			
Demonstrates Knowledge of the Teaching of Reading			
Demonstrates the ability to explain the learner's progress in reading and math to parents			
Demonstrates knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction			
Demonstrates knowledge of reading research and histories of reading			
Demonstrates knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity			
Demonstrates knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading			
Uses instructional grouping options (individual, small-group, whole-class, and computer based) as appropriate for accomplishing given purposes			
Uses a wide range of instructional practices, approaches, and methods including technology-based practices for learners at different stages of development and from differing cultural and linguistic backgrounds			

<h1>The Candidate</h1>	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Uses a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from differing cultural and linguistic backgrounds			
Uses a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools			
Places students along a developmental continuum and identifies students' proficiencies and difficulties			
Uses assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students including those at different developmental stages and those from differing cultural and linguistic backgrounds			
Effectively communicates results of assessments to specific individuals (students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.)			
Uses a large supply of books, technology-based information, and nonprint materials representing multiple levels, broad interests, and cultural and linguistic backgrounds			
Models reading and writing enthusiastically as valued lifelong activities			
Motivates learners to be lifelong readers			
Displays positive dispositions related to reading and the teaching of reading			
Continues to pursue the development of professional knowledge and dispositions			
Works with colleagues to observe, evaluate, and provide feedback on each other's practice			
Overall Performance			
Positively impacts the instructional environment and student learning			

**Practicum III: Candidate's Impact on P-12 Students Learning Assessment
Form for the Early Childhood Education Programs**

**Assessment/Family and Community Relationships
CECE 316**

Number of Hours Completed	
----------------------------------	--

If the candidate's record of attendance and/or punctuality did not meet standards, please explain.

Please rate the candidate's level of instructional effectiveness as compared to candidate's of teacher preparation programs at other colleges and universities.

Please comment on the candidate's overall performance.

I completed this assessment form and affirm that the candidate completed at least 100 hours of service.			
Printed Name			
Signature		Date	

PRE-SERVICE TEACHING

PROFESSIONALISM AND ENGAGEMENT IN THE FIELD

**CLARK ATLANTA UNIVERSITY
EARLY CHILDHOOD EDUCATION
BACHELOR OF ARTS/POSTBACCALAUREATE CERTIFICATION
PRE-SERVICE TEACHING DATA FORM**

Personal Data

Last Name		First Name	
Local Street Address		City	
State, Zip		Home Phone	
Cell Phone		Work Phone	
CAU Email Address		Alternate Email Address	
Emergency Contact Name		Emergency Contact Phone	
Name of School		School District Name	
School Phone			

Educational Data Checklist

I affirm that the following documents are in the teacher candidate's file					
	Letter of admission into the School of Education from the dean				
	Satisfactory criminal background check				
	Current transcript				
	Proof or passing GACE II Content				

Clinical Faculty Member's Signature		Date	
-------------------------------------	--	------	--

Candidates are required to have 560 hours within grades P-5.

Pre-service Site District	
Pre-service Site School	
Cooperating Teacher	
Grade Level	
Phone Number	
Fax Number	
Street Address	
City	
State, Zip	

I understand that I am expected to complete 300 hours at the school site. I have been given the assessment form that I will be rated on by the cooperating teacher at the end of my pre-service teaching/internship.

Student			
Student's Signature		Date	

The candidate listed above has been chosen to complete his/her Pre-service teaching/Internship at the above-named school. The cooperating teacher will evaluate the candidate at the end of pre-service teaching/internship.

Clinical Faculty Member			
Clinical Faculty Member's Signature		Date	
Cooperating Teacher			
Cooperating Teacher's Signature		Date	
Partnership Principal's/Director's			
Partnership Principal's/Director's Signature		Date	

Directions: Please check the rating number on the attached assessment form that best reflects your opinion of the candidate's performance on each of the listed standards. Scale: 3 – Exceeds expectation/standard 2 – Meets expectation/standard 1 – Does not meet expectation/standard 0 – No opportunity to observe

I. Child Development and Learning	3	2	1	0
a. Uses knowledge of how children develop and learn to provide opportunities that support the physical, social, emotional, language, cognitive, and aesthetic development of all children.				
b. Uses knowledge of how children differ in their development and approaches to learning to support the development and learning of individual children.				
c. Demonstrates understanding of the conditions that affect children's development and learning, including risk factors, developmental variations, and developmental patterns of specific disabilities.				
d. Creates and modifies environments and experiences to meet the individual needs of all children, including children with disabilities, developmental delays, and special abilities.				
e. Applies knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning, and recognize that children are best understood in the contexts of family, culture, and society.				
f. Demonstrates understanding of the interrelationships among culture, language, and thought and the function of the home language in the development of children.				
g. Affirms and respects culturally and linguistically diverse children, support home language preservation, and promote anti-bias approaches through the creation of learning environments and experiences.				

Comments:

II: Curriculum Development and Implementation	3	2	1	0
a. Plans and implements developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the community, and curriculum goals and content.				
b. Uses and explains the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help children develop intellectual curiosity, solve problems, and make decisions.				
c. Uses a variety of strategies to encourage children's physical, social, emotional, aesthetic, and cognitive development.				
d. Demonstrates a high level of competence in use of the English language area and know, understanding, and uses concepts from reading, language, and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.				
e. Knows, understands, and uses fundamental concepts in the subject matter of science-including physical, life, and earth and space sciences-as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy.				
f. Knows, understands, and uses the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.				
g. Knows, understands, and uses the major concepts and modes of inquiry from the social studies integrated study of history, geography, the social sciences, and other related areas-to promote P-5 students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.				
h. Knows, understands, and uses-as-appropriate to their own knowledge and skills the content, functions, and achievements, of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among P-5 students.				
i. Knows, understands, and uses the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.				
j. Knows, understands, and uses-as appropriate to their own understanding and skills human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for P-5 students.				
k. Develops and implements an integrated curriculum that focuses on children's needs and interests and takes into account culturally valued content and children's home experiences.				
l. Creates, evaluates, and selects developmentally appropriate materials, equipment, and environments.				
m. Evaluates and demonstrates appropriate use of technology with children, including assistive technologies for children with disabilities.				
n. Develops and evaluates topics of study in terms of conceptual soundness, significance, and intellectual integrity.				
o. Adapts strategies and environments to meet the specific needs of all children, including those with disabilities, developmental delays, or special abilities.				

Comments:

II: Curriculum Development and Implementation	3	2	1	0
p. Uses individual and group guidance and problem-solving techniques to develop positive and supportive relationships with children, to encourage positive social interaction among children, to promote positive strategies of conflict resolution, and to develop personal self-control, self-motivation, and self esteem.				
q. Incorporates knowledge and strategies from multiple disciplines (for example, health, social services) into the design of intervention strategies and integrate goals from IEPs and IFSPs into daily activities and routines.				
r. Establishes and maintains physically and psychologically safe and healthy learning environments for children.				
s. Demonstrates understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning.				
t. Demonstrates understanding of the developmental consequences of stress and trauma, protective factors and resilience, and the development of mental health, and the importance of supportive relationships.				
u. Implements basic health, nutrition, and safety management practices for children, including those regarding childhood illness and communicable diseases.				
v. Uses appropriate health appraisal procedures and recommends referral to appropriate community health and social services when necessary.				
w. Recognizes signs of emotional distress, child abuse, and neglect in children and knows responsibilities and procedures for reporting known or suspected abuse or neglect to appropriate authorities.				

Comments:

III: Family and Community Relationships	3	2	1	0
a. Supports parents in making decisions related to their child's development and parenting.				
b. Demonstrates sensitivity to differences in family structures and social and cultural backgrounds.				
c. Applies family systems theory, knowledge of the dynamics, roles, and relationships within families and communities.				

Comments:

Pre-service Teachers will be evaluated on Intern Keys and a disposition instrument. The course syllabi for CECE 444 and CECE 445

Procedures for Withdrawal and Removal from Field Experiences

A contract with a remediation plan will be required:

Date of Joint Committee Conference: _____

At this time the Candidate [_____] would be in the presence of the Department Chair, Professor of Record/Supervisor of Course CECE 444, and the FORMER Cooperating Teacher to share the findings/infractions. This provides our Candidate a "wholesome" opportunity to state and/or read their understanding of the matter.

NEXT... The Plan of Improvement would be discussed and signed. The Plan for Improvement I think requires signatures and dates, i.e.,

Candidate's Name: _____ Date: _____

Candidate' Signature: _____

Start Date: _____

Expected Date FINAL Review of PFP Actions Completed: _____

_____ Date: _____

Dr. Felicia Mayfield, Curriculum & Instruction Department Chair

_____ Date: _____

Dr. Rebecca Dashiell-Mitchell, Professor of Record

Application Process

**CLARK ATLANTA UNIVERSITY
SCHOOL OF EDUCATION**



CLARK ATLANTA UNIVERSITY
School of Education

DEPARTMENT OF CURRICULUM AND INSTRUCTION

UNDERGRADUATE TEACHER EDUCATION PROGRAMS

APPLICATION PACKAGE

ACADEMIC YEAR 2019-2020

*Preparing Critical Thinking Change Agents
To Improve Academic Outcomes
In Diverse Schools and Communities*

CLARK ATLANTA UNIVERSITY
SCHOOL OF EDUCATION
DEPARTMENT OF CURRICULUM AND INSTRUCTION
UNDERGRADUATE TEACHER EDUCATION PROGRAMS
APPLICATION PACKAGE

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CLARK ATLANTA UNIVERSITY
School of Education

Dear Clark Atlanta University Students:

Welcome to the Clark Atlanta University Teacher Education Program! We are pleased of your interest in pursuing teaching as your career choice. As a teacher, you will invest your time, talents, knowledge and skills with your students, their parents, as well as with your colleagues. These investments will continue to reap dividends year after year, generation upon generation. Not only will you inspire the students that you teach to achieve their full potential, your work will contribute to the well-being and growth of the community in which you serve.

The CAU Teacher Education Program is designed to provide future teachers with the knowledge, skills, and characteristics needed to serve in the field of education. The School of Education administrators, faculty, and staff are dedicated to helping you to achieve your goal of becoming an effective teacher; a change agent for social justice, particularly within urban schools and communities; and a role model for each person you touch.

To apply for admission to the CAU Undergraduate Teacher Education Program, please complete the application process (see page 6) and return it to the Senior Staff Assistant Ms. Elizabeth Bass, Department of Curriculum and Instruction.

We look forward to meeting with you and getting to know you. Please feel free to contact any of us (see below) if you have any questions. Our offices are located in Clement Hall.

Sincerely,

J. Fidel Turner, Ph.D.

Dean

jturner@cau.edu

404-880-8505

Dr. Felicia Mayfield, Ed.D.

Chair

Curriculum and Instruction

fmayfield@cau.edu

404-880-6079

SCHOOL OF EDUCATION – DEPARTMENT OF CURRICULUM AND INSTRUCTION

ADMISSION POLICIES AND PROCEDURES FOR UNDERGRADUATE PROGRAMS

INTRODUCTION

Criteria and procedures for admission to the CAU School of Education (SOE) are part of a process that ensures the enrollment of candidates who possess the requisite knowledge, skills, and dispositions needed to enter programs of study that prepare them for roles as beginning teachers. The process is multi-faceted and involves diverse measures for assessing students' preparedness to engage in an academic program that is designed to produce critical thinking change agents for social justice in urban schools and communities. The admission process involves three (3) phases: (a) Admission to the CAU Teacher Education Program (contingent upon the attainment of a pre-service certificate; (b) Admission to Student Teaching; and (c) Admission to Candidacy for Graduation. These phases and their associated activities are described below.

PHASE I

Admission to the CAU Teacher Education Program Admission activities are designed to provide students who have declared an interest in education with an orientation to the School of Education, its programs and mission. Faculty engages groups of interested students through the First-Year Seminars, which meet weekly, and through the University's Core Curriculum.

Georgia Assessments for the Certification of Educators (GACE) Basic Skills Assessments Special attention is given to the GACE Basic Skills test, which is a prerequisite for program matriculation. The School of Arts and Sciences and School of Education faculties work collaboratively to assist students in preparing for the assessments.

1. **Curriculum.** Core English and Mathematics courses provide students with the subject matter content required to excel on the GACE I Test. CENG 311 Advanced Grammar and Composition is available for students needing a course beyond CENG 105 and 106 - Composition I and II. CMAT 105 has been designated as the preferred second course in the two-semester Mathematics sequence for students who begin with CMAT 103 Algebra I.

Formal Application for Admission Formal admission to the SOE is made no earlier than the spring term of the students' sophomore year. This process involves assessment of the student's potential for successful completion of the program and his/her effectiveness as a practicing professional. This phase is marked by validation of students' competencies, which are documented by their Basic Skills scores; assessment of students' dispositions for teaching and particularly, for working with urban learners; students' articulation of their philosophy and endorsement of the School's Conceptual Framework; and students' grade point averages (a G.P.A. of 3.0 is required for students in all teacher education programs). Portions of this assessment will occur on the basis of the outcome of the required background checks.

PHASE II

Admission to Pre-service Teaching Students are admitted to candidacy during the semester prior to student teaching. Requirements for candidacy include: completion of all coursework with a 3.0 overall G.P.A., satisfactory performance in all clinical and field activities, attainment of a passing score on GACE II, achievement of satisfactory outcomes on rubrics assessing candidates' knowledge, skills, and dispositions based on the Conceptual Framework; and satisfactory performance on all cluster concept measures (e.g., program benchmark assessments) related to change agency in urban schools and communities. Support for student readiness for GACE II is also found in all major courses where course objectives are aligned with GACE II objectives.

PHASE III

Admission to Candidacy Upon completion of Pre-service teaching, which provides documentation of students' self-assessment and reflections on change agency for social justice, documentation of pedagogical competence, including culturally sensitive and culturally relevant pedagogy, knowledge of urban schools and communities, and insights into problem solving in these schools and communities; clinical faculty and supervising teachers' assessments of candidates' knowledge, skills, and dispositions; and candidates' attainment of required grade point average, students are admitted to candidacy for the degree and are recommended to receive clear, renewable certification.

CLARK ATLANTA UNIVERSITY – SCHOOL OF EDUCATION
DEPARTMENT OF CURRICULUM AND INSTRUCTION
APPLICATION PROCESS: UNDERGRADUATE TEACHER EDUCATION PROGRAMS

1. Arrange to receive the application electronically. You must have satisfied the GACE Program Admission Assessment requirement, have a GPA that is ≥ 3.0 , and be officially admitted to Teacher Education to enroll in junior and senior level Early Childhood classes.
2. Applications must be received no later than 5 p.m. on July 13th for fall admission. Bring application materials to the department or mail them (Department of Curriculum, Clark Atlanta University, Clement Hall 216, 223 James P. Brawley Drive, Atlanta, GA 30314) in time for them to be received by the deadline. Applications must include the following: (Interviews may be by Skype and Zoom)
 - i. Personal data form
 - ii. Two (2) appraisal forms completed by CAU faculty
 - iii. Responses to designated questions provided as a part of the electronic application
 - iv. Documentation of satisfying the Basic Skills requirement if available (See #3 below)
 - v. Documentation of test scores from official sources only. (See #3 below)
3. **No later than July 15th for fall admission**, hand-deliver, e-mail, or mail documentation (Original GACE, SAT, ACT, or GRE score reports; GACE e-mail notification accepted if confirmed on Georgia PSC web site; or by scores sent to CAU - notes from testing centers will not be acceptable documentation) verifying that you have satisfied the Basic Skills requirement. Should an additional test administration be scheduled that results in official scores being available after the deadline but before the first day of the semester's classes, scores may be submitted. However, since field placement availability could be affected if a number of candidates requested this exception, admission is not assured.
 - I. Evidence of passing the GACE Basic Skills test (reading, writing, mathematics)
 - II. ACT minimum of 43 (English + mathematics)
 - III. SAT minimum of 1000 before 7/1/19 and minimum of 1080 after 7/1/19 (reading/verbal + mathematics)
 - IV. GRE minimum of 1030 before 8/1/11 and new GRE after 8/1/11 candidates need a composite score of 297 (verbal + quantitative)

<https://www.gapsc.com/EducatorPreparation/Assessment/BasicSkillsInfo.aspx>
4. Bring or mail an unofficial copy of your transcript (printed from Banner) documenting a 3.0 GPA and grades of C or better in Composition, Mathematics, Speech, Educational Technology, and Educational Psychology to the Department of Curriculum as soon as grades are posted for the term preceding the semester for which you are applying.
5. Candidates must demonstrate backgrounds consistent with a *recommendation to be certified* by the Georgia Professional Standards Commission (PSC.) **The School of Education requires national criminal background checks once per year; and local criminal background checks each semester in which enrolled and prior to clinical practice.** After you submit your application, make an appointment with the Chair, of the Curriculum and Instruction Department Dr. Felicia Mayfield (404-880-6079; Clement Hall 217), to further discuss program requirements.
6. Notification of your application status will be issued after all steps have been completed.
7. Plan to attend the induction ceremony (held at the beginning of each fall semester).

Admissions Application - Personal Data Form

Last Name		First Name	
Birth Date		Gender	
Local Street Address		City	
State, Zip		Home Phone	
Cell Phone		Work Phone	
School Email Address		Alternate Email Address	
Emergency Contact Name		Emergency Contact Phone	
Permanent Street Address		City	
State, Zip		Home Institution	
Current GPA		Student Number	

Please do not write below this line.

Date received:

_____ Personal data form
_____ Appraisal form #1 completed by CAU faculty
_____ Appraisal form #2 completed by CAU faculty
_____ Responses to designated questions
_____ Unofficial transcript documenting GPA ≥ 3.0
_____ National background check dated no sooner than May 1 preceding the academic year of application documenting a background consistent with a recommendation to be certified by the Georgia Professional Standards Commission
_____ Documentation certifying satisfaction of the Basic Skills requirement

Remarks: _____

Accepted to Teacher Education Program: [] YES [] NO _____

(Date)

(Signature of Program Coordinator)

(Date)

(Signature of Department Chair)

APPRAISAL FORM

Student's Name: _____ Date: _____

Major: _____

Name of Respondent: _____

Title: _____ Campus Ext. _____

Directions: On the basis of what you have observed during your contacts with this student, please evaluate his/her qualifications for being admitted to our Teacher Education Programs.

Use the scale given below, and the criteria that follow, to predict the candidate's potential for success as a teacher.

- 5 = Superior
- 4 = Very Good
- 3 = Good
- 2 = Fair
- 1 = Unacceptable

ALL INFORMATION WILL BE STRICTLY CONFIDENTIAL

APPRAISAL FORM

Student's Name: _____ Date: _____

Major: _____

Name of Respondent: _____

Title: _____ Campus Ext. _____

RATING SCALE: 1=UNACCEPTABLE 2=FAIR 3=GOOD 4= VERY GOOD 5= SUPERIOR

I. Interests and Attitude

A.	Professional attitude toward ones' work					
	1. Cooperation	1	2	3	4	5
	2. Open-mindedness	1	2	3	4	5
	3. Attitude towards criticisms	1	2	3	4	5
B.	Interest/motivation for the teaching profession	1	2	3	4	5

II. Generalized Skills

A.	Voice expressiveness	1	2	3	4	5
B.	Use of English	1	2	3	4	5
	1. Skill in oral communication	1	2	3	4	5
	2. Skill in written communication	1	2	3	4	5

III. Personal Qualities

A.	Intelligence					
	1. Personal and professional judgment	1	2	3	4	5
	2. Forecasting and planning ability	1	2	3	4	5
	3. Intellectual acuity	1	2	3	4	5
B.	Emotional stability and poise	1	2	3	4	5
C.	Reliability					
	1. Dependability	1	2	3	4	5
	2. Conscientiousness	1	2	3	4	5
	3. Punctuality	1	2	3	4	5
D.	Adaptability	1	2	3	4	5
E.	Appearance	1	2	3	4	5
	1. Personal grooming	1	2	3	4	5
	2. Suitable attire	1	2	3	4	5
F.	Considerateness of Others					
	1. Courtesy	1	2	3	4	5
	2. Tact	1	2	3	4	5
	3. Empathy	1	2	3	4	5
G.	Initiative, originality, resourcefulness	1	2	3	4	5
H.	Enthusiasm, energy, vitality	1	2	3	4	5
I.	Sense of humor	1	2	3	4	5

COMMENTS (use the back of the page if necessary):

APPRAISAL FORM

Student's Name: _____ Date: _____

Major: _____

Name of Respondent: _____

Title: _____ Campus Ext. _____

Directions: On the basis of what you have observed during your contacts with this student, please evaluate his/her qualifications for being admitted to our Teacher Education Programs.

Use the scale given below, and the criteria that follow, to predict the candidate's potential for success as a teacher.

- 5 = Superior
- 4 = Very Good
- 3 = Good
- 2 = Fair
- 1 = Unacceptable

ALL INFORMATION WILL BE STRICTLY CONFIDENTIAL

APPRAISAL FORM

Student's Name: _____ Date: _____

Major: _____

Name of Respondent: _____

Title: _____ Campus Ext. _____

RATING SCALE: 1=UNACCEPTABLE 2=FAIR 3=GOOD 4= VERY GOOD 5= SUPERIOR

2. Interests and Attitude

A.	Professional attitude toward ones' work					
	1. Cooperation	1	2	3	4	5
	2. Open-mindedness	1	2	3	4	5
	3. Attitude towards criticisms	1	2	3	4	5
B.	Interest/motivation for the teaching profession	1	2	3	4	5

IV. Generalized Skills

A.	Voice expressiveness	1	2	3	4	5
B.	Use of English	1	2	3	4	5
	1. Skill in oral communication	1	2	3	4	5
	2. Skill in written communication	1	2	3	4	5

V. Personal Qualities

B.	Intelligence					
	1. Personal and professional judgment	1	2	3	4	5
	2. Forecasting and planning ability	1	2	3	4	5
	3. Intellectual acuity	1	2	3	4	5
B.	Emotional stability and poise	1	2	3	4	5
C.	Reliability					
	1. Dependability	1	2	3	4	5
	2. Conscientiousness	1	2	3	4	5
	3. Punctuality	1	2	3	4	5
D.	Adaptability	1	2	3	4	5
E.	Appearance	1	2	3	4	5
	1. Personal grooming	1	2	3	4	5
	2. Suitable attire	1	2	3	4	5
G.	Considerateness of Others					
	1. Courtesy	1	2	3	4	5
	2. Tact	1	2	3	4	5
	3. Empathy	1	2	3	4	5
G.	Initiative, originality, resourcefulness	1	2	3	4	5
H.	Enthusiasm, energy, vitality	1	2	3	4	5
I.	Sense of humor	1	2	3	4	5

COMMENTS (use the back of the page if necessary)

**DEPARTMENT OF CURRICULUM AND INSTRUCTION – SCHOOL OF EDUCATION – CLARK
ATLANTA UNIVERSITY
CANDIDATE ADMISSIONS/EXIT QUESTIONS**

Please respond to the following questions. Save your responses as a Microsoft Word document. Be sure to include your name in the file name. Send your responses to the following e-mail address: fmayfield@cau.edu. If you are answering the questions in partial fulfillment of exit requirements, also send your document to the instructor for the capstone course for which you are enrolled (Pre-service Teaching, Internship, or Cooperative Education).

1. What does the term “diversity” mean to you? How do you view your role as a prospective change agent for diversity in diverse schools and communities? What are you doing to develop your competence for this role?
2. What do you see as a major social justice issue faced by culturally diverse groups in diverse schools and communities? What are your thoughts on this issue?
3. What is your position on schools’ accommodation of learners whose home language is not English and students with exceptionalities, such as learning and/or physical disabilities?
4. Describe the culturally competent teacher.
5. What is critical thinking? Describe critical thinking as a tool in the development of change agents for diversity schools and community.

Responses to these questions, reviewed by a minimum of three departmental faculty members, enable the department to evaluate candidates at the beginning and end of their programs.

Admissions Expectations: Expectations for students responding to the questions in connection with admissions applications are average ratings on at least two questions at the Acceptable/Developing level or higher and no more than three average ratings at the Needs Improvement level. Applicants may be unfamiliar with some terms and may have very limited understanding of some concepts. Faculty reviewing responses are not looking for a particular “right” answer.

Exit Expectations: Expectations of candidates for teacher certification who are responding to the questions in connection with exit requirements are average ratings on at least two questions at the Desirable/Proficient level and no ratings at the Needs Improvement level.

5 = Distinguished:	Highly accurate identification of issues; very clear articulation of influences, competencies, principles
4 = Desirable/Proficient:	Accurate identification of issues; clear articulation of influences, competencies, principles
3 = Acceptable:	Partial identification of issues; fairly clear articulation of influences, competencies, principles
2 = Developing:	Vague identification of issues; competencies, principles
1 = Needs Improvement:	Inability to articulate influences; identification of non-issues

Interview Questions	Ratings				
	5 Distinguished Evaluation/Synthesis	4 Desirable/Proficient Analysis	3 Acceptable Application	2 Developing Comprehension	1 Needs Improvement Knowledge
	Desirable/Maturing		Acceptable/Developing		Unacceptable
1. How do you view your role as a prospective change agent for social justice for diverse schools and communities? What are you doing to develop your competence for this role?	Clear role identification, concrete plan for professional/personal development based on identified needs		Clear role identification, concrete plan for professional/personal development not well-developed or needs not accurately identified		Role not clearly identified, no plan for professional/personal development
2. What do you see as a major diversity social issue faced by culturally diverse groups in diverse schools and communities? What are your thoughts on this issue?	Accurate identification of social issues; Discussion covers salient aspects of issue with very clear articulation of influences		Social issue accurately identified; Discussion of influences lacks depth and specificity		Identification of a non-issue and/or vague or unsupported discussion of influences
3. What is your position on schools' accommodation of learners whose home language is not English?	Response reflects understanding of home and community language and of the role this language plays in the overall education of culturally diverse learners		Response reflects some understanding of home language and the role it plays in the overall development of culturally diverse learners		Response reflects a somewhat limited understanding of home community language, and position on role of school in accommodating this language is not clearly articulated with limited support from best practices, theories, and research
4. Describe the culturally competent teacher.	Description of cultural competence is built upon a definition that includes an awareness of cultural differences and one's ability to acculturate these differences into appropriate attitudes and behaviors while enhancing one's capacity to respond effectively in multicultural settings; discussion may also include ways of becoming culturally competent		Description of cultural competence is built upon a definition that includes at least two of the factors noted in the Desirable/Maturing description; discussion may or may not include ways of becoming culturally competent		Description of cultural competence is built upon a definition that includes only one of the factors noted in the Desirable/Maturing description; discussion does not include ways of becoming culturally competent
5. Describe critical thinking as a tool in the development of change agents to improve academic outcomes in diverse schools and communities.	Description of critical thinking includes factors as well as processes of critical thinking and details how critical thinking supports critical reflection, critical literacy, and critical dialogue as social tools and how these are used by critical thinking change agents		Description of critical thinking includes factors as well as processes of critical thinking and relates critical thinking to at least one of these: critical reflection, critical literacy, or critical dialogue and describes how the critical thinking change agent utilizes these tools		Description of critical thinking does not include either factors or processes involved in critical thinking and does not relate critical thinking to either critical reflection, critical literacy, or critical dialogue and does not show how these are used as tools for the critical thinking change agent
General Ratings	Ratings				
	5	4	3	2	1
6. Clarity of content	Responses are well-constructed and accurately articulated, integrated into personal philosophy, and demonstrate dispositions consistent with the School's conceptual framework.	Responses are well-constructed and accurately articulated and indicate receptivity to dispositions consistent with the School's conceptual framework.	Responses indicate a fundamental understanding of most of the terms and receptivity to dispositions consistent with the School's conceptual framework.	Responses indicate a limited understanding of terms and receptivity to dispositions consistent with the School's conceptual framework.	Responses indicate a lack of understanding of terms and questionable awareness of dispositions consistent with the School's conceptual framework.
7. Reflections on future	Sophisticated references to future role as an educator	Significant references to future role as an educator	Some references to future role as an educator	Limited reference to future role as an educator	No reference to future role as an educator

IV: Assessment and Evaluation	3	2	1	0
a. Uses informal and formal assessment strategies to plan and individualize curriculum and teaching practices.				
b. Observes, records, and assesses children's development and learning and engages children in self-assessment for the purpose of planning appropriate programs, environments, and interactions, and adapting for individual differences.				
c. Develops and uses authentic, performance-based assessments of children's learning to assist in planning and to communicate with children and parents.				
d. Participates and assists other professionals in conducting family-centered assessments.				
e. Selects, evaluates, and interprets formal, standardized assessment instruments and information used in the assessment of children, and integrates authentic classroom assessment data with formal assessment information.				
f. Develops and uses formative and summative program evaluation to ensure comprehensive quality of the total environment for children, families, and the community.				

Comments:

V: Professionalism	3	2	1	0
a. Reflects on their practices, articulate a philosophy and rationale for decisions, continually self-assess and evaluate the effects of their choices and actions on others (children, parents, and other professionals) as a basis for program planning and modification, and continuing professional development.				
b. Demonstrates an understanding of conditions of children, families, and professionals; current issues and trends; legal issues; and legislation and other public policies affecting children, families, and programs for children and the early childhood profession.				
c. Demonstrates an understanding of the early childhood profession, its multiple historical, philosophical, and social foundations, and how these foundations influence current thought and practice.				
d. Demonstrates awareness of and commitment to the profession's code of ethical conduct.				
e. Actively seeks out opportunities to grow professionally by locating and using appropriate professional literature, organizations, resources, and experiences to inform and improve practice.				
f. Establishes and maintains positive, collaborative relationships with colleagues, other professionals and families, and work effectively as a member of a professional team.				
g. Serves as advocates on behalf of children and their families, improved quality of programs and services for young children, and enhanced professional status and working conditions for early childhood educators.				
h. Demonstrates an understanding of basic principles of administration, organization, and operation of early childhood programs, including supervision of staff and volunteers and program evaluation.				
i. Dresses appropriately for teaching.				

Comments:

VI: Teaching Reading Competencies	3	2	1	0
a. Demonstrates a high level of competence in use of the English language area and knows, understands, and uses concepts from reading, language, and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.				
b. Demonstrates an understanding of the IRA Standards and their application to the classroom setting				
c. Demonstrates an ability to provide instructional practices grounded in scientifically based reading research (SBRR)				

Comments:

VII: Equity	3	2	1	0
a. Demonstrates a commitment to improving learning outcomes for underperforming students.				
b. Plans and implements strategies to improve learning outcomes for underperforming students.				

VIII: Overall Evaluation of Candidate
Would you recommend that this candidate be hired as a P-5 teacher? ___ Yes ___ No
Have you served as a cooperating teacher for pre-service teachers from other colleges/universities? If so, does this candidate demonstrate more instructional effectiveness than candidates of teacher preparation programs at other colleges/universities? ___ Yes ___ No

Comments:

Faculty Advisor's Signature:	Cooperating Teacher's Signature:
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Student's Signature:

CAEP EXPECTATIONS

*In compliance with CAEP, our cohort average must be 3.0. Therefore, any student below the 3.0 average may be attend classes with other admitted students on a probationary basis.

2. The wording for new CAEP requirements for admissions into a certification program:



CAEP Standard 3.2 which reads as follows:

“Candidates Demonstrate Academic Achievement

REQUIRED COMPONENT: The provider meets CAEP minimum criteria or the state’s minimum criteria for academic achievement, whichever are higher, and gathers disaggregated data on the enrolled candidates whose preparation begins during an academic year.

The CAEP minimum criteria are a **grade point average of 3.0** and a group average performance on nationally normed assessments or substantially equivalent state-normed assessments of

mathematical, reading, and writing achievement in the top 50 percent of those assessed. An EPP may develop and use a valid and reliable substantially equivalent alternative assessment of academic achievement. The 50th percentile standard for writing will be implemented in 2021.

“Starting in academic year 2016-2017, the CAEP minimum criteria apply to the group average of enrolled candidates whose preparation begins during an academic year. The provider determines whether the CAEP minimum criteria will be measured (1) at admissions, OR (2) at some other time prior to candidate completion.” <http://caepnet.org/standards/standard-3>

“Further, the Department of Curriculum and Instruction, in adherence to the governance of the Georgia Professional Standards Commission, shall consider a candidate’s entry into a certificate program upon receipt of a Pre-Service Certificate issued by the GaPSC. A practitioner who already possesses a profession GaPSC certificate will be considered for admissions, as well. Having meet all other requirements*, candidates lacking a 3.0 GPA or better and/or has performed below the 50 percentile on a standardized date shall carry a probationary status until both criteria a met. Prior to the time all expectations are met, the aspiring candidate shall carry the prefix “Emerging” to the Early Childhood Education—Elementary Education Major, MA Special Education Major, MAT Science Major, MAT Math Major, respectively.”

*https://www.gapsc.com/Certification/Downloads/PreS_Certificate_Process_Diagram.pdf

*<https://www.gapsc.org/portal/Documents/PreService%20Packet.pdf>

