

EARLY CHILDHOOD EDUCATION TEACHER CANDIDATE HANDBOOK



DALTON STATE COLLEGE
SCHOOL OF EDUCATION
ACADEMIC YEAR 2011-2012

WELCOME TO THE DALTON STATE COLLEGE TEACHER EDUCATION PROGRAM!!!

Congratulations on your acceptance into the Dalton State College School of Education Teacher Education Program!

You are entering the most noteworthy period of your professional preparation. You have successfully completed two years of basic content courses and basic skills testing. As an official *Dalton State College* Teacher Candidate, you will enter into the world of pedagogical knowledge. Your current training will prepare you to assimilate and accommodate into the teaching profession by focusing on two major areas: a) complex content knowledge and b) emphasis on how to plan and deliver instruction for each content area. Along with your course work requirements, you will also spend two days a week implementing your coursework in actual classrooms on various campuses to begin your induction into the teaching profession.

DSC School of Education faculty and staff are here to support your completion of the teacher education program. If you should have any questions or need further information, please do not hesitate to contact the School of Education. Our contact information is listed below.



DALTON STATE COLLEGE
SCHOOL OF EDUCATION

www.daltonstate.edu/education/index.htm

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School of Education Mission Statements, Beliefs, Purposes and Goals

The mission of the School of Education is to prepare *competent, collaborative, caring, and reflective educators* who are committed to excellence in their profession. The School of Education's mission is aligned with Dalton State College's mission of providing broad access to quality higher education to the population of Northwest Georgia, thereby enhancing the region's economic vitality and quality of life. The School of Education's mission is further supported by the School of Education's philosophy that each student is a unique learner and is further expressed in the School of Education's goals. The mission is the context for how professional, state, and institutional standards are addressed in the DSC professional teacher education programs.

The School of Education's commitment to the preparation of professional educators for a diverse community of learners reflects the School of Education's commitment to ensure Teacher Candidates acquire the knowledge, skills, and dispositions stated in the Mission Statement of preparing *competent, collaborative, caring, and reflective educators*. The School of Education believes that each element in the Mission Statement is of equal value, and is critical to the preparation of professional educators who are committed to offering children equitable educational opportunities. The commitment supported by the philosophy and the School of Education's beliefs and further expressed in the School of Education's goals, is the context for how professional, state, and institutional standards are addressed in the Education School of Education's professional teacher education programs. Candidates' proficient demonstration of the knowledge, skills and dispositions of the Conceptual Framework embraces the competencies and proficiencies of the Interstate New Teacher Assessment and Support Consortium Principles (INTASC Principles) and the Georgia State Standards.

Professional Outcomes

To prepare professional educators who are:

- Knowledgeable, culturally responsive, responsible, and appreciative of diversity among learners
- Competent in their chosen area of academics and able to integrate subject matter content with pedagogy
- Leaders and partners in school improvement and educational advocates
- Able to use technology to enhance teaching and learning
- Committed to self-assessment and reflection

Purposes, Beliefs, and Goals:

- All children are unique learners and grow and develop over their lifetime
- Learners have different developmental rates, cognitive styles, and experiences
- Developmentally appropriate opportunities must address learners' areas of aesthetic, cognitive, emotional, language, physical, and social development
- A child-centered, risk-free environment is critical to the success of the learner
- The school environments should build on the diversity of culture, experiences, ethnicity, abilities, and perspectives of learners
- Learners must be actively engaged in the learning process
- Effective teachers must possess a strong academic background, in both content and pedagogy
- Collaboration with parents and community are essential to the teaching and learning process
- Teachers must view themselves as advocates of children, as leaders in the community, and as competent decision makers
- Teachers must show confidence in their ability to assess learners, utilize best teaching practices, and positively affect student achievement
- Teachers must be committed to lifelong learning
- Teachers must be focused on learner outcomes

Admission into the Teacher Education Program

Bachelor of Science in Early Childhood Education (with and without ESOL endorsement)

The semester before entering the Teacher Education Program Block I courses, the student must apply to the program. A student may apply for program admission either in the fall or spring semester. Deadlines for teacher education applications are listed on the School of Education application packet and posted on the School of Education website.

Teacher education requirements are:

1. Completion of all core requirements for Areas A, B, C, D, E, and F
2. GPA of **2.7 or above** in cumulative academic work
3. Completion of Area A courses with a grade of **C or above** in each course
4. Completion of Area F courses with a grade of **C or above** in each course
5. Completion of Oral Communications – COMM 1110 with a grade of **C or above**
6. Completed Application for Admission to Teacher Education Program
7. Successful completion of **GACE Basic Skills Assessment** or evidence of exemption (see exemptions below)
8. Current State Criminal Background Check Report & release form (may be obtained at www.Certified Background.com)
9. Current Professional Teacher Liability Insurance
10. Three (3) letters of reference from professional sources
*one required from your Investigating Critical & Contemporary Issues in Education Instructor
11. Satisfactory completion of **Georgia History/Constitution** requirements (required of GA Teacher Candidates ~ will be indicated on transcript)

***GACE Basic Skills Assessment Test** score requirements: 220 on each of the three tests (no composite)

***Exemption from GACE:** SAT = minimum combined verbal and math score of 1000; or ACT = minimum combined English and math score of 43; or GRE = minimum combined verbal and quantitative score of 1030

Post Baccalaureate Initial Certification (with and without ESOL endorsement)

The semester before entering the Teacher Education Program Block I courses, the student must apply to the program. A student may apply for program admission either in the fall or spring semester. Deadlines for teacher education applications are listed on the School of Education application packet and posted on the School of Education website.

Teacher education requirements are:

1. Completion of all core requirements for Areas A, B, C, D, E, and F
2. GPA of **2.7 or above** in cumulative academic work
3. Completion of Area A courses with a grade of **C or above** in each course
4. Completion of Area F courses with a grade of **C or above** in each course
5. Completion of Oral Communications – COMM 1110 with a grade of **C or above**
6. Completed Application for Admission to Teacher Education Program
7. Successful completion of **GACE Basic Skills Assessment** or evidence of exemption (see exemptions below)
8. Current State Criminal Background Check Report & release form (may be obtained at www.Certified Background.com)
9. Current Professional Teacher Liability Insurance
10. Three (3) letters of reference from professional sources
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Teacher Education Program Information

DSC offers candidates four options for an initial licensure/certification: early childhood education, early childhood education with ESOL endorsement, or post baccalaureate initial certification. All licensure programs require candidates to enter the program via cohort groups that will rotate through various course sections over the ensuing two years. The early childhood education professional education programs are organized into five Blocks: Blocks I, II, Summer Block, Block III, and Block IV (Clinical Practice). The professional programs are delivered in consecutive semesters and have a fall and spring semester entry point.

To meet the Georgia Board of Regents requirements, candidates participate in extensive field experiences in multiple culturally diverse settings while enrolled in the professional programs. Candidates are expected to demonstrate content and pedagogical knowledge acquired in their early childhood and ESOL courses as well as demonstrates performances of skills and dispositions related to their early childhood and ESOL courses. Candidates are required to complete successfully each Block prior to enrollment in the successive Block.

Teacher Candidate Information

Teacher Candidates must follow the policies and procedures of the partner school. As representatives of both DSC and the teaching profession, Teacher Candidates are expected to maintain high standards of personal and professional ethics and are expected to adhere to Georgia's *Code of Ethics*. This code governs the professional conduct of educators in Georgia.

Candidates enrolled in pre-professional courses and professional courses learned about the Code of Ethics, and professional expectations. Copies of the *Code of Ethics* may be obtained from the Georgia Professional Standards Commission at <http://www.gapsc.com/Professionalpractices/NEthics.asp>

A student who is dismissed from any program in the School of Education for documented unethical or unprofessional behavior may not be readmitted to the School of Education.

Dress Code

Teacher Candidates enrolled in the pre-professional and professional education courses should be dressed and groomed according to professional standards. They must identify and comply with the adopted dress code of the School of Education. To ensure that Teacher Candidates understand the dress code, expectations are clarified in each block seminar prior to Teacher Candidates reporting to schools. If there is doubt about appropriate dress codes, Teacher Candidates should check with their DSC Supervisor or the School of Education. Body pierces and tattoos will be covered. The Teacher Candidate will observe and abide by the Georgia Code of Ethics.

Failure to do so, or failure to conform to the school/teacher handbook, will result in immediate removal from the field experience or clinical practice placement.

Attendance, Punctuality, and Transportation

Regular attendance and punctuality are mandatory. It is important that Teacher Candidates demonstrate an understanding of the importance of regular and punctual attendance. When the Teacher Candidate plans a schedule with the Site Supervising Teacher, this becomes an agreement to be kept by the Teacher Candidate. If a Teacher Candidate does not report when expected, this is deemed as an absence. The Teacher Candidate is responsible for obtaining phone numbers of Site Supervisor, DSC Supervisor, and the placement school office. *In cases of illness or emergencies, the Teacher Candidates must notify the School of Education office at 706-272-2362, the Site Supervising Teacher, the DSC Supervisor, and the placement school's office. Irregular attendance and poor punctuality will be addressed immediately by the DSC Supervisor. All missed field placement days MUST be made up.*

While placed in a school, Teacher Candidates **must** sign in and out through the school office at each visit. This will assist in the verification of attendance and number of hours completed by each candidate. Each candidate is required to keep and submit documentation of field hours to the School of Education. Teacher Candidates will acquire a DSC ID badge, which will be worn at all times the candidate is in a school setting. If Teaching Candidate loses DSC ID card, they are expected to obtain a replacement card and incurred expenses.

Teacher Candidates are responsible for making their own travel arrangements to the assigned Field Experience and Clinical Practice throughout the program.

Relationships

Professional acquaintances and contacts, formal and/or informal, are important to the transition from being a Teacher Candidate to becoming a teacher. Although many school settings are conducive to interesting and professional discussions, Teacher Candidates should exercise respectful discretion when voicing their personal views. Confidentiality is expected in all professional discussions. These discussions may give Teacher Candidates access to confidential student and/or school information. It is important that this information be used only in professional circumstances.

Classroom Management

Many Teacher Candidates are greatly concerned about classroom management. This is normal, for it is an area in which the teacher candidate has generally had very little experience. Teacher Candidates will rely heavily on the site teacher's guidance in setting standards and limits in the classroom.

During the beginning week of either Field Experiences or Clinical Practice, the Site Supervising Teacher should discuss with the Teacher Candidate the school and/or the classroom's discipline plan. The Site Supervising Teacher should specify to the Teacher Candidate which discipline measures have been identified by the school as appropriate and which ones can be administered by the Teacher Candidate. Teacher Candidates are **NOT** to use corporal punishment. Teacher Candidates are **NOT** to be called on to witness corporal punishment. When substitute teachers replace the Site Supervising Teacher, they, *not the Teacher Candidates*, have legal responsibility for discipline.

Some of the following measures may help build the type of Site Supervising Teacher-Teacher Candidate relationship, which should help to prevent management problems.

- Respect the worth and dignity of the individual.
- Seek to attain a high degree of participation.
- Plan thoroughly.
- Learn and make use of names quickly.
- Be alert, keep your eyes open, and focus attention on the total situation.
- Plan for use of freedom and responsibility of movement in classroom, corridors, and lunchroom.
- Exhibit poise, dignity, and calmness at all times.
- Stop little things before they gain momentum without undue emphasis on their seriousness.
- Be warm and friendly, but be firm.

Substitute Teaching

During the Field Experiences and/or Clinical Practice, there may be an occasion when the Site Supervising Teacher is absent from school. Sometimes, when this absence occurs, the Teacher Candidate is called upon to teach. However, the State of Georgia requires the presence of a certified teacher or system authorized substitute in the classroom at all time in order for the Teacher Candidate to accept responsibility for instruction. The authorized substitute or certified teacher holds ultimate responsibility for supervision of the students when the Site Supervising Teacher is not present.

Should this situation occur during the first few weeks of Field Experiences/Clinical Practice, the Teacher Candidate should contact their DSC Supervisor.

If the Teacher Candidate has been listed on the system's certified substitute list, the Teacher Candidate may not serve as a substitute during the professional education Field Experiences and Clinical Practice.

Reimbursement

Teacher Candidates may not be paid for any duties that are a part of the Field Experience or Clinical Practice. This criterion covers any work performed with students or any other aspect of school responsibility.

Confidentiality

Under the guidance of the Site Supervising Teacher, the Teacher Candidate may have access to student records and/or other school records. It is important that this information be used in a professional manner and remains confidential. The Teacher Candidate is reminded that the confidentiality of all student records is protected by the *Family Educational Rights and Privacy Act* (FERPA). Under no circumstances can information be released to or discussed with any unauthorized person. If a Teacher Candidate has a question or a concern, the candidate should speak with the Site Supervising Teacher or the building administrator.

Status in the Classroom

The Teacher Candidate has no legal, professional, or certificated status in public school classrooms in Georgia. No legal action is on record that has established precedents regarding the clarification of this status. At all times, the ***Site Supervising Teacher maintains legal responsibility for pupils in his or her classroom. Teacher Candidates are reminded, however, that they can be held liable for negligent or intentional acts or omissions that result in harm to children in their care.***

Policy on Dispensing Medications

Georgia law permits educators to dispense and administer medications. Immunities from liability that exist for certificated personnel and education agency employees do not extend to DSC Teacher Candidates participating in the Field Experiences and Clinical Practice.

While it is important for Teacher Candidates to understand the process of administering these services, the liability issues surrounding possibly invasive and potentially injurious procedures require that the Teacher Candidate be a passive observer while the Site Supervising Teacher actually dispenses the medication or performs the related service. ***If the Teacher Candidate is asked or encouraged to dispense medications or perform related services, he or she must refuse to do so***, citing possible exposure to liability should any adverse reactions occur. Remember, the immunity of the Site Supervising Teacher does not extend to the Teacher Candidate. The DSC Supervisor must be notified if the Teacher Candidate feels pressured to participate in these activities.

Teacher Education Field Experience Fees

Each candidate enrolled in the DSC Professional Education program will be charged a \$62.50 per semester Teacher Education Field Experience fee (total \$250.00 fee over the duration of the program). These funds will be used for costs associated with Field Experiences and Clinical Practice such as evaluation materials and supervisors' travel, payment of honoraria to Site Supervising Teachers who will supervise Teacher Candidates and other expenses incurred. This fee is assessed each time a candidate is enrolled in the block courses (Blocks I, II, III, and Block IV- Clinical Practice). Fees will not be incurred for the Summer Block(s).

LiveText Fee

Each candidate enrolled in the DSC Professional Education program will be charged a \$98 one-time fee during the Block I semester. The fee will be assessed during the candidate's first INTECH training date. These funds will be used for costs associated with the use of LiveText, our School of Education's data management system.

Medical Insurance

At the beginning of the field experience assignment, the Teacher Candidate should give personal emergency information to the Site Supervising Teacher. Teacher Candidates are not employees of the school system where they are placed and are not provided any medical, accidental, or workman's compensation insurance. Teacher Candidates are reminded that they are eligible to join the *American College Student Association (ACSA)*, which offers a major medical health plan. Teacher Candidates are encouraged to obtain additional coverage.

PSC Computer Skill Competency Requirement

Teacher Candidates enrolled in Blocks I, II, III, and IV (Clinical Practice) are required to complete a series of technology-related modules on-line in accordance with the Professional Standards Commission (PSC) technology requirement. These modules will require Teacher Candidates to produce and complete projects that demonstrate their ability to integrate technology into their instruction with students during the Clinical Practice. Upon successful completion of all modules and projects and on the recommendation from ETC certified instructors, Teacher Candidates will be recommended for licensure as having met the PSC computer competency requirement. If a Teacher Candidate does not meet the requirements as established by the ETC and the PSC, the candidate will **NOT** be recommended for licensure.

Block Information

Block I

(See additional Teacher Candidate Information – pgs. 7 -10)

In Block I, candidates are enrolled in 16 hours of professional course work and will participate in the field experience in public school classrooms. Teacher candidates will spend two full days per week (Tuesday/Thursday OR Monday/Wednesday) at designated sites. Teacher Candidates will arrive daily at 7:30 A.M. and remain at the school site until 3:00 P.M. In Block I, the candidate will be placed in an estimated 150 hours of an early childhood setting. Additionally, if a teacher candidate is working towards their ESOL endorsement, the teacher candidate will have 15 hours in an ESOL middle school setting and 15 hours in an ESOL high school setting incorporated into their 150 hours of field experience.

Block I is an exciting, challenging semester where Teacher Candidates begin their professional work in the field while attending courses. The DSC Block I Candidate is in his or her first semester of teacher preparation. Block I candidates will learn from observations and assisting the Site Supervising Teacher. It is important that the Site Supervising Teacher explain **what** and **why** activities are accomplished.

While observation and discussion is a very important part of the Block I field experience, the DSC Teacher Candidate is not there just to be an observer. He/she is there to help the Site Supervising Teacher in any way possible – reading to the children; working with a small group or individual; supervising tables; walk children to the library, lunch, or recess; making a game; grading papers, etc. However, all activities must be supervised.

Responsibilities of Block I Teacher Candidates

Candidates understand that becoming a teacher is a serious commitment. Teacher Candidates are expected to be dependable and on time on their schedule days. Lateness or frequent absences may result in the Candidate failing the field experience placement portion of their semester block. *All missed placement days must be made up.* Teacher Candidates placed in the ESOL setting in middle or high school are expected to be actively engaged with second language learners and to assist the ESOL teacher in classroom activities.

1. Combine observations and assistance to the Site Supervising Teacher.
2. Apply course content or collect specific information for discussion in class (see the course syllabus for specific information).
3. Assume active roles with individual children or small groups as quickly as possible. It is understood that any learning experiences planned by Candidate should fit with the Site Supervising Teacher's overall plans.
4. Carry out the course requirements listed in the professional courses syllabi.
5. Meet Block I requirements.
6. Maintain documentation of attendance and hours in field assignment.
7. Dress professionally.
8. Begin development of professional portfolio.

Field Experience Assessment:

Grades for Field Experience will be a part of the academic grade for the Professional Seminar I (EDUC 3285) and will be based on performance in field placements. Successful completion of Field Experience is a minimum requirement for passing Seminar I. Teacher candidates must receive a Satisfactory (S) in the seminar course. If a candidate receives an Unsatisfactory (U), the candidate fails Seminar I and may not move to the next block. Candidates must also pass all professional education courses with a grade of "C" or above to move to the next Block.

Block I Teacher Candidates will be assessed by the Site Supervising Teacher with a midterm and final School of Education Assessment of Professional Behaviors Disposition (APBD) with a required score of 3.0 or above. Teacher candidates receiving below a 3.0 will be placed on a Professional Growth Plan (see page 21).

Responsibilities of Block I Site Supervising Teacher:

1. Serve as a positive role model in education
2. Maintain open communication necessary for productive team work
3. Observe and evaluate the Teacher Candidate in all settings
4. Share positive and negative feedback with the Teacher Candidate
5. Assist the Candidate in:
 - Understanding the comprehensive duties of a teacher
 - Becoming acquainted with the diversity of the learners in the classroom and how to plan instruction to meet their needs
 - Learning about the school facilities
 - Demonstrating an individual teaching style

Site Teachers are encouraged to contact the Director of Field Experiences with questions or concerns.

Block II

(See additional Teacher Candidate Information – pgs. 7- 10)

In Block II, candidates are enrolled in 16 hours of professional course work. In addition, Block II candidates will spend two full days per week (Tuesday/Thursday OR Monday/Wednesday) at designated sites. Teacher Candidates will arrive daily at 7:30 A.M. and remain at the school site until 3:00 P.M.

Block II field experiences are designed to enhance the professional outcomes of knowledge, skills, and dispositions Teacher Candidates will gain and develop while enrolled in social studies methods, math methods, reading methods, and ESOL course. Teacher Candidates learn about a variety of approaches to curriculum development and implementation, including planning for specific curriculum areas, differentiated instruction, and strategies to work with second language learners. Teacher Candidates will be able to apply the knowledge and skills gained from these courses in classroom settings.

As Teacher Candidates progress in their field placement sites, they will take a more active role in the classroom and experience aspects of the teaching process. The Teacher Candidate should become fully engaged in the classroom as soon as possible. This should be accomplished by permitting the Candidate to work with children as soon as possible.

Teacher Candidates can be expected to work with small groups of children at the beginning of field experiences. In Block II, Teacher Candidates are expected to be responsible for teaching small groups of children, and for preparing and delivering instructional lessons during the semester. *It is important that the Site Supervising Teacher and Teacher Candidate find time to review the information provided in the course syllabi.*

Block II Teacher Candidate Responsibilities:

1. Teacher Candidates initially combine observations and assistance to the Site Supervising Teacher as they become acquainted with the students, teachers, routines, and the building.
2. Teacher Candidates placed in the early childhood setting are expected to assume active roles with individual students and small groups as quickly as possible. It is important for the Block II Teacher Candidate and their Site Supervising Teacher to develop plans on how the Teacher Candidate's role will expand during the term. It is understood that any learning experiences planned by the Teacher Candidate should fit with the Site Supervising Teacher's overall plans. Frequent discussion between the Teacher Candidate and Site Supervising Teacher will be valuable for professional growth.
3. Teacher Candidates are required to carry out the course requirements listed in the syllabi from their instructors. Further, Teacher Candidates are required to meet the Block II requirements.
4. Teacher Candidates are responsible for maintaining documentation of their hours in both field settings.
5. Teacher Candidates will be supervised by DSC Supervisors in conjunction with the Site Supervising Teacher.
6. In the early childhood placement, Teacher Candidates will add to the development of their **professional e-portfolio** and be prepared to demonstrate evidence of progress toward completion of the portfolio. Contents will be identified in professional courses.
7. Teacher Candidates must be willing to co-teach with Site Supervisors.
8. Teacher candidates will provide the DSC Supervisor the following documents at the end of the first week of placement:
 - a. Copy of the candidate's schedule (class days,/times, enrolled courses)
 - b. Copy of DSC semester schedule
 - c. Copy of the site school semester schedule
 - d. Copy of the Site Teacher's schedule

In addition to the regularly expected co-teaching in the early childhood placement, the Teacher Candidate will develop and deliver three instructional lesson plans. Plans must be in the content areas of social studies, mathematics, and reading. These lessons must be approved by the site teacher, and a copy of the lesson plan must be prepared and approved for the DSC Supervisor prior to delivery. Each delivered lesson will be assessed by the DSC Supervisor and/or Site Supervising Teacher.

Field Experience Assessment:

Grades for Field Experience will be a part of the academic grade for the Professional Seminar II (EDUC 3286) and will be based on performance in field placements. Successful completion of Field Experience is a minimum requirement for passing Seminar II. Teacher candidates must receive a Satisfactory (S) in the seminar course. If a candidate receives an Unsatisfactory (U), the candidate fails Seminar II and may not move to the next block. Candidates must also pass all professional education courses with a grade of “C” or above to move to the next Block.

Block II Teacher Candidates will be assessed as follows:

*** DSC Supervisor will complete a midterm and final TCOI - Teacher Candidate Observation Instrument. Candidates must receive an average score of 2.0 on both midterm and final assessment. Candidates must receive a minimum score of 2.0 on each item of the rubric.**

*** DSC Supervisor will complete a SABD – Supervisor Assessment of Behaviors and Dispositions instrument at the end of the semester. Candidates must receive a required score of 3.0 or above on each item of the rubric.**

*** Site Supervising Teacher will complete a midterm and final APBD -Assessment of Professional Behaviors Disposition with a required score of 3.0 or above on each item on the rubric.**

Teacher candidates receiving below a 2.0 average on the TCOI, below a 3.0 on any item the APBD and SABD, or receiving a 1 on any individual item on the TCOI, APBD, and/or SABD rubric will be placed on a Professional Growth Plan (see page 21).

Responsibilities of Block II Site Supervising Teacher:

1. Serve as a positive role model in education
2. Maintain open communication necessary for productive team work
3. Review any instructional plans and provide feedback prior to and after delivery
4. Observe and evaluate the Teacher Candidate in all settings
5. Complete the planning and teaching schedule with the Teacher Candidate early in the experience
6. Assist the Teacher Candidate in:
 - Understanding the comprehensive duties of a teacher
 - Becoming acquainted with the diversity of the learners in the classroom and how to plan instruction to meet their needs
 - Learning about the school facilities
 - Demonstrating an individual teaching style
 - Becoming involved in co-curricular and professional activities
 - Assuming classroom responsibilities on a limited basis
 - Developing short and long range plans
 - Developing lesson plans
 - Enhancing their creativity and originality

7. It is recommended that the Teacher Candidate in early childhood placements have opportunities to co-teach with the Site Supervising Teacher or teach from the Site Supervising Teacher's lesson plans. The goal is to prepare the Teacher Candidate to be integrated into the instructional arena in order to fully understand the roles and responsibilities of the professional educator.

Site Teachers are encouraged to contact the Director of Field Experiences with questions or concerns.

Summer Block

Teacher Candidates enrolled in Summer Block courses are assessed by their instructors. Candidates complete directed Field Experience in a partnership elementary school or designated organization. Candidates must meet the requirements of the course syllabi in order to move to next block.

Block III

(See additional Teacher Candidate Information – pgs. 7- 10)

In Block III, candidates are enrolled in 16 hours of professional course work. In addition, Block III candidates will spend two full days per week (Tuesday/Thursday OR Monday/Wednesday) at designated sites. Teacher Candidates will arrive daily at 7:30 A.M. and remain at the school site until 3:00 P.M.

Block III Field Experience is designed to enhance the knowledge and skills Teacher Candidates will gain and develop while enrolled in science methods, math methods, reading strategies/assessment, and ESOL course. Teacher Candidates will learn about a variety of approaches to curriculum development and implementation, including planning for specific curriculum areas, differentiated instruction, and strategies to work with second language learners. Teacher Candidates will be able to apply the knowledge and skills gained from these courses in classroom settings.

As Teacher Candidates progress in their Field Experience at the assigned sites, they are expected to take a more active role in the classroom and experience all aspects of the teaching process in preparation for the Clinical Practice (student teaching) experience the following semester in Block IV. Plans need to be made for the Teacher Candidate to become fully engaged in the classroom as soon as possible. This should be accomplished by permitting the Candidate to work with children from the onset.

In Block III, Teacher Candidates are expected to be responsible for teaching small groups of children, and for preparing and delivering a minimum of *three* instructional lessons to the whole class. ***It is important that the Site Supervising Teacher and Teacher Candidate find time to review the information provided in the course syllabi.***

Block III Teacher Candidate Responsibilities:

1. Teacher Candidates initially combine observation and assistance to the Site Supervising Teacher as they become acquainted with the students, teachers, routines, and the building.
2. Teacher Candidates are expected to assume active roles with individual students and small groups as quickly as possible. It is important for the Block III Teacher Candidate and their Site Supervising Teacher to develop plans on how the Teacher Candidate's role will expand during the term. It is understood that any learning experiences planned by the Teacher Candidate should fit with the Site Supervising Teacher's overall plans. Frequent discussion between the Teacher Candidate and Site Supervising Teacher will be valuable for professional growth.
3. Teacher Candidates are required to carry out the course requirements listed in the syllabi from their instructors. Further, Teacher Candidates are required to meet the Block III requirements listed on the attached page and to document meeting said requirements.
4. The Teacher Candidate is expected to co-teach with the Site Supervising Teacher or teach from the Site Supervising Teacher's lesson plans on a regular basis (preferably each week).
5. Teacher Candidates are responsible for maintaining documentation of their hours in the field.

6. Teacher Candidates will be supervised by DSC Supervisors in conjunction with the Site Supervising Teacher.
7. Teacher Candidates will add to the development of their **professional e-portfolio** and be prepared to demonstrate evidence of progress toward completion of the portfolio. Contents will be identified in class meetings.
8. Teacher Candidates must be willing to co-teach with Site Supervisors.
9. Teacher candidates will provide the DSC Supervisor the following documents at the end of the first week of placement:
 - a. Copy of the Candidate's schedule (class days, times, enrolled courses)
 - b. Copy of DSC Semester Schedule
 - c. Copy of the Site School Semester Schedule
 - d. Copy of the Site Teacher's Schedule

In addition to the regularly expected co-teaching in the early childhood placement, the Teacher Candidate will develop and deliver three instructional lesson plans. Plans must be in the content areas of science, mathematics, and reading. These lessons must be approved by the site teacher, and a copy of the lesson plan must be prepared and approved for the DSC Supervisor prior to delivery. Each delivered lesson will be assessed by the DSC Supervisor and/or Site Supervising Teacher.

Field Experience Assessments:

Grades for Field Experience will be a part of the academic grade for the Professional Seminar III (EDUC 4284) and will be based on performance in field placements. Successful completion of Field Experience is a minimum requirement for passing Seminar III. Teacher candidates must receive a Satisfactory (S) in the seminar course. If a candidate receives an Unsatisfactory (U), the candidate fails Seminar III and may not move to the next block. Candidates must also pass all professional education courses with a grade of "C" or above to move to the next Block.

Block III Teacher Candidates will be assessed as follows:

*** DSC Supervisor will complete a midterm and final TCOI - Teacher Candidate Observation Instrument. Candidates must receive an average score of 2.5 on both midterm and final assessment. Candidates must receive a minimum score of 2.5 on each item of the rubric.**

*** DSC Supervisor will complete a SABD – Supervisor Assessment of Behaviors and Dispositions instrument at the end of the semester. Candidates must receive a required score of 3.0 or above on each item of the rubric.**

*** Site Supervising Teacher will complete a midterm and final APBD -Assessment of Professional Behaviors Disposition with a required score of 3.0 or above on each item on the rubric.**

Teacher candidates receiving below a 2.5 average on the TCOI, below a 3.0 on any item the APBD and SABD, or receiving a 1 on any individual item on the TCOI, APBD, and/or SABD rubric will be placed on a Professional Growth Plan (see page 21).

Responsibilities of Block III Site Supervising Teacher:

1. Serve as a positive role model in education
2. Maintain open communication necessary for productive team work
3. Review any instructional plans and provide feedback prior to and after delivery
4. Observe and evaluate the Teacher Candidate in all settings

5. Complete the planning and teaching schedule with the Teacher Candidate early in the experience
6. Explore co-teaching opportunities with your Teacher Candidate.
7. Assist the Teacher Candidate in:
 - Understanding the comprehensive duties of a teacher
 - Becoming acquainted with the diversity of the learners in the classroom and how to plan instruction to meet their needs
 - Learning about the school facilities
 - Demonstrating an individual teaching style
 - Becoming involved in co-curricular and professional activities
 - Assuming classroom responsibilities on a limited basis
 - Developing short and long range plans
 - Developing lesson plans
 - Enhancing their creativity and originality
8. It is recommended that the Teacher Candidate in early childhood placements have opportunities to co-teach with the Site Supervising Teacher or teach from the Site Supervising Teacher's lesson plans. The goal is to prepare the Teacher Candidate to be integrated into the instructional arena in order to fully understand the roles and responsibilities of the professional educator.

Site Teachers are encouraged to contact the Director of Field Experiences with questions or concerns.

Block IV: Clinical Practice

(See additional Teacher Candidate Information – pgs. 7- 10)

Clinical Practice Team

The capstone experience of teacher preparation is the Clinical Practice, an experience seen by many as one of the most exciting experiences in preparation for becoming a certified teacher. Capstone refers to the culminating point in the initial teacher preparation program. Teacher Candidates should be prepared to commit themselves to hard work that will result in maximum growth.

Three team members interact during Clinical Practice: Teacher Candidate, Site Supervising Teacher, and the DSC Supervisor. The team's focus is on the Teacher Candidate and her or his development. The DSC Supervisor and Site Supervising Teacher will significantly influence a Teacher Candidate's professional development. Their responsibilities are described in later sections of this document.

The Clinical Practice Team begins by means of initial contact with the DSC Supervisor during the orientation session that precedes the formal beginning of Clinical Practice. Following that session, there will be several opportunities for interaction with the DSC Supervisor.

Block IV Teacher Candidate Responsibilities

The Teacher Candidate Clinical Practice is a vital component in preparation to becoming a teacher. It is that time when Teacher Candidates are directly involved in a sustained and concentrated period of training in a local school setting with the collaboration of the school district and under the authority of the School of Education of Dalton State College. This is the period when the Teacher Candidate is enabled to make practical use of the principles, methods, knowledge, dispositions, and materials that have been developed or acquired in their professional education courses. It is a time when candidates demonstrate the knowledge, skills, and dispositions stated as Professional Outcomes in the Conceptual Framework.

Clinical Practice is the culminating component of the teacher education program. Teacher Candidates are enrolled in a full semester, 12 credit hour experience. Block IV candidates will spend five days per week (Monday-Friday) at designated sites. Teacher Candidates will arrive daily at 7:30 A.M. and

remain at the school site until 3:00 P.M. Clinical Practice is carried out in a carefully selected school under the immediate supervision of an experienced Site Supervising Teacher and the general supervision of a DSC Supervisor, who is a specialist in the student's teaching field.

During the semester, the increasing responsibility for planning, organizing, and delivering instruction is assumed by the Teacher Candidate. When the supervisors deem it appropriate, the Teacher Candidate responsibilities increase to include full-time teaching for a minimum of two consecutive weeks. After the required full-time teaching period, the Teacher Candidate may continue to teach as a member of the teaching team. Full participation as a professional in the classroom will continue until the end of the semester.

Small group meetings, conducted by the DSC Supervisor, or DSC faculty, may be held at various times during the Clinical Practice term. Attendance at all meetings is required.

Employment during Clinical Practice

Clinical Practice is a full-time responsibility. Therefore, Teacher Candidates are strongly encouraged to devote all of their energies to the Clinical Practice experiences. Employment during the Clinical Practice semester could seriously jeopardize a Teacher Candidate's performance. Past experience has indicated that employment during Clinical Practice hinders the Teacher Candidate's effectiveness.

Grades

The final grade for Teacher Candidate enrolled in Clinical Practice is officially determined by the DSC Supervisor but is a result of collaboration between the DSC Supervisor and Site Supervising Teacher. The final grade is based on the Teacher Candidate's performance during the entire semester. Continuous Evaluation procedures, demonstrated competencies identified on the assessments and periodic observations provide the basis for determination of the grade.

Teacher Candidates earn a grade of Satisfactory (S) or Unsatisfactory (U). The grade of Incomplete, "I" may only be assigned as a result of non-academic factors (example: prolonged illness). **ALL ABSENCES MUST BE MADE UP.**

Block IV Teacher Candidates will be assessed as follows:

*** DSC Supervisor will complete a midterm and final TCOI - Teacher Candidate Observation Instrument. Candidates must receive an average score of 3.0 on both midterm and final assessment. Candidates must receive a minimum score of 3.0 on each item of the rubric.**

*** DSC Supervisor will complete a SABD – Supervisor Assessment of Behaviors and Dispositions instrument at the midterm of the semester. Candidates must receive a required score of 3.0 or above on each item of the rubric.**

*** Site Supervising Teacher will complete a midterm and final APBD -Assessment of Professional Behaviors Disposition with a required score of 3.0 or above on each item on the rubric.**

Teacher candidates receiving below a 3.0 average on the TCOI, below a 3.0 on any item the APBD and SABD, or receiving a 1 on any individual item on the TCOI, APBD, and/or SABD rubric will be placed on a Professional Growth Plan (see page 21).

DSC Supervisor Responsibilities

In Blocks II, III, and IV, the DSC Supervisor will assume the following responsibilities:

1. Schedule and meet with the assigned Site Supervising Teacher at the beginning of the early childhood assignment to advise the Site Supervising Teacher of the roles/responsibilities expected by Dalton State College
2. Provide the Site Supervising Teacher with contact information of the DSC Supervisor
3. Meet with the assigned Site Supervising Teacher(s) to provide the Site Supervising Teachers copies of the assessment instruments to be used
4. Advise the site teacher(s) of the DSC assessment system, Conceptual Framework, and assessment(s) to be utilized in the Block.

Field Experience and Clinical Practice

Assessment of Teacher Candidates

Information regarding the School's assessments for Teacher Candidates enrolled in Blocks I, II, III, and IV – Clinical Practice will be disseminated in the Block Seminar. In addition to meeting course requirements, Candidates are expected to meet the School of Education's performance assessments, aligned with the conceptual framework, and assessed in each Block. Teacher candidates will complete assessments of their Site Supervising Teacher and DSC Supervisor at the end of each block site placement.

Field Experience - Blocks I, II, and III

Candidates enrolled in Blocks I, II, and III participate in Field Experiences associated with methods classes and focus on the particular knowledge and skills addressed in course objectives and in the conceptual framework. Activities are designed to allow the Teacher Candidate to begin developing teaching competencies. The amount of time required in schools, qualifications of Site Supervising Teachers, and assessment techniques are included in this handbook. Documentation of hours in classrooms will be submitted to the office of the School of Education.

During Field Experiences and in their academic courses, candidates will learn and exhibit professional knowledge, teaching skills and attitudes that will be applied in clinical settings and ultimately in Clinical Practice. During Field Experiences candidates will be a part of a team that includes the Site Supervising Teacher and the DSC Supervisor. With the support and guidance of the team members, candidates will build their knowledge, skills and dispositions that will prepare them to be effective educators. Other program-specific responsibilities and expectations will be reviewed with all candidates in seminar sessions and by the DSC Supervisors.

The primary function of Field Experiences and Clinical Practice is to provide Teacher Candidates with opportunities to unite theory and practice in Pk-5 classrooms. Field Experiences and Clinical Practice are an integral component of educator preparation programs. The goals of the Field Experiences and Clinical Practice at DSC provide opportunities:

- a. For the teacher education candidate to identify, observe, and study relevant growth, developmental patterns, and behavior characteristics of children at varying stages of maturation.
- b. For observation of differing personalities and methods of teaching both in and outside the candidate's area of specialization.
- c. For gradually increased participation in planning, conducting, and evaluating of learning experiences.
- d. For the study of the collaboration of the teacher to all other people involved in the school

- program.
- e. For gradually increased participation in non-instructional activities.
 - f. For developing, planning, and evaluating learning experiences that address the needs of second language learners.
 - g. For developing, planning, and evaluating learning experiences of students with special needs.

Field Experience and Clinical Practice Assignment Procedures

Every effort is made to place Teacher Candidates in situations that will encourage optimal professional and personal growth as prospective teachers. Field Experiences occur in multiple school sites to ensure Teacher Candidates engage in diverse experiences and to meet the requirements of the Georgia Board of Regents and the Georgia Professional Standards Commission.

The assignment is made by the School of Education in collaboration with the school administrators. All assignments, once made, stand unless the partnership school administrator and/or the DSC Supervisor request a change. Initial contact and termination of the Field Experience assignment with the cooperating school is the responsibility of the School of Education.

Individual requests for assignments will be considered only in terms of extenuating circumstances. If a Teacher Candidate feels that he/she has a specific request that warrants additional consideration, it must be submitted in writing to the Dean of the School of Education no later than the end of the first full week of classes. Requests received after this date will **not** be considered. A Teacher Candidate should not expect to be placed in schools where family members attend or are employed, where they have worked or attended or where there is some other personal connection.

Teacher Candidates enrolled in the professional program are representatives of the School of Education at DSC. There is, therefore, a responsibility to maintain professional behavior through attitudes, action and appearance while in the field setting. The Site Supervising Teacher and the DSC Supervisor will evaluate professional behavior and teaching skills each semester. These assessments will be retained by the School of Education.

Teacher Candidates may be exposed to confidential information while in the school setting. Confidential information should be treated as such. Discussion of the field experience should occur only at appropriate times within the DSC setting. Information should always be presented in a professional manner and should provide anonymity for the Supervising teacher, Pk-5 student and the assignment site.

Teacher Candidates enrolled in the professional program **must** have tort liability insurance and current background check. Teacher Candidates, not DSC, are responsible for acts committed while participating in professional clinical experiences. Financial penalties can be extreme, particularly when public school students are injured as a result of the Teacher Candidate's negligent acts or omissions. Teacher Candidates are to obtain professional tort liability insurance through one of the professional organizations.

School of Education Teacher Candidates may not participate in any pre-professional or professional field experiences without providing proof of tort liability insurance and a current background check to the School of Education.

Clinical Practice Block IV – Clinical Practice Experiences

Block IV Teacher Candidates are enrolled in Clinical Practice. Clinical Practice is the 15-week student teaching or capstone experience. Clinical Practice provides Teacher Candidates an opportunity to demonstrate their knowledge, skills, and dispositions acquired in their coursework in a setting that reflects the type of learning environment where they will acquire a teaching position.

School administrators state that one of the most significant benefits of having Teacher Candidates in their school is the opportunity to observe Teacher Candidates as potential beginning teachers. It also offers Teacher Candidates a chance to become familiar with the school culture and practices of future employers.

Partnership Schools

DSC has written agreements with each school system where pre-professional and professional program candidates are assigned. Currently, partnership agreements are with Calhoun City, Catoosa County, Dade County, Dalton City, Gilmer County, Gordon County, Murray County, Walker County, and Whitfield County School systems. Specific procedures in obtaining approval for individual assignments vary from system to system and are dependent upon variables such as system policy, size, and security needs.

Guidelines for Selection of Partnership Schools: The following serve as general guidelines in the selection of partnership schools:

1. The school administration is forward thinking in development of policies and is interested in maximum professional growth of its staff and the development of the school program.
2. The school personnel support the DSC program and are willing to enter into a collaborative partnership arrangement as to satisfactory working relationships with DSC.
3. More specifically the cooperating school must:
 - a. have SACS accreditation and exemplify high standards of teaching and learning.
 - b. have students, parents, faculty, and administration who are enthusiastic about schooling.
 - c. fall within the “norm” so as to provide the Teacher Candidate with realistic Field Experience and Clinical Practice experience for their particular area of preparation as it relates to certification.
 - d. make available adequate equipment and supplies for efficient operation to the school program.
 - e. not prohibit students from attending based on race, gender, religion, nationality, or academic ability and supports student with special needs.
 - f. have a major curriculum that focuses on academic subject matter is aligned with or similar to the Georgia Performance Standards.
4. The school system superintendent:
 - a. provides leadership in developing good relationships among cooperating schools, the teacher preparation institutions, and the community.
 - b. gives approval and is willing to cooperate with the Field Experience & Clinical Practice Program.
 - c. provides opportunities for in-service education of local educators.
5. The partnership school administrators:
 - a. displays vision and leadership in the total school program.
 - b. creates a constructive attitude by staff and community toward Teacher Candidates.
 - c. helps to interpret the Field Experience & Clinical Practice program to teachers, pupils, and community.
 - d. assures that Site Supervising Teachers and Teacher Candidates have sufficient time for conferences and joint planning.
 - e. is willing to assist with the evaluation of the program.

Many school systems in DSC’s area cooperate with several additional colleges and universities. Because of the number of applicants involved each semester, and because there are longstanding established procedures, ***UNDER NO CIRCUMSTANCES SHOULD A TEACHER CANDIDATE INITIATE PERSONAL CONTACT WITH ANY SCHOOL TO ARRANGE AN ASSIGNMENT.*** It is essential

that DSC teacher candidates not create a hardship or place undue pressure on local school system faculty and administrators in arranging a placement.

An important consideration in making field placements is the need for Teacher Candidates to experience diversity in the school setting. The School of Education takes these Teacher Candidate needs, as well as the need to experience variety in grade levels, into account when making assignment decisions.

The number of Teacher Candidates needing Field Experiences & Clinical Practice at any given time and the number of appropriate assignments available control the distribution of Teacher Candidates. DSC faculty collaborates in the selection of specific schools to be requested each semester. A match of the Teacher Candidate's professional needs with the appropriate site and availability are overriding considerations in the final decision regarding an assigned site.

School of Education Teacher Candidates may not participate in any pre-professional or professional field experiences without providing proof of tort liability insurance and a current background check to the School of Education.

Problem Solving During Field Experience & Clinical Practice

Challenges or difficulties are a natural part of the growth experiences in the teacher education program, Field Experiences, and Clinical Practice. Alternate ways for teacher educators to address the challenge are to immediately provide constructive feedback and model appropriate behavior. Immediate, open, and honest communication about any challenge is essential.

Typically, the Teacher Candidate engaged in Field Experience and Clinical Practice will encounter and solve challenges by following the guidance of the DSC Supervisor and/or Site Supervising Teacher. The Teacher Candidate, with the assistance of the DSC Supervisor and faculty, will look carefully at the circumstances and collaboratively devise a written plan of action. Often, this will suffice. Unfortunately, there are instances when no solution is reached. If it appears as though no solution can be found, the Site Supervising Teacher and DSC Supervisor(s) refer the situation to the Director of Field Experiences and/or Dean of the School of Education.

Professional Growth Plan

When the progress of a Teacher Candidate's professional development, as determined by the DSC Supervisor(s), Site Supervising Teacher(s), and/or course instructor(s), is less than should be demonstrated at a given point in the Teacher Candidate's experiences, corrective action is suggested and the Teacher Candidate's progress evaluated. If a Candidate does not meet the proficiencies described in the assessment instruments utilized in each Block, or does not meet the requirements stated in the course syllabi of the professional education programs, a Professional Growth Plan (PGP) is developed and implemented.

If a Teacher Candidate receives a "1" in any area on the TCOI in Blocks III & IV, the Teacher Candidate will then be placed on a Professional Growth Plan (PGP). If a Teacher Candidate receives a "1" in any area on the APBD in Blocks I, II, III & IV and/or the SABD in Blocks II, III & IV, the Teacher Candidate will then be placed on a PGP. Also, if a Teacher Candidate is removed from the field for any reason, the Teacher Candidate will then be placed on a PGP.

The PGP contains a timeline for assessment as well as specific assessment procedures. The PGP is assessed periodically during the Block (formative assessment), and at the end of the candidate's

placement. If, at the end of the timeline, the candidate does **not** meet the requirements of the PGP, the candidate fails the Block and is dismissed from the program. Candidates may appeal their retention to the School's Appeals Committee. Candidates are required to submit an appeal packet to the School of Education. The Appeals Committee meets to review the candidates' grades, performances in the field, and assessments. The candidate is notified of the results in writing. If the School's Appeals Committee rejects the appeal, the candidate may appeal to the Dean of the School of Education. If the Dean of the School of Education rejects the appeal, the candidate follows the DSC Appeals process.

A Teacher Candidate may only have a **total of two PGP's** in the teacher education program. After a second PGP has been issued, if the candidate does not meet the expectations of this growth plan, the Candidate will be dismissed from the program.

Guidelines for Developing Professional Growth Plan

- I. Concerns: These should be summarized under appropriate areas: (1) Content Knowledge, (2) Pedagogical Content Knowledge, (3) Professional Pedagogy Knowledge and Skill, and (4) Dispositions (Professional Behaviors).
- II. Remediation: This section contains objectives, suggestions and/or required activities that will provide opportunities for the Teacher Candidate to grow in the area(s) outlined above.
- III. Expectations: This section contains specific behaviors that must be demonstrated by the Teacher Candidate and the time frame in which they must be demonstrated. These are summarized in the same format as Section I.
- IV. Consequences: This section addresses the consequences of meeting or not meeting the Professional Growth Plan objectives.
- V. Signatures: The Professional Growth Plan will be signed by the Teacher Candidate, DSC Supervisor, Site Supervising Teacher and the Dean of the School of Education.
- VI. Copies: Copies of the plan will be provided to the Dean of the School of Education, the DSC Supervisor, the Site Supervising Teacher, the Teacher Candidate, and one is placed in the candidate's permanent file.

Options Following Development of the Professional Growth Plan

1. The Teacher Candidate's progress has been satisfactory and continuous. If a Field Experience or Clinical Practice is involved that Field Experience or Clinical Practice continues; or
2. The Teacher Candidate is not improving sufficiently and/or demonstrates little progress. No Field Experience or Clinical Practice is involved. The course instructor(s) who are involved in the development of the Plan follow the consequences outlined in the **Professional Growth Plan**; or
3. The Teacher Candidate is not improving sufficiently. An alternative Field Experience or Clinical Practice, if available, may be recommended with the following stipulations:
 - a. The alternative placement request must be confirmed with a school system, and a PGP will accompany the Teacher Candidate to that assignment. If another classroom placement is recommended, the Director of Field Experience and/or Dean of the School of Education will present to the Teacher Candidate the options concerning the timing and requirements for the assignment, or;
 - b. If an alternative placement cannot be confirmed, or if the Teacher Candidate is already in an alternative assignment, a failing grade of "U", (unsatisfactory) is earned.
4. If the Teacher Candidate's progress has not been satisfactory and continuation in the program is no longer an option, the Teacher Candidate is dismissed from the program.
5. The Teacher Candidate is informed of the decision, both in writing and in a conference.
6. The Teacher Candidate is informed of the right to appeal the decision through the School's appeal process.

Retention, Continuation, and Program Completion Policies

In-program Retention and Continuation Policy: Blocks I, II, and III, and Summer Block

At the end of each semester (Blocks I, II, Summer Block, and Block III), a candidate who does not adhere to the following requirements will be dismissed from the Teacher Education Program:

1. maintain a GPA of 2.7 or higher
2. completion of all Teacher Education courses with a grade of C or better
3. maintain an Assessment of Professional Behavior Disposition (APBD) score of 3.0 or higher (APBD scores are applicable in Blocks I, II, III, only)
4. maintain the following required Teacher Candidate Observation Instrument (TCOI) rating:
Block II – must maintain a TCOI rating of 2.0 or above
Block III – must maintain a TCOI rating of 2.5 or above
5. meet the Professional Growth plan, if developed and implemented
6. adhere to the Code of Ethics of the Professional Standards Commission
(Code of Ethics listed on: <http://www.white.k12.ga.us/ethics.html>)

Candidates who are dismissed from the Teacher Education Program may appeal the decision to the School of Education's Appeals Committee. In order to appeal, candidates must have a GPA between 2.65 -2.69, complete an appeals packet, and provide the supplemental paperwork required. Candidates may obtain a copy of the appeals packet from the School of Education office and/or website. The candidate will be notified in writing of their appeal results. An adverse decision by the School of Education Appeals Committee may be appealed to the Dean of the School of Education. If the Dean of the School of Education rejects the appeal, the candidate may appeal to the Vice President of Academic Affairs.

Teacher Candidates may appeal one time for entry and/or retention to professional programs and/or GPA appeal.

A student who is dismissed from any program in the School of Education for failure to comply with their Professional Growth Plan may not be re-admitted to the School of Education.

A student who is dismissed from any program in the School of Education for documented unethical or unprofessional behavior may not be readmitted to the School of Education.

In-program Retention and Continuation Policy: Block IV Clinical Practice

During Block IV Clinical Practice, a candidate who does not adhere to the following requirements will be dismissed from the Teacher Education Program:

1. maintain a GPA of 2.7 or higher
2. completion of all Teacher Education courses with a grade of C or better
3. maintain a Teacher Candidate Observation Instrument (TCOI) rating of 3.0 or above
4. maintain an Assessment of Professional Behavior Disposition (APBD) score of 3.0 or higher
5. meet the Professional Growth plan, if developed and implemented
6. adhere to the Code of Ethics of the Professional Standards Commission
(Code of Ethics listed on: <http://www.white.k12.ga.us/ethics.html>)

Candidates who are dismissed from the Teacher Education Program may appeal the decision to the School of Education's Appeals Committee. In order to appeal, candidates must have a GPA of 2.65 - 2.69, complete an appeals packet, and provide the supplemental paperwork required. Candidates may obtain a copy of the appeals packet from the School of Education office and/or website. The candidate will be notified in writing of their appeal results. An adverse decision by the School of Education

Appeals Committee may be appealed to the Dean of the School of Education. If the Dean of the School of Education rejects the appeal, the candidate may appeal to the Vice President of Academic Affairs. Teacher Candidates may appeal one time for entry and/or retention to professional programs and/or GPA appeal.

A student who is dismissed from any program in the School of Education for failure to comply with their Professional Growth Plan may not be re-admitted to the School of Education.

A student who is dismissed from any program in the School of Education for documented unethical or unprofessional behavior may not be readmitted to the School of Education.

Program Completion Requirements:

Candidates must meet the following requirements for successful completion of the Professional Teacher Education Programs. Candidates are recommended for the Georgia Educator Certificate only upon successful completion of the Early Childhood program.

1. Complete specific bachelor degree or initial certification program requirements as applicable.
2. Complete specific program requirements as defined on the program sheet.
3. Meet the special education requirement of Georgia House Bill No. 671.
4. Complete Computer Skill Competency requirement as outlined in the A+ Education Reform Act (House Bill 1187), to be met by successful completion of IN-TECH training.
5. Earn a grade of C or above in all professional education courses, and supporting courses.
6. Maintain a 2.7 cumulative GPA in all academic courses.
7. Maintain an S (Satisfactory) in each Block Seminar by meeting the stated requirements for Field Experience and Clinical Practice, including exhibiting responsible professional behaviors at the field sites and in interactions with peers, faculty, and students; and, by adhering to the Georgia Code of Ethics.

Early Childhood Education with ESOL Endorsement Program Completion

In order to receive an ESOL Endorsement in Georgia, candidates must be enrolled and successfully complete three courses: ESOL 4240, Applied Linguistics for Teachers of English as a Second Language; ESOL 4242, Culture and Education; and ESOL 4241, Methods of Teaching ESOL. The ESOL program (9 semester hours) provides candidates with the required courses for an endorsement to candidates' initial early childhood certificate. The ESOL courses are part of the Block II and III for all early childhood majors and students seeking the ESOL Endorsement must take ESOL 4242 during the Summer Block in the School of Education's professional education curriculum.

Appellate Procedure & Grievances

Appeals Procedure for Applicants Entering the Teacher Education Program

Candidates denied admission to the Teacher Education Program at Dalton State College may appeal the decision to the School of Education Appeals Committee. In order to appeal, candidates must have a GPA between 2.65 - 2.69, complete an appeals packet, and provide the supplemental paperwork required. Candidates may obtain a copy of the appeals packet from the School of Education office and/or website. The candidate will be notified in writing of their appeal results. An adverse decision by the School of Education Appeals Committee may be appealed to the Dean of the School of Education. If the Dean of the School of Education rejects the appeal, the candidate may appeal to the Vice President of Academic Affairs of DSC.

Teacher candidates may appeal one time for entry and/or retention to professional programs and/or GPA appeal.

If a candidate wishes to appeal their denied application, the School of Education appeals process is as follows:

1. The appeal process is initiated when the candidate is notified via mail and/or DSC email of his/her denied application to the Teacher Education Program.
2. The candidate must submit the original and completed Appeals Packet to the School of Education's Administrative Assistant by the designated due date. Documents in items (a) & (b) **are required**; documents in item (c) are optional. An appeals packet may be obtained from the School of Education office and/or website and must be submitted before the designated appeal due date.
3. The candidate will be notified of the Committee of Appeals meeting date. Candidates should be available to speak to the Committee during the designated Appeals Committee's meeting date and will have the opportunity to speak to the committee, if the candidate chooses. Speaking to the committee is optional.
4. The candidate will be notified via mail and/ or DSC email of the Appeals Committee's decision.

Individuals who are considering an appeal are advised to start the process well in advance of the designated appeals deadline. ***Applications received after the due date will not be considered until the next semester.***

Applicant Appeals Documentation Required

- a. Completed Application of Appeal form
- b. A personal letter of appeal to the School of Education Appeals Committee explaining the reason(s) for the appeal.
- c. Any other documents that the candidate believes would support their appeal.
(i.e. letters of support from DSC or other college faculty members who are familiar with the student's academic work and/or potential)

Appeals Procedure for Blocks I, II, III, or IV Teacher Education Candidates Retention

One important goal of the Teacher Education Program is to ensure and maintain the Teacher Education Program standards. The following standards must be met by all candidates in the Teacher Education program in order for candidates to continue in the program:

1. maintain a GPA of 2.7 or higher
2. completion of all Teacher Education courses with a grade of C or better
3. maintain an Assessment of Professional Behavior Disposition(APBD) score of 3.0 or higher (APBD scores are applicable only in Blocks I, II, III, and IV)
4. maintain the following required Teacher Candidate Observation Instrument (TCOI) rating:
Block II – must maintain a TCOI rating of 2.0 or above
Block III – must maintain a TCOI rating of 2.5 or above
Block IV – must maintain a TCOI rating of a 3.0 or above
5. meet the Professional Growth plan, if developed and implemented
6. adhere to the Code of Ethics of the Professional Standards Commission
(Code of Ethics listed on: <http://www.white.k12.ga.us/ethics.html>)

At the end of each semester (Blocks I, II, III, IV, and Summer Block), a candidate who does not meet the requirements listed above will not be retained in the Teacher Education Program. Dismissal may be immediate. Candidates who are dismissed from the Teacher Education Program may appeal the decision to the School of Education's Appeals Committee. In order to appeal, candidates must have a GPA between 2.65 -2.69, complete an appeals packet and provide the supplemental paperwork required. Candidates may obtain a copy of the appeals packet from the School of Education office and/or website.

The candidate will be notified in writing of their appeal results. An adverse decision by the School of Education Appeals Committee may be appealed to the Dean of the School of Education. If the Dean of the School of Education rejects the appeal, the candidate may appeal to the Vice President of Academic Affairs of DSC.

Teacher candidates may appeal one time for entry and/or retention to professional programs and/or GPA appeal.

If a candidate wishes to appeal their dismissal, the School of Education appeals process is as follows:

1. The appeal process is initiated when the candidate is notified of his/her failed requirements within the Teacher Education Program via mail and/or DSC email.
2. The candidate must submit the original and completed Appeals Packet to the School of Education by the designated due date. Documents in items (a) & (b) **are required**; documents in item (c) are optional. An appeals packet may be obtained from the School of Education office and/or website and must be submitted before the designated appeal due date.
3. The candidate will be notified of the Committee of Appeals meeting date. Candidates should be available to speak to the Committee during the designated Appeals Committee's meeting date and will have the opportunity to speak to the committee, if the candidate chooses. Speaking to the committee is optional.
4. The candidate will be notified via mail and/ or DSC email of the Appeals Committee's decision. Individuals who are considering an appeal are advised to start the process well in advance of the designated appeals deadline. ***Applications received after the due date will not be considered.***

Retention Appeals Documentation Required

- a. Completed Application of Appeal form
- b. A personal letter of appeal to the School of Education Appeals Committee explaining the reason(s) for the appeal.
- c. Any other documents that the candidate believes would support their appeal.
(i.e. letters of support from DSC or other college faculty members who are familiar with the student's academic work and/or potential)

Dismissal Policy

There are circumstances that warrant dismissal of the Teacher Candidate in the teacher education program, Field Experience placement, or Clinical Practice. The termination may be immediate when the actions of the Teacher Candidate present a negative impact on the learning environment or on the safety of the students, or when the actions of the Teacher Candidate do not conform to responsible professional conduct as outlined:

- in the Code of Ethics adopted by the Professional Standards Commission; or
- in the knowledge, skills, and dispositions as outlined in the Conceptual Framework of the School of Education; or
- as determined by DSC faculty, site administration, Dean of the School of Education, or the administrator who coordinates Field Experiences and Clinical Practice. In such circumstances, the following actions may be taken:
 1. The DSC Supervisor and/or course instructor(s) and the Dean of the School of Education confer immediately with the Teacher Candidate to be sure that he/she is aware of the seriousness of the situation and to provide the Teacher Candidate with an opportunity to present additional information.
 2. The DSC Supervisor and/or course instructor(s) and the Dean for the School of Education review the data and make a decision to either allow the Teacher Candidate to continue in the teacher education programs.

3. The Teacher Candidate is informed of the decision, in writing and/or in conference with the Dean of the School of Education.
4. The Dean of the School of Education, advisor, and/or appropriate faculty member discusses with the Teacher Candidate other career alternatives, available campus support resources, and/or options for a second opportunity in the teacher education program. The Teacher Candidate is informed of the appropriate procedures for appeal.

Note: Unprofessional acts and/or acts which pose a safety risk may result in immediate termination of the Teacher Candidate in the application for admission process, Field Experience placements, and/or Clinical Practice.

A student who is dismissed from any program in the School of Education for documented unethical or unprofessional behavior may not be readmitted to the School of Education.

If all of the following requirements are not also met by candidates in the teacher education program, Field experience, and/or Clinical Practice program there is cause for dismissal from the program.

1. maintain a GPA of 2.7 or higher
2. completion of all Teacher Education courses with a grade of C or better
3. maintain an Assessment of Professional Behavior Disposition (APBD) score of 3.0 or higher (APBD scores are applicable only in Blocks I, II, III, and IV)
4. maintain the following required Teacher Candidate Observation Instrument (TCOI) rating:
Block II – must maintain a TCOI rating of 2.0 or above
Block III – must maintain a TCOI rating of 2.5 or above
Block IV (Clinical Practice) – must maintain a TCOI rating of a 3.0 or above
5. meet the Professional Growth plan, if developed and implemented
6. adhere to the Code of Ethics of the Professional Standards Commission
(Code of Ethics listed on: <http://www.white.k12.ga.us/ethics.html>)

Reinstatement to Teacher Education Program

Candidates who have been dismissed from the Teacher Education Program and who wish to seek re-admittance must follow the following procedures:

1. Meet all entry admissions criteria
2. Follow the Appeals process for the School of Education
3. A letter of appeal and any supporting documentation which must address the issue for which the candidate was dismissed and must provide a rationale for why the candidate's re-application should be given consideration

Teacher candidates may appeal one time for entry and/or retention to professional programs and/or GPA appeal.

Grievance Policy

It is the policy of the School of Education that Teacher Candidates shall have the right to present and resolve grievances. The School of Education encourages all Teacher Candidates to resolve their grievances informally in a spirit of collegiality where possible. This policy is available where such efforts do not succeed, or where for any other reason the Teacher Candidate desires to pursue this procedure.

The Teacher Candidate must follow the steps below in pursuing a resolution to a formal grievance:

- Grievance(s) must be documented in writing on the School of Education's Grievance Form, located at the School of Education's office.
- The completed Grievance Form must be presented to the Dean of the School of Education within 1 day of Teacher Candidate filing written grievance(s) with the School of Education.

- The Dean of the School of Education will investigate grievance(s) and report findings and/or make a decision within 10 school days of filed grievance(s).
- The decision shall be shared with Teacher Candidate filing the grievance(s).
- If the Teacher Candidate is dissatisfied with the decision of the Dean of the School of Education, he/she may appeal the grievance(s) decision to Vice President of Academic Affairs of DSC.

Certification

The Georgia Professional Standards Commission awards professional educator certificates in Georgia. Dalton State College has received preliminary approval to offer the Early Childhood Education and ESOL programs designed to qualify Teacher Candidates for the Level 4 (T4) professional certificate in Early Childhood Education (Grades PK-5) and an endorsement in English to Speakers of Other Languages (ESOL Endorsement). Georgia House Bill 671 requires that after July 1, 1976, any person certified as a teacher should have completed satisfactorily requirements in the identification and education of children who have special needs. Georgia House Bill 1187 requires that after June 30, 2001, all candidates applying for their first Georgia professional certificate shall demonstrate satisfactory proficiency on a PSC-approved test of computer skill competency or complete a PSC approved training/course equivalent.

Note: The educational requirements of all programs are designed to enable one to meet present certification assessment(s) required by the Professional Standards Commission; however, the Professional Standards Commission may change required certification assessment(s) prior to the completion of the course of study. While reasonable efforts will be made to enable one to satisfy additional requirements, no assurances can be made that the College will be able to offer these additional courses, or, if taken, that such courses will entitle one to take and pass the certification assessment(s). Prior to receiving a Dalton State College recommendation for clear, renewable certification, the appropriate certification assessment(s) required by the Professional Standards Commission must be completed and passed. The candidate has the responsibility to register for the appropriate certification assessments.

Application for Licensure

When a candidate meets the program completion requirements and successfully pass the GACE Early Childhood Education Content test required for licensure, the applications for licensure (T4 certificate) will be processed by the School of Education and submitted to the Georgia Professional Standards Commission.

GEORGIA CERTIFICATION PROCEDURES FOR APPLICATION GEORGIA CERTIFICATION

PROFESSIONAL STANDARDS COMMISSION

Functions relating to the preparation and certification of school personnel are housed in the Professional Standards Commission (PSC) and its Executive Secretary. The PSC establishes and enforces (1) standards for teacher education programs which lead to Georgia certification, (2) rules for Georgia educator certification, and (3) standards of competent professional performance and ethical conduct for Georgia educators.

The following numbers and addresses will assist in communication with the PSC.

Georgia Professional Standards Commission
2 Peachtree Street, Suite 6000
Atlanta, GA 30303
Certification Division 404-232-2500 (ext. 2 will route to an operator)
PSC Website: www.gapsc.com

Privacy of Information

Privacy of Information is protected under Rule 505-2-.33 of the PSC Certification Rules which states:

- “(1) The Family Educational Rights and Privacy Act of 1974 (FERPA), is a federal law regarding an individual’s right to privacy; the Buckley/Pell amendment (Privacy Act) sets extensive guidelines for the release and subsequent use of information from post-secondary education records.
 - (2) Education records, once released by an institution, are the property of the student and may be released only for a specific purpose (i.e., employment or certification). The organization receiving the transcripts is responsible for protecting the document owner’s privacy. The School of Education Certification Division will not, without the applicant’s authorization, release any information not considered public record under Federal and State Law.
 - (3) Information will not be released to the spouse, parent, sibling or children of an individual without specific authorization. Confidential information, such as test scores and grades on transcripts, will not be released.
 - (4) The School of Education Certification Division, while maintaining microfilm and electronic copies of original transcripts, cannot copy or provide copies of transcripts to individuals or to other offices, agencies or institutions except in cases of criminal or a PSC Ethics Division investigation.”
- Authority O.C.G.A. 20-2-200

Criminal Background Check

An applicant for certification in Georgia must comply with the ethical standards of the profession. When applying for a Georgia educator certificate, applicants must respond to the following questions:

1. Have you ever had any adverse action taken against any professional certificate, license or permit, or are you the subject of any pending investigation(s) by any agency **other than the Georgia Professional Standards Commission**? (Adverse action includes but is not limited to: warning, reprimand, suspension, revocation, denial, voluntary surrender, disbarment.)
2. Have you ever retired, resigned, been dismissed, terminated, or otherwise separated from any employment position for inappropriate conduct with children, or are you the subject of any pending investigation(s)?
3. Have you ever retired, resigned, been non-renewed or otherwise separated from any employment position for a violation of any profession’s laws, rules, standards or Code of Ethics, or are you the subject of any pending investigation(s)?
4. Have you ever received a less than honorable or dishonorable discharge from any branch of the armed services? (If “yes”, provide a copy of form DD214.)
5. Have you ever been found guilty for any crime involving a child, minor or a person in custody (i.e. student)?
6. For any **felony or any misdemeanor involving moral turpitude**, have you ever:
 - ◆ Pled guilty;
 - ◆ Entered a plea of *nolo contendere*;
 - ◆ Been found guilty;
 - ◆ Pled guilty to a lesser offense;
 - ◆ Been granted first offender treatment without adjudication of guilt;
 - ◆ Participated in a pre-trial diversion or program;

- ◆ Been placed under a court order whereby an adjudication or sentence was withheld?
 - ◆ Been found not guilty by reason of insanity?
7. Have you ever retired, resigned, been dismissed, terminated, or otherwise separated from any employment position while under investigation for the commission of any **felony or any misdemeanor involving moral turpitude**?
 8. Have you ever been charged, convicted, or pled to a lesser offense for any sexual offense?

College Recommendation for Licensure

The teacher education program at Dalton State College is seeking accreditation by National Council for Accreditation of Teacher Education (NCATE) and approval will lead to recommendation by the State of Georgia. The certification of DSC's graduates based on the DSC's recommendation is authorized by Rule 505-2-.16 which states:

- “(2) The Professional Standards Commission may certify applicants who have completed state approved educator preparation programs in any state under the following conditions:
- (a) The educator preparation program was approved by the state approval authority in a state that approves teacher preparation programs, the educator preparation program was approved for the field in the recommended area of certification, and the program held approval status during the year in which the applicant completed the program.
 - b) The applicant has completed all state-approved program requirements and has been recommended for certification by the official authorized to make such recommendations.
 - (c) The recommendation for certification is in a field recognized by the Professional Standards Commission. If the recommendation is in an area recognized in Georgia as an endorsement only, the applicant will be issued a professional certificate in that field.
- 3) Georgia state-approved programs shall include all course work specified in Special Georgia Requirements, outlined in PSC Rule 505-2-.20. However, the content assessment is not considered part of the approved program, but is a separate state requirement for certification. Georgia state approved programs may recommend an individual who has completed all program requirements, to include the Special Georgia Requirements, with the exception of the content assessment. Without the completed assessment, the individual will not be eligible for any certificate unless requested by a Georgia employing school system. Upon such a request, a one-year Waiver certificate may be issued.” Authority O.C.G.A. 20-2-200

Validity Date

The certification validity date is the date when a certificate is first valid. Validity periods and dating of certificates are governed by PSC Rule 505-2-.23 as follows:

- “(1) Validity periods for certificate fields are used in conjunction with types and titles to determine certification classification category. Certificate fields are issued with specific validity periods depending upon this classification. (Rule 505-2-.02).
- (a) Initial Clear Renewable certificates are valid for five years and determine the subsequent renewal cycle. Fields added to the Clear Renewable category will retain the same expiration date as the original; the beginning validity may vary depending upon the date requirements for the field are completed. (For example, when an individual with a 5-year certificate adds a new field at the end of the third year, to maintain the same base expiration date the new field will initially be valid for only 2 years. The credits used to add the new field may then be used to renew both certificates for the next 5-year cycle.)
 - (b) The validity period for all other certificates will vary depending on the outstanding conditions required to obtain the Clear Renewable. These requirements will be outlined in correspondence from the certification office at the time of issue.

- (c) At the request of an employing school system, the PSC may extend the validity period of selected certificates for up to one additional year as a Waiver certificate.
- (2) The effective date of a certification level or field validity period is governed by the date the complete application package is received by the PSC Certification Division.
- (a) Certificates shall not normally be backdated prior to July 1 regardless of the date requirements are met if the complete application package for the transaction is received on or after July 1. In order for the validity period to be prior to July 1, the complete package must be received in the certification office prior to that date.
 - 1. If the superintendent of an employing school system submits a written statement verifying that all salary adjustments will be paid using only local funds, the PSC may backdate a certificate validity date or level prior to the July 1 date.
 - (b) The beginning date of Clear Renewable certificates will be determined by the route to certification.
 - 1. Certificates based on completion of an approved degree program shall be effective from the date the institution certifies on the official transcript that all degree requirements were completed or July 1, whichever is more recent.
 - 2. Certificates based on completion of an approved program by an applicant who already holds a degree shall be effective from the date all program requirements were completed or July 1, whichever is more recent.
 - (c) The beginning validity date of all other certificates will follow the rules outlined for Clear Renewable certificates with the following exception:
 - 1. Any certificate issued to an individual who becomes employed on or after January 1, will be valid from the first day of the month in which employed.
 - (d) Certificates are dated to expire on June 30 of the last year of validity (which will vary depending on the certification classification/category) Authority O.C.G.A. 20-2-200

At DSC, the validity date is the official graduation date for each term or the date the last certification requirement was met, whichever is later.

Terminology

The following list represents frequently occurring words for which definition may prove helpful.

DSC Supervisor: The Dalton State College representative who is responsible for supervising candidates.

Field Experience: A variety of early and on-going field based opportunities in which candidates may observe, assist, tutor, instruct and/or conduct research. Field experiences occur in off-campus settings such as schools, community centers, or other environments approved by the School of Education.

Clinical Practice: The full-time, semester long student teaching experience under the direct supervision of a DSC Supervisor and a public school classroom supervising teacher.

Partnership School: A public school that provides the field experience assignment for the candidate.

Partnership School System: A public school district that cooperates with DSC in providing field experience sites according to a formal agreement.

Professional Standards Commission (PSC): The state agency that administers policies pertaining to the preparation and certification of education personnel. The office also establishes and enforces standards of competent professional performance and ethical conduct for educators in Georgia. The website for the PSC is <http://www.gapsc.com>.

Site Administrator: The Principal, or person designated by the Principal, to coordinate clinical field experiences at the school site.

Site Supervising Teacher: A public school faculty member who teaches children and who accepts the responsibility of providing on-site supervision of a candidate.

Student: A person who is a public school student.

Teacher Candidate: The DSC student, who having met all DSC's criteria, is assigned to a classroom teacher in a public school for the purpose of completing field experiences and/or Clinical Practice (student teaching).

Candidate(s) means Teacher Candidate(s). The term *candidate* is used throughout this handbook to refer to teacher education student: the term *student* refers to public school students. The use of these terms more clearly allows distinction between college students and public school students. Use of the term(s) is also aligned with terminology of National Council for Accreditation of Teacher Education (NCATE) and Professional Standards Commission (PSC).

APPENDIX A

Site Supervising Teachers – General Information Blocks I, II, III, and IV (Clinical Practice)

The Site Supervising Teacher interacts continuously with the Teacher Candidate and is vitally important in field experiences. In fact, literature clearly indicates that the role of Site Supervising Teacher is the most influential one for Teacher Candidates. It is the Site Supervising Teacher's daily guidance that will most facilitate the professional growth of the candidate. The guidance will not only be in teaching procedures and techniques, but also in selecting activities, gathering resource materials, and providing professional insight in relationship with students.

The role of the Site Supervising Teacher fluctuates among roles of mentor, confidant, counselor, role model, instructor, and supervisor. In fact, often a strong and lasting friendship develops between these two members of the team. Because of the varied nature and intensity of these roles, particular care must be given to maintaining the objectivity of supervision.

Classroom Management: During the beginning week of either Field Experiences or Clinical Practice, the Site Supervising Teacher should discuss with the Teacher Candidate the school and/or the classroom's discipline plan. The Site Supervising Teacher should specify to the Teacher Candidate which discipline measures have been identified by the school as appropriate and which ones can be administered by the Teacher Candidate. Teacher Candidates are **NOT** to use corporal punishment. Teacher Candidates are **NOT** to be called on to witness corporal punishment. When substitute teachers replace the Site Supervising Teacher, they, **not the Teacher Candidates**, have legal responsibility for discipline.

Some of the following measures may help build the type of Site Supervising Teacher-Teacher Candidate relationship, which should help to prevent management problems.

- Respect the worth and dignity of the individual
- Seek to attain a high degree of participation
- Plan thoroughly
- Learn and make use of names quickly
- Be alert, keep your eyes open, and focus attention on the total situation
- Plan for use of freedom and responsibility of movement in classroom, corridors, and lunchroom
- Exhibit poise, dignity, and calmness at all times
- Stop little things before they gain momentum without undue emphasis on their seriousness
- Be warm and friendly, but be firm

Each Site Supervising Teacher is required to provide demographic information to the School of Education.

Selection of Site Supervising Teachers

Site Supervising Teachers are selected in a process that involves DSC, school system administrators, and partner school administrators. The following serve as guidelines for the selection of the Site Supervising Teacher.

The Site Supervising Teachers:

- Express an interest and desire to collaborate with the Teacher Candidate and DSC faculty
- Express commitment to the development of future teachers
- Possess a valid clear and renewable professional certificate in the field in which the candidate is preparing to teach

- Documentation of at least three years successful teaching experiences in the area of the professional certificate
- Recognized for excellence in teaching and the ability to work with others
- Recommended by the school principal
- Possess effective mentoring, communication, and supervisory skills
- Maintain an instructional load that is realistic and reflects an appropriate cross section of the student population
- Exhibit best research-based practices in instruction
- Express reflective behaviors in their own practice

The traditional classroom setting is preferred. There are teachers involved in nontraditional environments (Early Intervention Program) who would serve as excellent role models. However, it is important during the field experiences that Teacher Candidates develop a familiarity with the traditional classroom, although the environment may vary from school to school. The Principal, Site Supervising Teacher, and DSC Supervisor decide what is best for the teacher and the Teacher Candidate for whom that teacher is responsible.

Orientation of Site Supervising Teachers: Blocks I, II, III

Site Supervising Teachers, who assess candidates in Blocks I, II, and III will receive an orientation to the School of Education's assessments used to evaluate Teacher Candidates.

In **Block I**, Site Supervising Teachers will be expected to attend an Orientation Meeting. A DSC faculty member will meet with Site Teachers to examine the four Professional Outcomes of the Conceptual Framework, the assessment instruments, and the roles and expectations of Site Supervising Teachers. Teacher Candidates will provide the Site Supervising Teachers with course requirements.

In **Blocks II and III**, Site Supervising Teachers, who assess candidates, will receive an orientation to the DSC's assessment system used to evaluate Teacher Candidates, the 4 Professional Outcomes of the Conceptual Framework, and the roles and expectations of Site Supervising Teachers, DSC Supervisors, and Teacher Candidates. Teacher Candidates provide Site Supervising Teachers with course requirements.

Orientation of Site Supervising Teachers: Block IV Clinical Practice

Site Supervising Teachers are required to attend an Orientation prior to hosting a Teacher Candidate for Clinical Practice (student teaching). At that meeting, the role and responsibilities of the Clinical Practice Site Supervising Teacher, the DSC Supervisor, and Teacher Candidate are reviewed. Site Teachers are provided with information regarding the assessment system and the four Professional Outcomes of the Conceptual Framework.

Honorarium for Block IV Site Supervising Teachers

Depending on the availability of funds, Site Supervising Teachers who supervise and assess Teacher Candidates in Block IV (Clinical Practice) will be paid an honorarium for their supervision. The resulting honorarium is paid directly to the Site Supervising Teacher, in the form of a check, from DSC.

APPENDIX B
School of Education GPA Calculation
Non-applicable courses

ALHT 1110 Allied Health Terminology I
ALHT 1112 Intro to Health Insurance and Billing
ALHT 1115 Medicolegal Ethics and Quality Assurance
ALHT 1150 Intro to Health Unit Coordinating
ALHT 1155 Health Unit Practicum
ALHT 1160 Basic Coding Skills
ALHT 1170 Caring for Patients from Different Cultures
ALHT 1175 Healthcare Management Practicum

BIOL 1100 Human Biology

All **CAPS** prefix courses
All **CNAS** prefix courses
All **ELCT** prefix courses

ENGL 1100 Communication Skills

**FYES 1000 First Year Experience

All **GRPH** prefix courses
All **LPNS** prefix courses

MATH 1102 Medical Mathematics
MATH 1104 Applied Mathematics

All **MFGT** prefix courses
All **MGMT** prefix courses
All **MLTS** prefix courses
All **MOAS** prefix courses
All **MRKT** prefix courses
All **MSHP** prefix courses
All **NURS** prefix courses
All **OADM prefix courses
All **RADT** prefix courses

READ 1100 Reading Skills

SPAN 1100 Customs of International Business
SPAN 1110 Customs of International Business

All **WELD** prefix courses

**Not designated as a Career Course in the DSC catalog, but has been deemed as not applicable to the SoE GPA calculations.

APPENDIX C

DALTON STATE Program ~ B.S. EARLY CHILDHOOD EDUCATION PROGRAM OF STUDY ASSESSMENT SHEET ~ EFFECTIVE SPRING 2010 (v7)

AREA A - Essential Skills-must have "C" or above	9	Grade	Professional Education	Hrs	Grade
ENGL 1101 English Composition I **	3		BLOCK I		
ENGL 1102 English Composition II **	3		EDUC 3101 Teaching Students Who are Exceptional , Diverse or At-Risk	3	
MATH 1001, MATH 1111, or MATH 1113**	3		EDUC 3271 Classroom Management	3	
			MATH 3803 Algebra for Teachers****	3	
AREA B – Institutional Options	4-6		EDUC 3287 Curriculum & Assessment	3	
COMM 1110 Fundamentals of Speech (Grade of "C" or above required)	3		EDUC 3263 Teaching C & P: Lang. Arts	3	
Elective: ENGL 1110, PHED 1030*** , SOCI 1000	1-3		EDUC 3285 Professional Seminar & Field Experience - Block I (includes minimum 120 hrs. field work)	1	
			BLOCK II		
AREA C – Humanities/Fine Arts	6		READ 3262 Teaching C & P: Reading	3	
English Electives: ENGL 1201, 2111, 2112, 2120, 2121, 2130, 2131	3		EDUC 4263 Teaching C & P: Math	3	
Humanities Elective: ARTS 1101, HUMN 1201, 1202, MUSC 1100, THEA 1100	3		EDUC 4261 Teaching C & P: Social Studies	3	
AREA D – Science/Mathematics/Technology	11- 12		MATH 3703 Geometry for Teachers	3	
Lab Science Electives: BIOL 1105K* , 1107K, 1108K, 1203K, 1224K, CHEM 1151K, 1211K, 1212K, GEOL 1121K, 1122K, PHYS 1111K, 1112K, 2211K, 2212K	8		ESOL 4240 Applied Linguistics	3	
Elective: ASTR 1101, BIOL 1105K* , 1203K, 1224K, CHEM 1151K, CMPS 1130, 1301, 1302, MATH 1113, 2181, 2200, 2253	3-4		EDUC 3286 Professional Seminar & Field Experiences - Block II (includes minimum 120 hrs field work)	1	
			SUMMER SEMESTER		
AREA E – Social Sciences	12		READ 3251 Children's Literature	3	
HIST 2111 or 2112 United States History	3				
POLS 1101 American Government	3		BLOCK III		
PSYC 1101 **Intro to Psychology must have "C" or above	3		EDUC 4251 Assessment & Correction: Math	3	
Electives ANTH 1103, ECON 2105, 2106, GEOG 1100, 1101 or 1111 , HIST 1111, 1112, 2111, 2112, PHIL 1101, 1102, 1103, POLS 2101, 2201, 2301, 2401, PSYC 2101, 2204, 2250, SOCI 1101, 1160	3		EDUC 4262 Teaching C & P: Science	3	
			READ 4251 Assessment & Correction: Read	3	
AREA F – Major Related- must have "C" or above	18		MATH 4713 Probability & Statistics****	3	
<i>Completion of Area A, PSYC 1101, approved Background Check, proof of professional liability insurance, and 30 academic hrs. prior to enrollment in EDUC 2110c, 2120, and 2130.</i>			ESOL 4241 Methods of Teaching ESOL	3	
EDUC 2110c Investigating Critical & Contemporary Issues in Education (includes 10 hr. practicum)	3		EDUC 4284 Professional Seminar & Field Experiences - Block III (includes minimum 120 hrs field work)	1	
EDUC 2120 Exploring Socio Cultural Perspectives on Diversity (includes 10 hr. practicum)	3		BLOCK IV		
EDUC 2130 Exploring Teaching and Learning (includes 10 hr. practicum)	3		EDUC 3214 Exploring Activities: PE/Art/Music	3	
MATH 2008 Foundations of Numbers & Operations	3		EDUC 4286 Internship (clinical practicum- minimum 550 hrs field work)	8	
ISCI 2001 Life/Earth Science	3		EDUC 4289 Professional Seminar – Block IV	1	
ISCI 2002 Physical Science	3		<i>Teacher Candidates must maintain an Overall 2.7 GPA in the Professional Block Courses</i>		
PHYSICAL EDUCATION					
PHED Activity Elective	1				

*Pre-requisite for ISCI 2001 & ISCI 2002

***Required for Certification

** Pre-requisite for EDUC 2110c, EDUC 2120 and EDUC 2130 **** May be taken in Summer Block

Courses in **BOLD** are recommended **900 – 1000 hours of Field Experience required in Professional Education**

**DALTON STATE Program ~ B.S. EARLY CHILDHOOD EDUCATION w/ ESOL ENDORSEMENT
PROGRAM OF STUDY ASSESSMENT SHEET ~ EFFECTIVE SPRING 2010 (v7)**

AREA A - Essential Skills-must have "C" or above	9	Grade	Professional Education	Hrs	Grade
ENGL 1101 English Composition I **	3		BLOCK I		
ENGL 1102 English Composition II **	3		EDUC 3101 Teaching Students Who are Exceptional, Diverse or At-Risk	3	
MATH 1001, MATH 1111, or MATH 1113**	3		EDUC 3271 Classroom Management	3	
			MATH 3803 Algebra for Teachers****	3	
AREA B – Institutional Options	4-6		EDUC 3287 Curriculum & Assessment	3	
COMM 1110 Fundamentals of Speech (Grade of "C" or above required)	3		EDUC 3263 Teaching C & P: Lang. Arts	3	
Elective: ENGL 1110, PHED 1030***, SOCI 1000	1-3		EDUC 3285 Professional Seminar & Field Experience - Block I (includes minimum 120 hrs. field work)	1	
			BLOCK II		
AREA C – Humanities/Fine Arts	6		READ 3262 Teaching C & P: Reading	3	
English Electives: ENGL 1201, 2111, 2112, 2120, 2121, 2130, 2131	3		EDUC 4263 Teaching C & P: Math	3	
Humanities Elective: HUMN 1201, HUMN 1202, MUSC 1100, THEA 1100	3		EDUC 4261 Teaching C & P: Social Studies	3	
AREA D – Science/Mathematics/Technology	11- 12		MATH 3703 Geometry for Teachers	3	
Lab Science Electives: BIOL 1105K* , 1107K, 1108K, 1203K, 1224K, CHEM 1151K, 1211K, 1212K, GEOL 1121K, 1122K, PHYS 1111K, 1112K, 2211K, 2212K	8		ESOL 4240 Applied Linguistics	3	
Elective: ASTR 1101, BIOL 1105K* , 1203K, 1224K, CHEM 1151K, CMPS 1130, 1301, 1302, MATH 1113, 2181, 2200, 2253	3-4		EDUC 3286 Professional Seminar & Field Experiences - Block II (includes minimum 120 hrs. field work)	1	
			SUMMER SEMESTER		
AREA E – Social Sciences	12		READ 3251 Children's Literature	3	
HIST 2111 or 2112 United States History	3		ESOL 4242 Culture and Education	3	
POLS 1101 American Government	3		BLOCK III		
PSYC 1101 **Intro to Psychology must have "C" or above	3		EDUC 4251 Assessment & Correction: Math	3	
Electives ANTH 1103, ECON 2105, 2106, GEOG 1100, 1101 or 1111 , HIST 1111, 1112, 2111, 2112, PHIL 1101, 1102, 1103, POLS 2101, 2201, 2301, 2401, PSYC 2101, 2204, 2250, SOCI 1101, 1160	3		EDUC 4262 Teaching C & P: Science	3	
			READ 4251 Assessment & Correction: Read	3	
AREA F – Major Related- must have "C" or above	18		MATH 4713 Probability & Statistics****	3	
<i>Completion of Area A, PSYC 1101, approved Background Check, proof of professional liability insurance, and 30 academic hrs. prior to enrollment in EDUC 2110c, 2120, and 2130.</i>			ESOL 4241 Methods of Teaching ESOL	3	
EDUC 2110c Investigating Critical & Contemporary Issues in Education (includes 10 hr. practicum)	3		EDUC 4284 Professional Seminar & Field Experiences - Block III (includes minimum 120 hrs. field work)	1	
EDUC 2120 Exploring Socio Cultural Perspectives on Diversity (includes 10 hr. practicum)	3		BLOCK IV		
EDUC 2130 Exploring Teaching and Learning (includes 10 hr. practicum)	3		EDUC 3214 Exploring Activities: PE/Art/Music	3	
MATH 2008 Foundations of Numbers & Operations	3		EDUC 4286 Internship (clinical practicum- minimum 550 hrs field work)	8	
ISCI 2001 Life/Earth Science	3		EDUC 4289 Professional Seminar – Block IV	1	
ISCI 2002 Physical Science	3		<i>Teacher Candidates must maintain an Overall 2.7 GPA in the Professional Block Courses</i>		
PHYSICAL EDUCATION					
PHED Activity Elective	1				

*Pre-requisite for ISCI 2001 & ISCI 2002

***Required for Certification

** Pre-requisite for EDUC 2110c, EDUC 2120 and EDUC 2130

**** May be taken in Summer Block

Courses in **BOLD** are recommended **900 – 1000 hours of Field Experience required in Professional Education**

**DALTON STATE COLLEGE ~ SCHOOL OF EDUCATION
INITIAL CERTIFICATION ~ EARLY CHILDHOOD EDUCATION**

Post-Baccalaureate (candidates who have acquired a B.S. from an accredited college in a field other than education)
PROGRAM SHEET

Name _____

A. Prerequisites to Admission to Teacher Education Program (TEP):

- 1 Overall cumulative GPA of 2.7 yes no GPA
2. Passing Scores on GACE Basic Skills Exam or (SAT/ACT exemption) R/W M
3. approved Background Check proof of Professional Liability Insurance

Must meet prerequisites prior to enrollment in professional programs.

B. Professional Education (Full-time day program only). Admission to TEP is required before enrollment of following courses.

Block 1	2 days per week in field (100 hours)	16	Hrs. Completed	Grade
EDUC 3101	Teaching Students who are Except. Diver. . .	3	_____	_____
EDUC 3271	Classroom Management	3	_____	_____
EDUC 3287	Curriculum & Assessment	3	_____	_____
EDUC 3263	Teaching Content & Process: L. Arts	3	_____	_____
MATH 3703	Algebra for Teachers	3	_____	_____
EDUC 3285	Professional Seminar – Block I	1	_____	_____
Block II 2 days per week in field (120 hours)		16		
READ 3262	Teaching Content & Process: Reading	3	_____	_____
EDUC 4263	Teaching Content & Process: Math	3	_____	_____
EDUC 4261	Teaching Content & Process: Social Studies	3	_____	_____
MATH 3803	Geometry for Teachers	3	_____	_____
ESOL 4240	Applied Linguistics for Teachers of ESOL	3	_____	_____
EDUC 3286	Professional Seminar – Block II	1	_____	_____
Summer Session	Field Experiences each week	3		
EDUC 3251	Children’s Literature	3	_____	_____
Block III 2 days per week in field (140 hours)		16		
EDUC 4251	Assessment & Correction: Math	3	_____	_____
EDUC 4262	Teaching Content & Process: Science	3	_____	_____
READ 4251	Assessment & Correction: Reading	3	_____	_____
MATH 4713	Probability & Statistics for Teachers	3	_____	_____
ESOL 4241	Methods of Teaching ESOL	3	_____	_____
EDUC 4284	Professional Seminar – Block III	1	_____	_____
Block IV Internship 15 weeks in schools (600 hours)		12		
EDUC 3214	Exploring Activities: PE/Art/Music	3	_____	_____
EDUC 4286	Internship	8	_____	_____
EDUC 4289	Professional Seminar – Block IV	1	_____	_____
Block Total:		66		
Program Total:	84			

NOTE: Students must maintain an overall 2.7 GPA for each semester. This agreement reflects analysis of unofficial transcripts and may be rendered invalid should discrepancies be noted in official transcripts submitted to the Admissions Office.

**DALTON STATE COLLEGE ~ SCHOOL OF EDUCATION
INITIAL CERTIFICATION ~ EARLY CHILDHOOD EDUCATION W/ ESOL
ENDORSEMENT**

Post-Baccalaureate (candidates who have acquired a B.S. from an accredited college in a field other than education)
PROGRAM SHEET

Name _____

A. Prerequisites to Admission to Teacher Education Program (TEP):

- 1 Overall cumulative GPA of 2.7 yes no GPA
2. Passing Scores on GACE Basic Skills Exam or (SAT/ACT exemption) R/W M
3. approved Background Check proof of Professional Liability Insurance

Must meet prerequisites prior to enrollment in professional programs.

B. Professional Education (Full-time day program only). Admission to TEP is required before enrollment of following courses.

Block I	2 days per week in field (100 hours)	16	Hrs. Completed	Grade
EDUC 3101	Teaching Students who are Except. Diver. . .	3	_____	_____
EDUC 3271	Classroom Management	3	_____	_____
EDUC 3287	Curriculum & Assessment	3	_____	_____
EDUC 3263	Teaching Content & Process: L. Arts	3	_____	_____
MATH 3703	Algebra for Teachers	3	_____	_____
EDUC 3285	Professional Seminar – Block I	1	_____	_____
Block II 2 days per week in field (120 hours)		16		
READ 3262	Teaching Content & Process: Reading	3	_____	_____
EDUC 4263	Teaching Content & Process: Math	3	_____	_____
EDUC 4261	Teaching Content & Process: Social Studies	3	_____	_____
MATH 3803	Geometry for Teachers	3	_____	_____
ESOL 4240	Applied Linguistics for Teachers of ESOL	3	_____	_____
EDUC 3286	Professional Seminar – Block II	1	_____	_____
Summer Session Field Experiences each week		6		
EDUC 3251	Children’s Literature	3	_____	_____
ESOL 4242	Culture and Education (ESOL required)	3	_____	_____
Block III 2 days per week in field(140 hours)		16		
EDUC 4251	Assessment & Correction: Math	3	_____	_____
EDUC 4262	Teaching Content & Process: Science	3	_____	_____
READ 4251	Assessment & Correction: Reading	3	_____	_____
MATH 4713	Probability & Statistics for Teachers	3	_____	_____
ESOL 4241	Methods of Teaching ESOL	3	_____	_____
EDUC 4284	Professional Seminar – Block III	1	_____	_____
Block IV Internship 15 weeks in schools (600 hours)		12		
EDUC 3214	Exploring Activities: PE/Art/Music	3	_____	_____
EDUC 4286	Internship	8	_____	_____
EDUC 4289	Professional Seminar – Block IV	1	_____	_____
Block Total:		66		
Program Total: 84				

NOTE: Students must maintain an overall 2.7 GPA for each semester. This agreement reflects analysis of unofficial transcripts and may be rendered invalid should discrepancies be noted in official transcripts submitted to the Admissions Office.