

SCHOOL OF EDUCATION HANDBOOK:

SERVING TEACHER CANDIDATES



“Competent - Caring – Reflective – Collaborative”

DALTON STATE COLLEGE
SCHOOL OF EDUCATION

ACADEMIC YEAR 2016-2017

*The University System of Georgia * Affirmative Action/Equal Opportunity Institution*

WELCOME TO THE DALTON STATE COLLEGE 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.



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Acronyms used in the School of Education:

SoE = School of Education

ECE = Early Childhood Education

PES = Professional Educational Seminar

TC = Teacher Candidate

ST/MT = Site Teacher or Mentor Teacher

SS = Site Supervisor

FD = Field Director

TCOI = Teacher Candidate Observation Instrument- for observations- completed by SS only and entered into Livetext following each observation

APBD = Assessment of Professional Behaviors and Dispositions- completed by ST at midterm and end of field placement

SABD = Supervisor Assessment of Behaviors and Dispositions- completed by SS one time following midterm and entered into Livetext

PGP = Professional Growth Plan- an individualized plan designed for the TC by the FD following a score of "1" on the TCOI, APBD, SABD, or a TCOI cumulative score below the expectation for that Block or PES. This PGP must be completed successfully to move to the next Block experience.

***TCs may NOT move to Block or PES IV on a PGP.**

Other terminology:

Livetext = the venue by which our teacher candidates enter their hours in field placement as well as critical assignments for their professors. It is also used by site teachers to enter midterm and final APBD scores and by site supervisors to enter TCOI and SABD scores.



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

Teacher Education Program Information

Dalton State College offers candidates options for an initial licensure/certification. In the Early Childhood program, teacher candidates may choose from the following: Early Childhood Education, Early Childhood Education with ESOL endorsement, or Post- Baccalaureate. Dalton State College offers the coursework necessary for initial licensure in Biology, Chemistry, English, History and Mathematics. The ESOL endorsement is also offered to Secondary students. The ESOL endorsement requires that the Teacher Candidates have experience with English Language Learners in grades K-2 and 3-5, as well as at the middle and high school levels.

All licensure programs require candidates to enter the program via cohort groups that will rotate through various course selections over the ensuing two years. The early childhood programs are organized into five Blocks: Blocks I, II, Summer Block, Block III, and Block IV which is clinical practice. The Early Childhood program requires that the Teacher Candidates have experiences with students in the kindergarten, 1st through 3rd grade, and 4th through 5th grade levels. The secondary program is organized into **Professional Educational Semesters- PES I, II, III, and IV** which is clinical practice. The secondary program requires that Teacher Candidates have experiences with middle and high school students in their specified content areas. There is a fall and spring entry point for Early Childhood majors, and a fall only entry for Secondary majors.

Secondary 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 secondary education certificate. Teacher Candidates seeking the ESOL Endorsement must take ESOL 4242 during the summer. Candidates must complete an ESOL K-2 and 3-5 elementary school placement. Candidates must also earn a 3 or higher on their ESOL portfolios.

To meet the Georgia Professional Standards Commission 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 courses as well as demonstrate performances of skills and dispositions related to their courses. Candidates are required to successfully complete each PES/Block prior to enrollment in the successive PES/Block.

Secondary 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 secondary education certificate. Teacher Candidates seeking the ESOL Endorsement must take ESOL 4242 during the Summer PES in the School of Education's professional education curriculum. Candidates must complete an ESOL K-2 and 3-5 elementary school placement. Candidates must earn a 3 or higher on his/her ESOL portfolios.

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 demonstrate performances of skills and dispositions related to their early childhood and ESOL courses. Candidates are required to successfully complete each Block prior to enrollment in the successive Block.

Teacher Candidate Information

Professional Requirements

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 Mentor 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.

Confidentiality

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.

Ethics



Teacher Candidates must follow the policies and procedures of the partner school. In addition to the policies and procedures, Teaching Candidates must hold a valid Pre-Service Certification issued by GaPSC to be placed in partner schools. If this Pre-Service Certification is revoked/suspended, the Teaching Candidate must be removed from the public school placement and the Education Program. The Teaching Candidate may not appeal and be readmitted to the School of Education until such a time that Pre-Service Certification is reissued. 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.

Professional and ethical behavior is expected at all times; in the classroom setting at Dalton State College, and in the field. As part of this expected behavior there is a ZERO TOLERANCE policy regarding alcohol and drugs in any part of the teacher education program. This is not limited to the use of drugs or alcohol in an academic setting, and/or simply being under the influence of alcohol or drugs. In this policy, drugs refer to any medications or preparations not specifically prescribed to an individual or taken in approved dosages. This policy applies to any campus-based class meetings, field placements, or extracurricular school activities when representing the DSC School of Education. Failure to comply with this standard will result in immediate removal from the school activity. In addition, disciplinary action will be taken which may include one or more of the following: lowering of grade in academic course, removal from the academic course, removal from field placement, or removal from the School of Education.

Candidates enrolled in pre-professional courses and professional courses learn 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>

It is the responsibility of the teacher candidate to report any new criminal arrests or charges to the Director of Field Experiences. Depending on the circumstances, a Teacher Candidate 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. *Additionally, any Teacher Candidate arrested/charged in a criminal case may be subject to removal from the program. Any Teacher Candidate involved in a DFACS open case or referral will be removed from field experience until a satisfactory disposition is granted.

Honesty Policy

The Georgia Code of Ethics honesty policy also applies to Teacher Candidates enrolled in the School of Education program at Dalton State College. Teacher Candidates must be honest when reporting field placement hours completed during a given semester. If it is determined that a Teacher Candidate has falsified hours or forged signatures, s/he may be subject to being dismissed from the School of Education program. In order to be readmitted to the program, an appeal must be filed. In the event the teacher candidate is re-admitted under appeal, the Teacher Candidate will be subject to repeating all the required field experience hours and the seminar class for the given semester in which documentation was falsified. Field experience hours and signatures are subject to verification by the Director of Field Experiences. Violation of the honesty policy may result in a Teacher Candidate being permanently dismissed from the School of Education.

Insurance

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. (Mandated reporter training is only required to be taken once, before admittance into the program.) 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.

Status in the Classroom

The Teacher Candidate has no legal 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 *Mentor 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.*

PSC Computer Skill Competency Requirement

Teacher Candidates enrolled in Blocks I, II, and III, as well as PES I, II, and III are required to complete a series of technology-related workshops in accordance with the Professional Standards Commission (PSC) technology requirement. These workshops 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 workshops and projects and on the recommendation from the technology professor, 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 SoE and the PSC, the candidate will **NOT** be recommended for licensure.

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 Mentor 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 the Mentor Supervisor Teacher, DSC Supervisor, and the placement school office. *In cases of illness or emergencies, the Teacher Candidates must notify 1) the Mentor Supervising Teacher, 2) the placement school's office, 3) the DSC Supervisor, and (4) the SoE Administrative Assistant. Irregular attendance and poor punctuality will be addressed immediately by the DSC Supervisor. All missed field placement days MUST be made up within the week, if possible. Teaching Candidates are not allowed to "bank hours" and then use those hours later in the semester to be absent from placement without written consent from the Director of Field Experience.*

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 log hours in/out with detailed descriptions of activities in LiveText daily.** The Mentor Supervising Teacher will then approve /disapprove the hours. Teacher Candidates will acquire a **DSC ID badge, which will be worn at all times the candidate is in a school setting.** If a Teacher Candidate loses the DSC ID card, s/he is expected to promptly obtain a replacement card and incur the expenses.

Absences created by school closings due to inclement weather or other extenuating circumstances usually do not have to be made-up unless the Teacher Candidate will be in danger of not meeting the minimum number of placement hours required for the semester.

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

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 “business casual” 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 Director of Field Experiences. Body piercings and tattoos must be covered.

It is also expected that teacher candidates will maintain personal hygiene practices during their time in the SoE, both in the classroom setting and in the field. Body, clothing and hair should be clean and neat, and meet professional standards.

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 Expectations

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 Mentor teacher’s guidance in setting standards and limits in the classroom.



During the beginning week of either Field Experiences or Clinical Practice, the Mentor Supervising Teacher should discuss with the Teacher Candidate the school and/or the classroom’s discipline plan. The Mentor 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 Mentor Supervising Teacher, they, *not the Teacher Candidates*, have legal responsibility for discipline.

Some of the following measures may help build the type of Mentor 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 Mentor 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 times 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 Mentor Supervising Teacher is not present.

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 (Block IV).

Under the guidance of the Mentor 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 Mentor Supervising Teacher or the building administrator. **Unauthorized persons include family members, friends and fellow Teacher Candidates.**

Policy on Dispensing Medications

Georgia law permits educators to dispense and administer medications. **Immunities from liability that exist for certified, employed system 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 Mentor

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 Mentor 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.

Videotaping / Photographing

Teacher Candidates cannot videotape or photograph students without the written consent of the school principal and parents of the students. The School of Education professors will provide permission forms when coursework requires video or photographs to be taken to complete assignments. Video or photographs of students cannot be placed on any social media platform (Facebook, Instagram, You Tube, etc.) that is not used solely for coursework assessment purposes. Violation of this policy may result in being placed on a Professional Growth Plan, immediate removal from field placement, and possibly removal from the School of Education program.

Expenses Related to Field Experience



Teacher Education Field Experience Fees

Each candidate enrolled in the DSC Professional Education program will be charged a **minimum of \$70.00** 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 Mentor 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 and PES I, II, III, and IV- Clinical Practice). Fees will not be incurred for the Summer Block(s).

GACE testing fees

After midterm of the Block III semester, and after the required number of content courses have been taken for PES students, teacher candidates will be released to take the GACE exam in their specified area. The approximate cost for each of these is \$180. **The GACE must be attempted prior to Block IV or PES IV.**

edTPA Fee

Teacher Candidates in Block IV are required to create an edTPA unit which must be submitted to Pearson Education Inc. for evaluation (cost \$300). GaPSC requires a passing score on the edTPA to be eligible for teacher certification in the State of Georgia.

Medical Insurance

At the beginning of the field experience assignment, the Teacher Candidate should give personal emergency information to the Mentor 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.

LiveText Program Fee

The purchase of LiveText, an electronic data and field experience management program, is required with field experiences and internship in the Professional Teacher Education Programs at Dalton State College. The cost is a one-time fee of approximately \$133 (subject to change based on LiveText) in the first semester. LiveText purchase will occur during the Block I/ PES I seminar course with the assistance of the Electronic Technology Center (ETC).

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.

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 and/or the school system's administrative office. All assignments, once made, stand unless the partnership school administrator, the school system, 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 documented 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 prior to the first day of classes. Requests received after this date will **not** be considered. **A Teacher Candidate will not 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 will not be placed where they are being supervised by close or family friends as well as not by former teachers. If a Teacher Candidate is placed in a setting that is not allowed by SoE policy, it is the responsibility of the TC to promptly bring the placement to the attention of the Director of Field Experiences.**

Block Information

Block I

(See additional Teacher Candidate Information – pp. 6 -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 least one half hour before school begins and stay at least one hour after school ends (a minimum of 7.5 hours). In essence, Teacher Candidates should follow the same schedule that is required by the teachers at the placement school. In Block I, the candidate will be placed in an estimated 150 hours of an early childhood setting, including a minimum of 7.5 hours in a special education setting. Additionally, if a teacher candidate is working towards his/her 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 his/her minimum 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 Mentor Supervising Teacher. It is important that the Mentor 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 Mentor Supervising Teacher in any way possible – reading to the children; working with a small group or individual; supervising tables; walking children to the library, lunch, or recess; making a game; grading papers, etc. However, all activities must be supervised by the Mentor teacher. All Block I students will have one informal/non-consequential observation by a DSC supervisor.

Candidates understand that becoming a teacher is a serious commitment. Teacher Candidates are expected to be dependable and on time on their scheduled days. Lateness or frequent absences may result in the Candidate failing the field experience placement portion of his/her 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, or regular classroom teacher, in classroom activities.

Block II

(See additional Teacher Candidate Information – pp. 6 - 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 least one half hour before school begins and stay at least one hour after school ends. In essence, Teacher Candidates should follow the same schedule that is required by the teachers at the placement school. 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. **Each lesson plan must first be approved by the Mentor teacher, and a copy of the lesson plan with a summary of the pre-assessment data must be prepared and submitted to the DSC Supervisor at least 3 days prior to delivery of instruction. *It is important that the Mentor Supervising Teacher and Teacher Candidate find time to review the information provided in the course syllabi.***

Block III

(See additional Teacher Candidate Information – (pp. 6 – 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 Teacher Candidates should attend pre-planning activities with their assigned Mentor teachers.

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 students, and for preparing and delivering a minimum of *four* instructional lessons to the whole class. **Each lesson plan must first be approved by the Mentor teacher, and a copy of the lesson plan with a summary of the pre-assessment data must be prepared and submitted to the DSC Supervisor at least 3 days prior to delivery of instruction. *It is important that the Mentor Supervising Teacher and Teacher Candidate find time to review the information provided in the course syllabi.***

Block IV: Clinical Practice

(See additional Teacher Candidate Information – pgs. 6 - 10)

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.

This is 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.

Clinical Practice Team

Three team members interact during Clinical Practice (Teacher Candidate, Mentor Supervising Teacher, and the DSC Supervisor). The team's focus is on the Teacher Candidate and her or his development. The DSC Supervisor and Mentor 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.

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 hours. Block IV candidates will spend a minimum of 8 hours a day, five days per week (Monday-Friday) at designated sites. Teacher Candidate's daily hours should align with Mentor teacher's arrival and departure hours which varies by school/system. Clinical Practice is carried out in a carefully selected school under the immediate supervision of an experienced Mentor Supervising Teacher and the general supervision of a DSC Supervisor, who is a specialist in the student's teaching field. **The Teacher Candidate is required to participate in all duties and responsibilities required of the Mentor teacher, including attending pre-planning activities with the Mentor teacher.**

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. The Teacher Candidate takes over one subject per week building up to the two week takeover and then relinquishes one subject per week after the two week takeover. After the required full-time teaching period, the Teacher Candidate should 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. **Each lesson plan must first be approved by the Mentor teacher, and a copy of the lesson plan with a summary of the pre-assessment data must be prepared and submitted to the DSC Supervisor at least 3 days prior to delivery of instruction.** Each delivered lesson will be assessed by the DSC Supervisor and/or Mentor Supervising Teacher. The Teacher Candidate must teach and be observed 3 times by the DSC Supervisor. At least one of the 3 observations should take place during the edTPA unit and the 2 week takeover. The Teacher Candidate should use the School of Education long version lesson plan during takeover of subjects until after the first successful observation. The DSC supervisor may require that the Teacher Candidate follow the long lesson plan format for all 3 observed lessons and may

approve use of the short lesson plan form for all other lessons with the exception of the edTPA unit lessons.

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.

- **Teacher candidates in both Block and PES are encouraged to participate in a year-long placement, remaining in the same classroom and school for both Block/PES III and IV. This year-long experience provides opportunities for growth in a setting that is familiar to the teacher candidate, and with a mentor with whom trust has already been established. While this practice is encouraged, it remains optional for teacher candidates.**

Professional Education Semesters



Secondary Professional Education Semester I

PES I –minimum of 133 hours (split between a middle and high school placement)

In Secondary Professional Education Semester PES-I, candidates are enrolled in 5 - 6 hours of professional course work and will participate in Field Experience in public school classrooms.

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

While observation and discussion are very important parts of the PES I field experience, the DSC teacher candidate is not there just to be an observer. He/she is there to help the Mentor Supervising Teacher in any way possible –working with a small group or individual, supervising small groups, grading papers, etc. However, all activities must be supervised. All PES I students will have one informal/non-consequential observation by a DSC supervisor.

PES I is a split semester. Teacher candidates will be in field placement approximately 10 – 15 hours per week for approximately 7-8 weeks at designated middle school sites and approximately 7-8 weeks at designated high school sites. Teacher Candidates interested in obtaining the ESOL endorsement are also required to be in field placement observing and assisting with ELLs under the supervision of an ESOL certified teacher at a designated elementary school for 15 hours in a K-2 classroom and 15 hours in a 3-5 classroom.

Candidates should 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 Candidates failing the field experience placement portion of his or her semester PES. **All missed placement days must be made up.**

Secondary Professional Education Semester I Teacher Candidates will be assessed by the Mentor Supervising Teacher with a midterm and final School of Education Assessment of Professional Behaviors Dispositions (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.

Field Experience Assessments:

Grades for Field Experience will be a part of the academic grade for all Professional Seminar courses 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.

Secondary Professional Education Semester II

In Secondary Professional Semester II, candidates are enrolled in 5 – 6 hours of professional course work. PES II – requires a minimum of 133 hours in field experiences (10-15 hours per week throughout the semester).

Secondary Professional Semester II field experiences are designed to enhance the professional outcomes of knowledge, skills, and dispositions teacher candidates will gain and develop while enrolled in Methods and Strategies for Secondary Teachers courses. 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 students as soon as possible.

Teacher candidates can be expected to work with small groups of students at the beginning of field experiences. In Secondary Professional Semester II, teacher candidates are expected to be responsible for teaching small groups of students and for preparing and delivering instructional lessons during the semester. **It is important that the Mentor Supervising Teacher and teacher candidate find time to review the information provided in the course syllabi.**

In addition to the regularly expected co-teaching in the secondary placement, the teacher candidate will develop and deliver three instructional lesson plans. These lessons must be approved by the site teacher and a copy of the lesson plan must be prepared for the DSC Supervisor and submitted with a summary of the pre-assessment data at least 3 days prior to the date of the observation. Each delivered lesson will be assessed by the DSC Supervisor.

Field Experience Assessment

Grades for Field Experience will be a part of the academic grade for Professional Seminar II (EDUC 3273) 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 PES. Candidates must also pass all professional education courses with grades of C or above to move to the next PES.

It is recommended that the teacher candidate in secondary placements have opportunities to co-teach with the Mentor Supervising Teacher or teach from the Mentor 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.

Secondary Professional Education Semester III

In Secondary Professional Semester III, candidates are enrolled in 5 – 6 hours of professional course work. PES III – requires a minimum of 133 hours in field experiences (10-15 hours per week through the semester).

Secondary Professional Semester III Field Experience is designed to enhance the knowledge and skills teacher candidates will gain and develop while enrolled in Methods and Strategies for Secondary Teachers. 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 secondary students. 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 Secondary Professional Semester 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 students from the onset.

In Secondary Professional Semester III, teacher candidates are expected to be responsible for teaching small groups of students and for preparing and delivering a minimum of *four* instructional lessons to the whole class. **It is important that the Mentor Supervising Teacher and teacher candidate find time to review the information provided in the course syllabi.**

In addition to the regularly expected weekly teaching, the teacher candidate will develop and deliver three formal instructional lesson plans. These lessons must be approved by the site teacher and a copy of the lesson plan must be prepared for the DSC Supervisor and submitted with a summary of the pre-assessment data at least 3 days prior to the date of the observation. Each delivered lesson will be assessed by the DSC Supervisor and/or Mentor Supervising Teacher.

Field Experience Assessments

Grades for Field Experience will be a part of the academic grade for the Professional Seminar III (EDUC 3274) and will be based on performance in field placements. Successful completion of Field Experience is a minimum requirement for passing Seminar III. Successful completion of Field Experience require minimum scores on APBD/SABD/TCOI/PGP, if applies otherwise; grade of U for PES III Seminar. 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 PES. Candidates must also pass all professional education courses with grades of C or above to move to the next PES.

It is recommended that the teacher candidate in secondary placements have opportunities to co-teach with the Mentor Supervising Teacher or teach from the Mentor 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.

Secondary Professional Education Semester IV: Clinical Practice

– Minimum of 550 hours in field placement

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: the teacher candidate, the Mentor Supervising Teacher, and the DSC Supervisor. The team's focus is on the teacher candidate's development. The DSC Supervisor and Mentor 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.

- **Teacher candidates in both Block and PES are encouraged to participate in a year-long placement, remaining in the same classroom and school for both Block/PES III and IV. This year-long experience provides opportunities for growth in a setting that is familiar to the teacher candidate, and with a mentor with whom trust has already been established. While this practice is encouraged, it remains optional for teacher candidates.**

Secondary Professional Semester IV Teacher Candidate Responsibilities

The teacher candidate Clinical Practice is a vital component in preparation for 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 candidates are enabled to make practical use of the principles, methods, knowledge, dispositions, and materials that have been developed or acquired in his or her

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. Secondary Professional Semester IV candidates will spend a minimum of 8 hours per day, five days per week (Monday-Friday) at designated sites. Teacher Candidate's daily hours should align with site teacher's arrival and departure hours which varies by school system. Clinical Practice is carried out in a carefully selected school under the immediate supervision of an experienced Mentor Supervising Teacher and the general supervision of a DSC Supervisor, who is a specialist in the student's teaching field. **The Teacher Candidate is required to participate in all duties and responsibilities required of the site teacher.**

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. The Teacher Candidate takes over one subject per week building up to the two week takeover and then relinquishes one subject per week after the two week takeover. After the required full-time teaching period, the Teacher Candidate should 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. **Each lesson plan must first be approved by the site teacher, and a copy of the lesson plan with a summary of the pre-assessment data must be prepared and submitted to the DSC Supervisor at least 3 days prior to delivery of instruction.** Each delivered lesson will be assessed by the DSC Supervisor and/or Mentor Supervising Teacher. The Teacher Candidate must teach and be observed 3 times by the DSC Supervisor. Teacher Candidates must not be observed and receive feedback on lessons taught during the edTPA unit. During the 2 week takeover, the teacher candidate should be observed 1-2 times. The Teacher Candidate should use the School of Education long version lesson plan during takeover of subjects until after the first successful observation. The DSC supervisor should require that the Teacher Candidate follow the long lesson plan format for all 3 observed lessons and may approve use of the short lesson plan form for all other lessons with the exception of the edTPA unit lessons.

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.

Teacher Candidate Responsibilities



Responsibility	Block I/PES I	Block II/PES II	Block III/PES III	Block IV/PES IV
Teaching				
Observe and <i>co-teach</i> with the <i>Mentor Supervising Teacher</i> ; provide assistance to the <i>Site Teacher</i> as one becomes acquainted with the students, teachers, routines, and the building	YES	YES	YES	YES
Develop and deliver lessons for evaluation by the <i>DSC Field Supervisor</i>	No	Yes – 3 (ECE - reading, math, social studies)	Yes – 4 (ECE reading, math, science, ?)	YES (ECE - reading, math, and ?)
Submit lesson plans, using a DSC lesson plan template, to Mentor Supervising Teacher before submitting to DSC Field Supervisor for approval	No	YES	YES	YES
Submit lesson plans with a summary or pre-assessment data at least 3 days prior to delivery to DSC Site Supervisor	No	YES	YES	YES
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 Mentor Supervising Teacher’s overall plans.	YES	YES	YES	YES
Assessments				
Meet minimum Block/PES requirements for assessment instruments	YES APBD 3 or higher for each criteria SABD N/A TCOI N/A	YES APBD 3 or higher for each criteria SABD 3 or higher for each criteria TCOI 2.0 average/no scores of 1	YES APBD 3 or higher for each criteria SABD 3 or higher for each criteria TCOI 2.5 average/no scores of 1	YES APBD 3 or higher for each criteria SABD 3 or higher for each criteria TCOI 3.0 average/no scores of 1
Complete and submit the edTPA assessment by the due date	No	No	No	Yes

LiveText				
Maintain documentation of attendance and hours in field assignment in Livetext	YES	YES	YES	YES
Develop professional ePortfolio in LiveText with artifacts relevant to the Block or PES;	YES	YES	YES	YES – completed/submitted at beginning of Block/PES IV
Coursework				
Carry out/apply the course requirements listed in the professional courses syllabi and document that the requirements have been met; be prepared to discuss in class (see the course syllabus for specific information)	YES	YES	YES	YES
Complete all professional education coursework with a C or higher	YES	YES	YES	YES
Communication				
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	No	YES	YES	YES
Respond with positive actions to critical feedback from the DSC Field Supervisor and the Mentor Supervising Teacher	YES	YES	YES	YES
Other				
Dress professionally and in accordance with the SoE Dress Code	YES	YES	YES	YES
Maintain Liability Insurance	YES	YES	YES	YES

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 Mentor 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 Mentor Supervising Teacher and DSC Supervisor(s) refer the situation to the Director of Field Experiences and/or the Dean of the School of Education. Teacher Candidates should follow the chain of command in seeking to resolve problematic situations.

Professional Growth Plan

When the progress of a Teacher Candidate's professional development, as determined by the DSC Supervisor(s), Mentor Supervising Teacher(s), and/or Director of Field Experiences, 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/PES II, 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 2nd PGP, the candidate fails the Block field experiences 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.

Any teacher candidate that is on a professional growth plan at the conclusion of Block/PES III will not be allowed to advance to Block IV. The teacher candidate must instead repeat the Block III field experience and may be required to complete an independent study focusing on any areas of need.

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. Current areas of growth.
- II. Evidence to support identification of areas for growth.
- III. Pre-conference results.
- IV. Plan of action
- V. Required results and timeline.
- VI. End result if requirements and timeline are met.
- VII. End result if required results and/or timeline is not met.

Options Following Development of the Professional Growth Plan

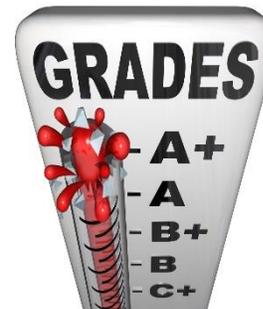
1. The Teacher Candidate's progress has been satisfactory and continuous. If a Field Experience or Clinical Practice is involved that Field Experience or Clinical Practice continues; or
2. The Teacher Candidate is not improving sufficiently. An alternative Field Experience or Clinical Practice, if available, 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.
3. 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.
4. The Teacher Candidate is informed of the decision, both in writing and in a conference.
5. The Teacher Candidate is informed of the right to appeal the decision through the School's appeal process.

Employment During Clinical Practice

Teacher candidate 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.

Grades

The final grade for a teacher candidates enrolled in Clinical Practice is officially determined by the DSC Supervisor but is a result of collaboration between the DSC Supervisor and Mentor 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 (e.g., prolonged illness).

ALL ABSENCES MUST BE MADE UP.

Retention, Continuation, and Program Completion Policies

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

At the end of each semester (PES/Blocks I, II, Summer Block, and PES/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 with a grade of C or better
3. maintain an Assessment of Professional Behavior Disposition (APBD) score of 3.0 or higher
 - a. (APBD scores are applicable in PES/Blocks I, II, III, only)
4. maintain a Supervisor Assessment of Behaviors and Dispositions (SABD) score of 3.0 or higher (SABD scores are applicable in Blocks II, III, IV only)
5. maintain the following required Teacher Candidate Observation Instrument (TCOI) rating:
 - a. **PES/Block II** – must maintain a TCOI rating of 2.0 or above
 - b. **PES/Block III** – must maintain a TCOI rating of 2.5 or above
6. meet the Professional Growth plan, if developed and implemented
7. adhere to the Code of Ethics of the Professional Standards Commission
 - a. (Code of Ethics listed on: <http://www.white.k12.ga.us/ethics.html>)
8. failure to hold a valid Pre-Service Certification issued by GaPSC.

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 are only allowed two appeals.

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: PES/Block IV Clinical Practice

During PES/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 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. maintain a Supervisor Assessment of Behaviors and Dispositions (SABD) score of 3.0 or higher
6. meet the Professional Growth plan, if developed and implemented
7. adhere to the Code of Ethics of the Professional Standards Commission
 - a. (Code of Ethics listed on: <http://www.white.k12.ga.us/ethics.html>)
8. hold a valid Pre-Service Certification issued by GaPSC.

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 one time for 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
8. 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. Candidates must complete an ESOL middle grades and high school placement. Candidates must earn a 3 or higher on his/her ESOL portfolios.

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

- a. (APBD scores are applicable only in PES/Blocks I, II, III, and IV)
4. maintain a Supervisor Assessment of Behaviors and Dispositions (SABD) score of 3.0 or higher (SABD scores are applicable in PES/Blocks II, III, IV only)
5. maintain the following required Teacher Candidate Observation Instrument (TCOI) rating:
 - a. **PES/Block II** – must maintain a TCOI rating of 2.0 or above
 - b. **PES/Block III** – must maintain a TCOI rating of 2.5 or above
 - c. **PES/Block IV** – must maintain a TCOI rating of a 3.0 or above
6. meet the Professional Growth plan, if developed and implemented
7. adhere to the Code of Ethics of the Professional Standards Commission
 - a. (Code of Ethics listed on: <http://www.white.k12.ga.us/ethics.html>)

At the end of each semester (PES and 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 re-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.

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 his/her 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)

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

- When a student has a grievance with a professor, that student must first speak directly to the instructor about the problem. If the professor is able to resolve the situation, the grievance process is effectively terminated.
- If the grievance is not resolved with the professor, the student may proceed to the next level in the process by bringing the issue to the SoE Dean. The dean will entertain grievances only from individual students—*not from groups*--and only after the student has spoken to the professor about the matter. Furthermore, *the dean will NOT accept anonymous grievances.*
- Grievance(s) must be documented in writing on the School of Education's Grievance form, located at the School of Education office.
- The process for presenting a grievance to the Dean requires the student to complete and submit a grievance form. The form includes a statement describing the nature of the problem and signatures of both the professor and the student indicating that they have participated in a conference and could not reach a resolution. The date of the meeting between student and professor must be recorded on the form. It is the responsibility of the student to submit the completed form to the Dean of the School of Education.
- If the grievance is determined to be unfounded or easily resolved, the resolution will be documented, dated, and verified by signatures of both the dean and the student. A copy of the grievance form is to be placed in the student's SoE file as documentation in the process toward resolution.
- If a resolution cannot be reached through a student conference, the dean may determine the necessity to confer with the professor before proceeding further. At this point the dean and professor may determine the need for a conference between student, professor, and dean to further discuss a resolution. A mutually agreed upon date and time will be determined and a meeting scheduled. If an appropriate and mutually acceptable resolution can be reached at this conference the solution is documented, signed, dated, and placed in the student's SoE file as documentation of consensus regarding resolution. The grievance process is terminated at this point.
- If a resolution cannot be reached through a conference involving the dean, the professor, and the student, the grievance form is signed and dated by all attendees and updated by the Dean of the School of Education to reflect a referral to the Office of the Vice

President of Enrollment and Student Services (VPESSE). A copy of the form is placed in the student's SoE file as documentation in the process toward resolution. The student is then responsible for submitting the grievance form to the AVPAA, the ombudsperson on campus.

- Documentation detailing the resolution from the VPESSE will be attached to the Student Grievance Form and placed in the student's SoE file as documentation of the resolution of the grievance

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 School Systems

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, Chickamauga City, Dade County, Dalton Public, Fannin County, 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 and Common Core.
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 Mentor 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.

Eligibility for Certification by GaPSC



The Georgia Professional Standards Commission awards professional educator certificates in Georgia. Dalton State College has received approval to offer the Early Childhood Education and ESOL programs designed to

qualify Teacher Candidates for certification 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 teaching 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

Upon successfully completing the School of Education program and posting passing scores on GACE and edTPA assessments, applications for certification will be processed through 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 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

Personal Affirmation Statement Required for Application:

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?

Verification of Lawful Presence

GaPSC requires verification of lawful presence in the United States to issue teaching certification.

College Recommendation for Licensure

The teacher education program at Dalton State College is accredited 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

GaPSC Rule 505-2-.23 CERTIFICATE OF ELIGIBILITY – Effective July 10, 2014

(1) Procedures.

(a) With the effective date of this rule, the Georgia Professional Standards Commission (GaPSC) Certification Division will issue the following documents based on completion of a GaPSC approved educator preparation program; completion of an out-of-state approved educator preparation program; or submission of a professional out-of-state educator certificate.

1. Certificate of Eligibility: Issued to any applicant meeting the criteria described in paragraph

(1) (a) Who has completed all Georgia requirements for renewable professional or Induction certificate issuance, with the exception of employment by a Georgia Local Unit of Administration (LUA). The Certificate of Eligibility verifies that the individual is qualified for employment by an LUA.

2. Requirements Letter: Any applicant meeting the criteria described in paragraph (1) (a) who has not met all Georgia requirements for certification will be issued a letter outlining outstanding requirements for certification.

(2) Validity.

(a) The Certificate of Eligibility and Requirements Letter are valid for five (5) years from the date of issuance.

1. If employment is not secured within the validity period of the Certificate of Eligibility, a new Certificate of Eligibility may be issued upon submission of a new Application for Certification and appropriate documentation. If the individual applied for certification based on an Approved Program Recommendation, an updated Approved Program Recommendation form verifying the individual is in compliance with current program requirements must be submitted. All documentation must accompany an Application for Certification and follow application procedures outlined in GaPSC Rule

GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION PROCEDURES.

2. In order for an individual to qualify for an educator certificate or a Certificate of Eligibility based on requirements outlined in the Requirements Letter, the individual must submit a new Application for Certification, along with documentation of completed requirements, prior to the expiration date of the letter. If requirements are not completed prior to the expiration date, a new Requirements Letter may be issued upon submission of a new Application for Certification and appropriate documentation. If the individual applied for certification based on an Approved Program Recommendation, an updated Approved Program Recommendation form verifying the individual is in compliance with current program requirements must be submitted. All documentation must accompany an Application for Certification and follow application procedures outlined in GaPSC Rule

GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION PROCEDURES.

(b) If the individual completes all outstanding certification requirements outlined in the Requirements Letter prior to its expiration date, the individual must submit an Application for Certification prior to the expiration date of the letter and follow application procedures outlined in

GaPSC Rule 505-2-.27 CERTIFICATION APPLICATION PROCEDURES.

1. If employed by an LUA, the individual will be issued the appropriate certificate along with a letter outlining applicable requirements.

2. If not employed by an LUA, the individual will receive a Certificate of Eligibility. 505-2-.23
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(3) Employment.

(a) Upon employment and submission of an Application for Certification by the employing Georgia LUA, educators holding a Certificate of Eligibility will be issued the appropriate certificate. Authority O.C.G.A. 20-2-200

DSC Supervisor Responsibilities

Responsibility	Block I/PES I	Block II/PES II	Block III/PESIII	Block IV/PES IV
<i>Lesson Plans</i>				
Review Pre-Assessment data and lesson plan submitted by TC – provide feedback to TC – for all observed lessons	NO	YES - 3	YES -4	YES - 3 (Spring 2016) 4 (Fall 2015)
Observe lessons and provide feedback (written on TCOI and verbal)	NO	YES - 3	YES - 4	YES - 3 (Spring 2016) 4 (Fall 2015)
Inform Field Director of any concerns on TCOI for TC with low averages or 1s on any elements	NO	YES	YES	YES
Submit midterm and final TCOI to Live Text	YES	YES	YES	YES
<i>Other Assessments</i>				
Complete SABD – inform field director of any concerns with any scores below 3 – discuss results with TC	NO	YES	YES	YES
Review hours of assigned TCs in Live Text	YES	YES	YES	YES
<i>Communication</i>				
Assist the TC with understanding of professionalism	YES	YES	YES	YES
Keep the lines of communication open with the site teacher and the teacher candidate	YES	YES	YES	YES
Schedule and facilitate an orientation with the assigned Mentor Supervising Teacher to advise the teacher of roles/responsibilities	YES	YES	YES	YES
Provide contact information to the Site Teacher as well as copies of the assessment instruments	YES	YES	YES	YES

Meet with the TC and Site Teacher if any problems or concerns arise	YES	YES	YES	YES
Work with the field director as needed to develop Professional Growth Plans for the TC under one's supervision	YES	YES	YES	YES
<i>Other Duties</i>				
Log hours worked (if part-time DSC employee) in ADP	YES	YES	YES	YES
Attend field experience meetings on campus as requested	YES	YES	YES	YES

Mentor Supervising Teacher Responsibilities

Responsibility	Block I/PES I	Block II/PES II	Block III/PES III	Block IV /PESIV
Serve as a positive role model in education	YES	YES	YES	YES

Assist the Teacher Candidate in:				
Understanding the comprehensive duties of a teacher	YES	YES	YES	YES
Becoming acquainted with the diversity of the learners in the classroom and how to plan instruction to meet their needs	YES	YES	YES	YES
Learning about the school facilities	YES	YES	YES	YES
Demonstrating an individual teaching style	YES	YES	YES	YES
Becoming involved in co-curricular and professional activities	YES	YES	YES	YES

Assuming classroom responsibilities on an appropriate basis (These responsibilities should grow throughout the semester and across the years.)	YES	YES	YES	YES
Developing short and long range plans	No	YES	YES	YES
Developing lesson plans	No	YES (3)	Yes (4)	YES
Enhancing his/her creativity and originality	YES	YES	YES	YES
Understanding the dress code of the particular school in which he/she has been placed	YES	YES	YES	YES
Observe and evaluate the Teacher Candidate in all settings	YES	YES	YES	YES
Share constructive feedback that addresses the Teacher Candidates' strengths and weaknesses	YES	YES	YES	YES
Submit midterm and final APBD	YES	YES	YES	YES
Review and approve hours in Live Text	YES	YES	YES	YES
Co-teach with the teacher candidate when possible and appropriate	YES	YES	YES	YES
Maintain open communication necessary for productive team work	YES	YES	YES	YES
Provide appropriate support for the completion of edTPA	No	No	No	YES

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.



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