

College of Coastal Georgia

Department of Education
and Teacher Preparation

Handbook



Dynamic Educators Facilitating Student Achievement

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Message from the Head of Education and Teacher Preparation

The School of Education and Teacher Preparation at the College of Coastal Georgia enjoys a short, but exciting history as we approach our tenth year of operations! Approved by the University System of Georgia Board of Regents and the Southern Association of Colleges and Schools in 2008 and 2009 respectively, the unit started with the first cohort of Teacher Candidates in their junior year of studies in August, 2009, and graduated in May, 2011. Fully accredited in 2015 through the Council on Accreditation of Education Programs (CAEP) and the Georgia Professional Standards Commissions, CCGA offers bachelor's degrees that lead to certification in early childhood/special education, in middle grades education, and in secondary education with tracks in history, science, and mathematics education. These programs offer Teacher Candidates innovative curricular opportunities, insights into professional development conducted by current public school teachers and administrators, clinical experiences that connect university learning to children's classrooms, and diverse field experiences in the public schools.

Our handbook represents the policies and procedures that govern our Teacher Education programs. In addition, it provides important information supporting the foundation of our curriculum and our Conceptual Framework. As with any handbook, it becomes a living document as one semester follows the next and we learn from our previous experiences and find new and better ways to prepare beginning teachers. To that end, as policies and procedures change, the handbook is updated annually to reflect lessons learned and can always be found online.

On behalf of the faculty and staff, I encourage you to read this handbook carefully.

Sincerely,

Claire E. Hughes

Claire E. Hughes, PhD
Interim Chair, Education and Teacher Preparation

Mission Statement of College of Coastal Georgia

As a state college of the University System of Georgia, the College of Coastal Georgia will be a college of choice for residents of Georgia and beyond by providing an accessible and affordable quality education. Advocating excellence in scholarship and community engagement, the College promotes student progression and timely graduation through student-centered programs that offer a rich and diverse student experience. Students are prepared for meaningful careers, advanced study, lifelong learning, and participation in a global and technological society. The institution will provide associate and baccalaureate degrees that support the intellectual, economic and cultural needs of the community and region.

Vision of the College of Coastal Georgia

The College of Coastal Georgia will be a college of choice for students within Georgia and beyond, providing an outstanding education for tomorrow's leaders and citizens through service learning, global awareness and engaged entrepreneurship.

Values of the College of Coastal Georgia

The College of Coastal Georgia's core values frame the mission and vision, and guide the institution through changing times and priority setting:

Quality Education:

Commitment to providing high-quality, innovative, and flexible educational opportunities and services in an accessible student-centered environment, creating a climate of discovery that values and embraces both inquiry and creativity; expect students to take active responsibility for their education; foster close student-teacher bonds; offer ongoing assessment of academic programs; integrate all programs that promote student access and success.

Experiential Learning:

Integrate meaningful experiential and holistic community service on campus and in the broader community with instruction and reflection to enrich the learning experience, fostering an attitude of generosity in service, teaching civic responsibility and strengthening communities.

Global Awareness:

Commitment to providing value-added education by promoting cross-cultural understanding, fostering respect and appreciation among and between students, faculty and staff, and cultivating collaborative relationships with international programs and global communities.

Mission and Vision of the School of Education and Teacher Preparation

The unit's vision and mission mirrors that of the College of Coastal Georgia. The unit's vision and mission serve to guide efforts to provide quality teachers; support the professional development, applied research, and scholarly activity of the College's faculty; and support faculty, staff, and candidate service to the community, state, and nation. We strive to become the teacher preparation program of choice for coastal Georgia.

PART I – The Program and Accreditation

The Conceptual Framework

Teach It Forward

Introduction

The College of Coastal Georgia's Department of Education and Teacher Preparation Conceptual Framework delineates the comprehensive foundation that guides our teacher preparation programs. This document represents our vision of educational reform and best practice in teacher preparation; it denotes current research-based practice as well as the importance of practitioner skill preparation; it represents a wide representation of constituencies as well as the faculty and staff at the College. The teacher education unit at the College of Coastal Georgia is defined as inclusive of all programs which lead to certification of candidates for employment as public school teachers.

Steeped in the belief that the preparation of teachers is the responsibility of the entire college faculty as well as our partner school colleagues and other community partners, the Conceptual Framework provides the connections within and across all participants. It represents innovation and respect for individuality for which dialogue with all members of the professional community will be ongoing and systematic so as to capitalize on the synergies of collaboration.

Theme

The theme of our teacher education program is: *Teach It Forward*.

The College of Coastal Georgia's undergraduate teacher education candidates are prepared to:

- ❖ *Teach* by being well versed in standards-based instructional models that apply universally designed instruction; know and use effective and differential instructional strategies and practices that are designed for all student; engage students in critical and higher order questioning, investigation and reasoning; and designate learner-centered environments through experiences with technology and research.
- ❖ Be familiar with *It* through content expertise and understanding of students needs; consistently bringing all students to higher levels of learning and academic growth; setting and maintaining high expectations for all students; engaging students in taking personal responsibility for their learning and behavior; meeting the academic and social/emotional needs of all students; and using diverse and systematic assessment to ensure learning of state mandated learning standards.
- ❖ Be *Forward* thinking by reflecting about their teaching and its context to revise and improve future instruction; making decisions about pedagogy; implementing classroom management strategies that enhance the learning environment and advance student achievement; exhibiting and modeling professional behaviors; and work collaboratively with colleagues, parents, and the community.

Philosophy and Beliefs

All learners can learn. They construct knowledge in a social setting with the guidance and scaffolding of dynamic educators. Preparing dynamic educators is the responsibility of the College faculty in collaboration with public school teachers, administrators, and the community at large.

With regard to students, we believe:

1. *All students deserve access to a quality education.*
2. *All students can learn rigorous content.*
3. *All students can develop critical reading, writing, thinking, and communication skills.*
4. *All students deserve a respectful, risk free learning environment.*
5. *All students deserve a learning environment integrated with visual literacy*
6. *All students deserve an education embedded with global and multicultural perspectives.*

With regard to teacher candidates and teacher education programs, we believe:

1. *Content knowledge and pedagogical knowledge are equally important for teacher candidates to bring all students to high levels of learning.*
2. *Acquisition of professional dispositions provides teacher candidates with the perspective to work effectively with all learners, parents, other educators, and members of the community.*
3. *Assessment and instruction are intricately linked to ensure all teacher candidates understand, execute, reflect upon, and communicate to appropriate audiences.*
4. *Highly structured and well planned field and clinical experiences are equally important to campus-based instruction to produce dynamic teacher candidates.*
5. *Collaborative planning, assessment, and reflection with school partners regarding highly structured and well planned field experiences are invaluable in the development of teacher candidates.*
6. *Awareness of, and responsiveness to, individual student learning differences form the foundation of effective teaching.*

Purpose and Goals

The aim of the teacher education program at the College of Coastal Georgia is to prepare teacher candidates to teach the new Georgia Performance Standards in an early childhood and special education or middle grades classroom environment. Teacher education candidates will be well prepared to teach the content areas as well as communicate with and effectively teach students with learning differences including students with disabilities, students who do not speak English as a first language, students with low reading levels, and gifted students. Finally, successful teacher candidates will have a working knowledge of the Georgia Department of Education's *School KEYS*, and thus enter the profession with a solid understanding of the new performance based evaluation system used to monitor teacher effectiveness and annual progress for Georgia teachers.

Knowledge Base

The knowledge base of the teacher education program at the College of Coastal Georgia is derived from a robust body of empirical research, disciplined inquiry, accepted theories, and the wisdom of effective classroom practice. Citations for the knowledge base can be found below each of the general and specific learning objectives delineated in the next section.

General Learning Objectives

Successful teacher candidates will demonstrate knowledge of the philosophical, historical, sociological, and legal foundations of education and special education.

In order to demonstrate professional competency, teacher candidates understand the historical and legal nature of education as it is contained within the American culture and society. In addition, teacher candidates understand the legal rights and responsibilities of themselves, parents, students and school systems regarding all students, particularly those students from diverse cultural and developmental backgrounds.

Successful teacher candidates will demonstrate a knowledge base of educational foundations, educational psychology, human development, human exceptionalities, and parental and family dynamics.

In order to understand the diversity and range of human behaviors and learning processes that are found within a school system, a school, and a classroom, teacher candidates are able to develop an understanding of what is developmentally and culturally appropriate for the range of students within their classroom. As an educator, teachers are aware of, appreciative of, and responsive to the range of differences that may be found among the children and their families.

Successful teacher candidates will demonstrate expertise in the content bases for curricula, appropriate uses of technology, and effective pedagogy.

Teacher candidates are subject matter experts and can articulate their knowledge and understanding to others. They exhibit and apply this knowledge by using multiple and appropriate methods and strategies to teach the content standards to all children. Technology is an integral component of instruction.

Successful teacher candidates will interact and communicate effectively with a range of audiences (students, parents, administrators, stakeholders, educational agency staff, and the general public).

As a teacher in the public school systems, teachers will interact with a wide range of people to whom they are accountable. They will instruct, share information, report on progress, and justify instructional and educational decisions. Communication skills and appropriate knowledge to impart are key factors to successful communication strategies.

Successful teacher candidates will model positive and affective interpersonal skills interacting with all learners, parents, other educators, and members of the community.

Teacher candidates are professional role models for students, colleagues, parents, and the community. They work well with others and are committed to building partnerships to enhance and strengthen education.

Successful teacher candidates will reflect upon their overall performance with respect to modeling and teaching the Georgia Performance Standards, refine the skills and processes necessary, and implement a professional development plan.

Teacher candidates engage in ongoing self reflection of their teaching of the Georgia Performance Standards to ensure that students master content knowledge and skills. They participate in professional development to improve knowledge and pedagogy, and change or remediate their daily practice as needed. Professional organizations, collegial collaboration, and current literature provide additional support to improve teaching.

Specific Learning Objectives for the Early Childhood/Special Education Program

Successful teacher candidates will develop sufficient subject matter knowledge in all areas included on the teaching certificate noting increased coursework in the areas of mathematics, science, and reading.

Teacher candidates are proficient in the subject areas for certification with increased emphasis on areas of mathematics, science, and reading. Additionally, they can disseminate content from these areas to age appropriate audiences. Practice in current content area trends and research is crucial for avoiding obsolescence of knowledge.

Successful teacher candidates will demonstrate success in bringing all students from diverse cultural, ethnic, international, and socio-economic groups to high levels of learning.

Teacher candidates recognize that students of diverse backgrounds have unique needs and can recognize, plan and execute instruction to meet the requirements of wide ranging classrooms using high-leverage practices. They realize instruction that is culturally sensitive can be challenging and student expectations should be high regardless of background.

Successful teacher candidates will effectively use visual literacy technologies as tools for learning and exploring that meet the Georgia Technology Standards for Educators as required by the Georgia Professional Standards Commission.

Teacher candidates fully utilize conventional educational technology and can routinely use it as an effective medium of instruction and communication. Moreover, they recognize potential access disparities and can convey content in traditional visual means.

Successful teacher candidates will set high learning standards for all students. Focusing on student growth, successful teacher candidates will organize curriculum, instruction, and assessment around those standards.

Teacher candidates acknowledge the importance of setting superior expectations and holding all students to high academic standards. Instruction and lessons reflect alignment to Georgia performance standards and address differentiated instruction and various modes of assessment.

Successful teacher candidates will differentiate instruction for individual students and groups of students that reflect students' own experiences, learning styles, interests, cultures, and special needs.

Teacher candidates understand that students learn in multiple manners and can adapt instruction to meet the diverse needs of potential learners. They also embed personal real world connections that are associated with varied backgrounds of their potential students.

Successful teacher candidates will use data on student learning and achievement to set benchmarks, monitor and plan for student progress toward continuous improvement, and communicate results with appropriate audiences.

Teacher candidates are knowledgeable of multiple modes of formal and informal assessment techniques and can determine appropriate revisions based on data driven outcomes. They can effectively communicate assessment data to a range of audiences that include parents, peers and administrators.

Specific Learning Objectives for the Middle Grades Education Program

Successful teacher candidates will develop sufficient subject matter knowledge in at least two content areas as prescribed for state certification.

Teacher candidates are proficient in two subject areas of which they may teach at the middle grades level. Additionally, they can disseminate content from these areas to age appropriate audiences. Practice in current content area trends and research is crucial for avoiding obsolescence of knowledge.

Successful teacher candidates will demonstrate success in bringing all students from diverse cultural, ethnic, international, and socio-economic groups to high levels of learning.

Teacher candidates recognize that students of diverse backgrounds have unique needs and can recognize, plan and execute instruction to meet the requirements of wide ranging classrooms. They realize instruction that is culturally sensitive can be challenging and student expectations should be high regardless of background.

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Successful teacher candidates will use data on student learning and achievement to set benchmarks, monitor and plan for student progress toward continuous improvement, and communicate results with appropriate audiences.

Teacher candidates are knowledgeable of multiple modes of formal and informal assessment techniques and can determine appropriate revisions based on data driven outcomes. They can effectively communicate assessment data to a range of audiences that include parents, peers and administrators.

Successful teacher candidates will use critical conversational Spanish language skills to communicate with school children and their parents or guardians who speak Spanish as a native language.

Teacher candidates possess and can utilize vital baseline Spanish language skills to effectively communicate with students and parents of Non-English-speaking backgrounds.

Program Outcomes and Proficiencies

As Candidates progress through their program, they are expected to:

- 1) meet program outcomes and proficiencies measured by the Candidate Assessment on Performance Standards (CAPS);
- 2) plan, instruct and assess to meet student needs as measured by the portfolio edTPA assessment;
- 3) demonstrate appropriate dispositions as measured by the Educator Disposition Assessment (EDA);
- 4) reflect on their growth and development as measured on the Intern KEYS; and to
- 5) master content as measured by the Georgia Assessment for the Certification of Educators (GACE).

Education and Teacher Preparation is guided by the following national and state standards:

Interstate Teacher Assessment and Support Consortium (INTASC): Model Core Teaching Standards

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Producing a New Generation of Teachers at the College of Coastal Georgia

In Fall 2009, the College of Coastal Georgia (CCGA) was granted authority by the University System of Georgia and the Southern Association of Colleges and Schools to begin offering two degrees in Teacher Education: A bachelor's degree in early childhood/special education and a bachelor's degree in middle grades education. In 2015, the program was approved by the Georgia Professional Standards Commission and the Council for the Accreditation of Education Program to offer Secondary certification programs in Math and Biology to support those bachelor's programs. Signature elements of our programs include the following:

1. Cohort-based
2. Clinical and experiential in nature
3. Integrate service-learning and student research
4. Collaboration with graduates in mentoring students
5. Learning Partnerships with K-12 schools
6. Relationship-oriented

Faculty teaching the pedagogy and content courses collaborate on the performance-based learning outcomes and artifacts that are required of Teacher Candidates, which is measured by the Candidate Assessment of Performance Standards (Candidate CAPS) at the end of candidates' final full-time internship experience. By planning and collaborating in this manner, Teacher Candidates maximize their experiential learning in real world settings based on their study of learning and teaching in the college classroom. Likewise, this collaboration exemplifies the belief that the coursework should be wrapped around the practicum experiences.

Technology is an integral part of Teacher Education in the School of Education and Teacher Preparation. Courses across all programs have at least one technology component and most have several components integrated within instruction and assignments. Teacher Candidates are required to integrate technology in their field experiences through lesson plans, instruction, and classroom participation.

PART II – Pre-Admission Information

Area F Field Experiences – Requirements and Policies

During the first two years of college, students interested in Teacher Education for the ECSP and MGED Programs are required to complete six (6) courses in Core Area F for a total of 18 hours of Teacher Education related courses. Three of the courses, EDUC 2110 *Investigating Critical and Contemporary Issues in Education*; EDUC 2120 *Exploring Socio Cultural Perspectives on Diversity*; and EDUC 2130 *Exploring Teaching and Learning* each require successful completion of ten (10) hours of field experience in a service learning setting working with children.

Students at this initial level are introduced to teaching through service learning experiences. These are the first opportunities for students to observe and explore instructional type settings as they decide whether to pursue a teaching career. The goal is to provide students with an opportunity to connect their college courses with the needs of the local community. Through civic engagement, student learning and appreciation are increased. Students are encouraged to become active participants in each setting by assisting the teacher when requested, preparing learning materials, and by actively engaging with children when possible. While it is not expected that students at this level are proficient in instruction, they are expected to follow directions, take initiative, demonstrate oral and written communication skills, and model ethical behavior.

The field experience is an integral part of the three courses and must be successfully completed to receive a passing grade. Typically, students taking these three courses will have met with a Teacher Education advisor and are sophomores, having completed at least 30 hours of general studies across Core Areas A, B, C, D, and E.

Specific Description of the EDUC Field Observations

The courses require that students spend 10 hours placed in a local accredited education agency selected by the School of Education and Teacher Preparation. These hours are to be used as a time to observe, reflect and participate in everyday learning environments. Students will be representing the College of Coastal Georgia within a service learning capacity. These experiences are an enriching aspect of a student's education and promote engagement with the surrounding community. Failure to complete the field experiences will result in a failing grade for the course.

EDUC 2110: Field experiences are focused on developing an individual teaching identity. Observations should focus on contemporary issues facing modern educators culminating in a reflective teaching philosophy addressing these challenges.

EDUC 2120: Field experiences are focused on the social, socio-economic, and cultural influences within learning environments. Observations should focus on socio and cultural differences and their potential impact on learning and the learning environment.

EDUC 2130: Field Experiences are focused on the practice of teaching and environments conducive to student learning. Observations should focus on best practices of instruction and student engagement.

Students are required to complete the *Personal Affirmation Form*, prior to beginning the service learning field experience that documents a clear criminal background check. The form is kept on file by the instructor, and

students who answer any questions in the affirmative are required to meet with the School Dean before participating in any field experiences. Students complete a *Time Log* to document completion of the 10 hours. The supervisor at the field experience site signs the *Verification Form* to confirm successful completion of 10 hours.

Admission Criteria and Process

To be eligible for admission to Teacher Education, students need to meet the following criteria:

- a. a cumulative GPA of 2.5 or higher on all course work,
- b. successful completion of all three GACE Basic Skills Assessment tests or an exemption based upon satisfactory scores on the SAT or ACT tests,
- c. a grade of C or better in all Area F courses and ENGL 1102
- d. completion of Areas A-F in the core curriculum,
- e. a successful criminal background check,
- f. provision of a pre-certification teaching certificate provided by the GaPSC
- g. submission of three disposition evaluations, and
- h. proof of insurance for tort liability purposes while working in the schools.

Application for Admission to Teacher Education

Applications for admission to teacher preparation at the College of Coastal Georgia are available early in the Spring Semester each academic year and are sent out electronically via student email addresses. In addition, ads are posted on the College of Coastal Georgia website and posted throughout campus. New cohorts start every Fall semester. The program is offered primarily during the day so that Teacher Candidates can gain and develop their knowledge, skills, and dispositions while working with students in partner school systems as well as from content and pedagogical coursework.

Students interested in the education programs are encouraged to contact the School Coordinator, at 912-279-5849 for information on the application process or to set up an appointment with a Teacher Education faculty advisor.

Background Check Policy and Process

To become an educator in the State of Georgia, all individuals must address questions regarding any criminal background they might have acquired prior to the Georgia Professional Standards Commission (GaPSC) accepting an application for initial certification. For more information, visit www.gapsc.com.

As a precursor to this process, prospective Teacher Candidates must complete an Area F Education Course Personal Affirmation Form. The form is kept on file by the instructor and students who answer any questions in the affirmative are required to meet with the Head of the Unit before participating in any field experiences.

Admission to the Teacher Education program is an important step in a Teacher Candidate's career in education. Once accepted into the program, Teacher Candidates work extensively in the public schools until graduation. As a result, admission to the Teacher Education program requires that all Candidates complete an official criminal background check through the GaPSC.

For Teacher Candidates beginning their first semester, Junior year (Fall) in the Teacher Education program, the following is required as part of the application for admission to the Teacher Education program:

Precertification certificates to be provided by the GaPSC

This certification must be established with CCGA as the certifying body and must be up to date throughout the candidate's entire college experience. Should a candidate withdraw during their program time and wish to re-enter the program, their pre-certification certificate must be updated. A candidate is not allowed to be admitted into the program or to go into schools as a CCGA teacher candidate without a preservice certificate on file.

As with the Area F Education Course Personal Affirmation form, Teacher Candidates are responsible for self-reporting any felony or misdemeanor involving moral turpitude* while completing their program. Failure to do so may result in removal from the program.

***What is Moral Turpitude?** *The Georgia Professional Standards Commission states, "Misdemeanors involving moral turpitude include, but are not limited to: larceny, fraud, theft by taking, soliciting for prostitution, writing or cashing bad checks, making a false report of crime, sale of narcotics or illegal drugs, and indecent exposure or other sex-offense crimes."*

In instances where the school system or agency requires more extensive or a different criminal background check, Teacher Candidates must adhere to those requirements in addition to the School's requirements.

All information is sent out electronically for those applying to Teacher Education.

For additional information on Criminal Background checks, contact the School Coordinator, at 912-279-5849.

Liability Policy and Process

An ounce of prevention is worth a pound of cure! Accidents can happen to Teacher Candidates and to the students and other individuals they come into contact with each day while working in the schools. Teacher Candidates are not employees of the school system where they are placed and thus are not provided any medical, accidental, or workman's compensation insurance by the school. Keep in mind that financial penalties can be extreme particularly when public school students are injured as a result of a Teacher Candidate's negligent acts or omissions regardless of the intent or effort.

While the chances are small that Teacher Candidates will be involved in an accident at school or be sued by parents because of actions in the classroom with their child, all Teacher Candidates admitted to the Teacher Education program are required to obtain tort liability insurance coverage of not less than \$1,000,000. This requirement may be met through one of four (4) options below.

Insurance Options

Option 1: Teacher Candidates who own a home may add a personal liability umbrella policy to their home owner's policy. Once added, the Teacher Candidate will receive a declaration page from their insurance company and a copy of this document will serve as proof of coverage.

Option 2: Teacher Candidates may obtain personal liability insurance coverage through the *Georgia Association of Educators* (GAE). Nearing 40 years of dedicated service and support, GAE provides free legal representation as well as \$1,000,000 in liability insurance per occurrence to its members. Serving over 40,000 educators in Georgia, GAE provides professional development workshops, a government relations department that fights laws and policies that might affect your profession, your classroom, and your standards, and costs Teacher Candidates only \$12 for two years or \$18 for three years. A copy of your membership card would serve as proof of your coverage. See: <http://gae.org/> for more information about benefits.

Option 3: Teacher Candidates may obtain personal liability insurance coverage through *Student Professional Association of Georgia Educators* (SPAGE). SPAGE is the student organization of the Professional Association of Georgia Educators (PAGE). With more than 75,000 members statewide including 10,000 students from 41 institutions in Georgia, SPAGE provides publications, GACE workshops, access to PAGE legal services, accidental death insurance, scholarships, and more. Providing \$1,000,000 of liability coverage, SPAGE costs Teacher Candidates only \$12 for two years or \$18 for three years. A copy of the membership card will serve as proof of coverage. See <http://www.ciclt.net/pagefoundation/spage/join.html> for more information about benefits.

Option 4: A number of other professional education organizations offer low cost liability insurance to its members. If you have membership in an organization that offers tort liability insurance, indicate this on the declaration form and provide a copy of your current membership card.

Once you attain liability insurance coverage, you must submit a completed verification form. The form is available electronically.

PART III – Practicum and Internship Experiences

Practicum Experiences

Practicum experiences are central to the Education and Teacher Preparation (ETP) programs. College faculty work collaboratively to plan the practicum experiences and to develop courses around those experiences. Course assignments are tied to the practica and are interdisciplinary in nature. Students must complete the background check and have a clear background prior to participating in any practicum experience. Students who have not completed their background checks will not be given a practicum placement. Students are responsible for their own transportation to their approved sites.

Placement Policy and Process

The Director of Field Experiences, Certification, and Outreach (DFECO) works with the Department Chair of the School of Education and Teacher Preparation and in collaboration with the public partnership school systems to place candidates for each practicum and the internship. It is the school's policy to place candidates in highly diverse settings for experiences working in rural, urban, and suburban settings as well as with students who represent ethnic, racial, and socioeconomic diversity. When possible, efforts will be made to avoid placements in which the candidate has other roles or possible conflicts of interest, such as coach, parent, child, previous employee, etc. In addition, Elementary/Special Education candidates are placed in Special education, PK/K, Grades 1-2, and Grades 3-5 classrooms to experience the multitude of differences among the grade levels. Middle Grades candidates are placed in grade bands of 4-5 and 6-8 classrooms to assure they are prepared across these grade levels and in their two concentration areas for certification purposes. Secondary students are placed in 6-8 and 9-12 grade bands.

Education and Teacher Preparation is committed to placing Candidates in their county of preference for the internship but reserves the right to place candidates in school sites commensurate with budget and personnel constraints. The department currently places Teacher Candidates in an eight-county region. Students are not allowed to contact school personnel in an effort to arrange their own placements unless permission is granted from the Director.

Students may be exposed to confidential information while in practicum settings. Confidential information should be treated as such. Discussion of the practicum experience should occur only at appropriate times within the college setting. Information should always be presented in a professional manner and should provide anonymity for the cooperating teacher, P-12 student, and the placement site.

Practicum Experiences (I, II, & III)

Teacher Candidates in ECSP, MGED or SCED admitted to Teacher Education complete three practica: Practicum I Fall or Spring Semester Junior year, Practicum II, Spring Semester Junior year, and Practicum III Fall Semester Senior year. Practica I and II are ½ days for two days a week, and Practicum III are ½ days for three days a week. All practica occur in partnership public school settings where Teacher Candidates work with exemplary Mentor Teachers. For all candidates, Practicum III begin the year-long Internship experience and upon acceptance into Internship, candidates will continue in the placement they had during Practicum III.

During Practicum, Teacher Candidates learn and exhibit professional knowledge, skills, and dispositions that will be applied in the field experiences and ultimately in their internship (student teaching). Teacher Candidates

are assessed by College Supervisors on the outcomes and proficiencies using the Candidate Assessment on Performance Skills (Candidate CAPS) and the Education Disposition Assessment (EDA). Selected outcomes and proficiencies are measured over the three practicums resulting in a measured performance level on each outcome and proficiency before beginning the internship.

Internship

In order to be admitted to Internship, Teacher Candidates must have passed:

- all relevant GACE content tests
- all relevant prerequisite content courses with a C or better
- Practicum III with a score of “S”
- all CAPS standards with at least a score of Approaches Target
- the EDA with no score of Zero (0) on any standard

Faculty will make a determination who is eligible for Internship and notify candidates of the decisions. If a candidate chooses to, they may choose to appeal the decision through an interview and process with the faculty and the Director of Field Experiences. Such an appeal would then follow the standard appeal process.

Spring Semester of the senior year, Teacher Candidates complete a minimum of 400 hours internship (synonymous with student teaching) in a public school setting. During the internship, Candidates are required to meet target level in all outcomes and proficiencies on the CAPS while working closely with a Mentor Teacher and a College Supervisor. They must assume full planning and teaching responsibility for their assigned classroom(s) for six (6) weeks of the internship. College Supervisors observe and provide feedback to the Candidates in collaboration with the Mentor Teachers. Each Candidate is observed a minimum of three (3) times during the internship.

Practicum Performance

Teacher Candidates are expected to demonstrate professional behavior, positive dispositions, and to follow the Georgia Code of Ethics throughout the teacher preparation program. During practicum and the internship, the Mentor Teacher will provide the Teacher Candidate with a variety of opportunities to observe, work one-on-one, work with small groups, and teach the whole class, that ultimately lead to full-time, independent teaching in the internship. During these cumulative experiences, the Teacher Candidate will plan and implement lessons under the guidance of the Mentor Teacher and College Supervisor. They will practice the skills and strategies learned during practica and coursework and incorporate self-reflection, as well as self-evaluation, to determine their strengths and any areas in need of improvement.

The College Supervisor will provide additional support for both the Teacher Candidate and the Mentor Teacher by observing the Candidate in the classroom, providing assessment and feedback during the field experiences, and answering the many questions that arise during the practicums and the internship. The College Supervisor is the liaison between the School of Education and Teacher Preparation and the public school and is available to provide support and guidance as needed.

Practicum Evaluation

Mentor Teacher Formative Feedback:

During the semester, candidates will be expected to schedule observations with their assigned mentor teacher(s) to be evaluated using the Field Experience Observation Summary. For these observations, candidates will work with the mentor teacher to determine if a personally developed lesson plan from a college course or a lesson from the curriculum designated for the school placement would be most appropriate. Candidates are expected to comply with the recommendations of the mentor teacher. Candidates must receive approval from the mentor teacher for the lesson that will be taught. Prior to the observation, the candidate should e-mail the mentor teacher the lesson plan. This e-mail documentation must be provided at least 24 hours in advance of the observation. Following the observation, candidates will schedule a debriefing conference with the mentor teacher to receive feedback on the implemented lesson. Candidates are expected to adhere to the request of the mentor teacher concerning when the debriefing meeting will take place. Following the debriefing session, candidates should collect the Field Experience Observation Summary (to be signed/dated by both the mentor teacher and the candidate) and submit the form along with a copy of the e-mail that was sent to the mentor teacher prior to the observation.



**Field Experience Observation Summary
Department of Education and Teacher
Preparation**

Semester _____

Course _____

Teacher Candidate		School	
Practicum Instructor		Grade Level	
College Supervisor		Mentor Teacher	
Date/Time of Lesson		Content Area	

Candidates are responsible for completing the top portion of this document prior to providing the form to the observer.

Areas of Strength	Areas of Improvement

Additional Feedback:

Signature of Observer

Date

Signature of Candidate

Date

College Supervisor Formative Feedback:

Candidates will be expected to schedule formal observations with the college supervisor to be evaluated using the Candidate Assessment of Performance Standards (CAPS). The first observation must occur within the first five weeks of the practicum placement. At least one of these observations should be taught to a whole class of students. It is acceptable for candidates to teach a small group for one of the observations. However, candidates may choose to teach to the whole class for both observations, if desired. It is the responsibility of candidates to contact the college supervisor via e-mail to schedule an observation. This communication must occur at least two weeks in advance to ensure that the college supervisor is available to complete the observation. The college supervisor will make candidates aware if specific schools will be required to sign-up on specific days, if applicable. Candidates must receive approval from the mentor teacher for all lesson plans implemented in the practicum placement. Prior to the observation, the candidate must e-mail the lesson plan (already approved by the mentor teacher) that will be used during the observation to the college supervisor and mentor teacher. This lesson plan must be provided at least 24 hours in advance of the observation. Within three days of the lesson plan implementation, candidates are expected to 1) reflect on their practice identifying strengths and areas for growth, 2) use departmental reflection prompts to write reflections, 3) discuss the outcomes from their teaching during a debriefing conference with the evaluator, and 4) upload lesson plans, instructional materials, and reflections to VIA LiveText. Evaluators will write qualitative feedback about areas of strength and areas for improvement along with quantitative ratings for standards using this CAPS assessment instrument in VIA LiveText. Criteria for what constitutes satisfactory performance at each point of progression in a program has been determined by ETP faculty and is outlined in the table below.

Candidate Assessment of Performance Standards (CAPS)

The CAPS instrument is aligned to both departmental program outcomes and the knowledge, skills, and dispositions specified in standard 1 of the 2013 CAEP standards. To document growth across field experiences and to be accountable to increasingly challenging expectations, candidates are evaluated using the CAPS instrument by college supervisors. Currently, mentor teachers are using a field experience observation summary to provide informal feedback to candidates. Using the CAPS instrument for evaluation, candidates are accountable to increasingly complex and spiraling expectations across field experiences. Faculty have identified standards for each semester to indicate minimum level expectations for candidates to proceed in their teacher education program. For candidates who score below the minimum requirement on any required standard, there is a mechanism in place to provide remediation and support to the candidate via the Professional Improvement Plan (PIP) process. The PIP process clearly indicates how progress monitoring will occur for the candidate in order for a decision to be made for the candidate to continue in the program or to exit the program in the event that a candidate is unable to meet minimum levels of expectations at a given point in a program. Additionally, candidates are expected to receive a grade of “C” or higher within professional coursework to advance in the program.

College of Coastal Georgia
Education and Teacher Preparation
Candidate Assessment on Performance Standards (CAPS)

This observation instrument was developed using the expectations set forth within the Georgia Department of Education Teacher Keys Effectiveness System (TKES) performance standards (<http://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/Teacher-Keys-Effectiveness-System.aspx>) and the Teacher Assessment on Performance Standards (TAPS) in order to align pre-service teacher expectations to those set forth for in-service teachers in the state of Georgia. This observation instrument will be used to provide feedback to teacher candidates across five domains following a formal lesson observation: 1) Planning, 2) Instructional Delivery, 3) Assessment of and for Learning, 4) Learning Environment, and 5) Professionalism and Communication. Each domain consists of two standards. The observation instrument provides a unique opportunity for candidates to document growth as they advance in their respective programs. Candidates will be evaluated using the same level of expectation regardless of the point of progression in any given program.

Instructions

Within three days of the lesson plan implementation, candidates are expected to 1) reflect on their practice identifying strengths and areas for growth, 2) use departmental reflection prompts to write reflections, 3) discuss the outcomes from their teaching during a debriefing conference with the evaluator, and 4) upload lesson plans, instructional materials, and reflections to VIA LiveText. Evaluators will write qualitative feedback about areas of strength and areas for improvement along with quantitative ratings for standards using this CAPS assessment instrument in VIA LiveText. Criteria for what constitutes satisfactory performance at each point of progression in a program has been determined by ETP faculty and is outlined in the table below.

Table of Domains and Required Levels of Performance by Field Experience and Program.

Early Childhood and Special Education	Middle Grades and Secondary Education
Practicum 1: Level II – Approaches Target required across the following domains: Learning Environment (Standards 7 and 8) Professionalism and Communication (Standards 9 and 10)	
Practicum 2: Level II – Approaches Target required across the following domains: Learning Environment (Standards 7 and 8) Professionalism and Communication (Standards 9 and 10) Planning (Standards 1 and 2) Instructional Delivery (Standards 3 and 4)	Practicum 1/2: Level II – Approaches Target required across the following domains: Learning Environment (Standards 7 and 8) Professionalism and Communication (Standards 9 and 10) Planning (Standards 1 and 2) Instructional Delivery (Standards 3 and 4)
Practicum 3: Level II – Approaches Target required across all 10 standards/5domains	Practicum 3: Level II – Approaches Target required across all 10 standards/5domains
Internship: Level III – Meets Target required across a minimum of eight standards and no less than Level II on any standard on two observations.	Internship: Level III – Meets Target required across a minimum of eight standards and no less than Level II on any standard on two observations.

Determination of Successful Observation

Following the observation and evaluation, candidates and supervisors refer to the domain requirements and performance level criteria for the appropriate point of progression in the program to determine if the observation was successful. In the event that an observation is not successful, the candidate will determine if he/she wishes to: a) schedule another observation with the same evaluator to incorporate feedback and demonstrate improvement or b) request an observation from another ETP faculty member as agreed upon by the evaluator. If any candidate scores a *Level I – Below Target* on a required standard, a professional improvement plan (PIP) will be initiated at the discretion of the Director of Field Experience, Certification, and Outreach, college supervisor, or practicum instructor. If a candidate fails to complete the required professional development activities indicated in the PIP, the candidate will be subject to receiving a failing grade in the associated field experience course. In order to receive a grade of satisfactory in Internship and be able to graduate, candidates must earn ratings of *Level III – Meets Target* across a minimum of eight standards for two or more observations.

**Instructions: Score each standard by writing the candidate’s performance level in the “Score” box.
For standards not scored, write N/A.**

DOMAIN 1: PLANNING	Performance Standard 1: Professional Knowledge <i>The teacher candidate demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.</i>		Examples may include, but are not limited to: aligns to grade-level standards; identifies and aligns to observable and measurable objectives; demonstrates accurate, deep, and current content knowledge; links present content with past and future learning; incorporates evidence-based practices identified in relevant/current research and theory; incorporates developmental and age-related needs; etc.		
	Std. 1 Score:	<u>Level I Below Target</u> There is no evidence that the teacher candidate demonstrates understanding of curriculum, subject content, pedagogical knowledge and student needs, or the candidate does not use the knowledge in practice.	<u>Level II Approaches Target</u> There is weak evidence that the teacher candidate demonstrates understanding of curriculum, subject content, pedagogical knowledge, and student needs, or the candidate lacks fluidity in using the knowledge in practice.	<u>Level III Meets Target</u> There is adequate evidence that the teacher candidate demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	<u>Level IV Exceeds Target</u> In addition to meeting Level III, there is strong evidence that the teacher candidate demonstrates extensive content and pedagogical knowledge, enriches the curriculum, and guides others in enriching the curriculum.
	Performance Standard 2: Instructional Planning <i>The teacher candidate plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all the students.</i>		Examples may include, but are not limited to: Analyzes and uses student learning data to inform planning; develops a plan that is clear, logical, sequential, and integrated across the curriculum, as appropriate; plans instruction effectively for content mastery, pacing, and transitions; plans to meet the diverse needs of learners including readiness, interest, and/or learning preferences; plans to use a wide variety of resources to support whole group, small group, and individual learning; etc.		
	Std. 2 Score:	<u>Level I Below Target</u> There is no evidence that the teacher candidate plans, or the candidate plans without adequately using state and local school district curricula and standards, or without using effective strategies, resources, or data to meet the needs of all students.	<u>Level II Approaches Target</u> There is weak evidence that the teacher candidate uses state and local school district curricula and standards, or the candidate inconsistently uses effective strategies, resources, or data in planning to meet the needs of all students.	<u>Level III Meets Target</u> There is adequate evidence that the teacher candidate plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	<u>Level IV Exceeds Target</u> In addition to meeting Level III, there is strong evidence that the teacher candidate uses multiple data and real world resources to plan differentiated instruction to meet the individual student needs and interests in order to promote student accountability and engagement.

DOMAIN 2: INSTRUCTIONAL DELIVERY	Performance Standard 3: Instructional Strategies <i>The teacher candidate systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.</i>		Examples may include, but are not limited to: the teacher builds upon existing knowledge, skills, and experiences of students; explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner; reinforces learning objectives consistently throughout the lesson; uses a variety of instructional strategies and resources (including technology, as appropriate) to enhance student learning; uses multiple levels of questioning to stimulate and monitor student learning; communicates material clearly and checks for student understanding; etc. The P-12 students demonstrate active engagement as evidenced by body language, classroom talk, noise level, and/or student work samples; act as a learning community with active participation in building, discussing, and sharing ideas with peers and teachers; make thinking and learning visible through specific tasks initiated by the teacher candidate and/or peers, etc.		
	Std. 3 Score:	<u>Level I Below Target</u> There is no evidence that the teacher candidate uses research-based instructional strategies, nor are the instructional strategies relevant to the content area. The strategies do not engage students in active learning or acquisition of key skills.	<u>Level II Approaches Target</u> There is weak evidence that the teacher candidate uses research-based instructional strategies. The strategies used are sometimes not appropriate for the content area or for engaging students in active learning or for the acquisition of key skills.	<u>Level III Meets Target</u> There is adequate evidence that the teacher candidate promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning, and to facilitate the students' acquisition of key skills.	<u>Level IV Exceeds Target</u> In addition to meeting Level III, there is strong evidence that the teacher candidate facilitates students' engagement in metacognitive learning, higher-order thinking skills, and application of learning in current and relevant ways.
	Performance Standard 4: Differentiated Instruction <i>The teacher candidate challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.</i>		Examples may include, but are not limited to: differentiates the instructional content, process, product, and learning environment to meet individual developmental needs; adapts instruction "just in time" based on formative feedback; works in a variety of instructional arrangements (i.e., individual, small group, whole group) to accommodate learning needs/goals; provides opportunities for students self-monitor progress toward an identified learning objective(s); provides remediation, enrichment, and/or acceleration as appropriate to the learner(s); etc.		
	Std. 4 Score:	<u>Level I Below Target</u> There is no evidence that the teacher candidate challenges students by providing appropriate content or by developing skills which address individual learning differences.	<u>Level II Approaches Target</u> There is weak evidence that the teacher candidate challenges students by providing appropriate content or by developing skills which address individual learning differences.	<u>Level III Meets Target</u> There is adequate evidence that the teacher candidate challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	<u>Level IV Exceeds Target</u> In addition to meeting Level III, there is strong evidence that the teacher candidate facilitates each student's opportunities to learn by engaging him/her in critical and creative thinking and challenging activities tailored to address individual learning needs and interests.

Performance Standard 5: Assessment Strategies <i>The teacher candidate systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.</i>		Examples may include, but are not limited to: aligns student assessment to the established learning objectives and curriculum; uses a range of formal and informal assessments for diagnostic, formative, and/or summative purposes; varies/modifies assessments as appropriate to student needs; etc.			
Std. 5 Score:	<u>Level I Below Target</u> There is no evidence that the teacher candidate chooses a variety of diagnostic, formative, and summative assessment strategies or the instruments are not appropriate for the content or student population.	<u>Level II Approaches Target</u> There is weak evidence that the teacher candidate chooses a variety of diagnostic, formative, and summative assessment strategies or the instruments are sometimes not appropriate for the content or student population.	<u>Level III Meets Target</u> There is adequate evidence that the teacher candidate systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	<u>Level IV Exceeds Target</u> In addition to meeting Level III, there is strong evidence that the teacher candidate demonstrates expertise and leads others to determine and develop a variety of strategies and instruments that are valid and appropriate for the content and student population and guides students to monitor and reflect on their own academic progress.	
Performance Standard 6: Assessment Uses <i>The teacher candidate systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.</i>		Examples may include, but are not limited to: analyzes/uses data to gain insights into or measure individual and collective student learning progress; gives clear, timely, and informative oral and/or written feedback to support students in identifying strengths and strategies to use to improve learning; uses assessment tools to inform, guide, and adapt long and short term instructional decisions; etc.			
Std. 6 Score:	<u>Level I Below Target</u> There is no evidence that the teacher candidate gathers, analyzes, or uses relevant data to measure student progress, to inform instructional content and delivery methods, or to provide feedback in a constructive or timely manner.	<u>Level II Approaches Target</u> There is weak evidence that the teacher candidate gathers, analyzes, or uses relevant data to measure student progress, or there is weak evidence of data usage to inform instructional content and delivery methods or weak evidence of timely constructive feedback.	<u>Level III Meets Target</u> There is adequate evidence that the teacher candidate gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.	<u>Level IV Exceeds Target</u> In addition to meeting Level III, there is strong evidence that the teacher candidate demonstrates expertise in using data to measure student progress and leads others in the effective use of data to inform instructional decisions.	

<p>Performance Standard 7: Positive Learning Environment <i>The teacher candidate provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.</i></p>		<p>Examples may include, but are not limited to: establishes clear expectations for classroom norms, routines, and procedures and enforces them consistently/appropriately; models caring, fairness, respect, and enthusiasm for learning; manages proactively rather than reactively while also responding to unexpected events in a timely, appropriate manner; responds to the socioemotional needs of learners creating an accepting and warm classroom culture where each student is valued and comfortable taking risks in learning; supports <i>all</i> students in reaching set expectations; celebrates the growth, talents, and efforts exerted by individual students; etc.</p>			
Std. 7 Score:	<p><u>Level I Below Target</u> There is no evidence that the teacher candidate addresses student behavior, displays a negative attitude toward students, ignores safety standards, or does not otherwise provide an orderly environment that is conducive to learning or encourages respect for all.</p>	<p><u>Level II Approaches Target</u> There is weak evidence that the teacher candidate provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.</p>	<p><u>Level III Meets Target</u> There is adequate evidence that the teacher candidate provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.</p>	<p><u>Level IV Exceeds Target</u> In addition to meeting Level III, there is strong evidence that the teacher candidate engages students in a collaborative and self-directed learning environment where students are encouraged to take risks and ownership of their own learning behavior.</p>	
<p>Performance Standard 8: Academically Challenging Environment <i>The teacher candidate creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.</i></p>		<p>Examples may include, but are not limited to: sets high expectations reflecting on relevant student learning data; involves students in thinking about their own learning progress as related to areas of strength/areas for growth and/or strategies to propel learning; maximizes instructional time; promotes higher-order thinking through use of effective questioning, tasks, and resources/materials; supports authentic learning opportunities for students; encourages exploration, problem solving, collaboration, and/or student self-directed learning; etc.</p>			
Std. 8 Score:	<p><u>Level I Below Target</u> There is no evidence that the teacher candidate provides a student-centered, academic environment in which teaching and learning occur at high levels, or where students are self-directed learners.</p>	<p><u>Level II Approaches Target</u> There is weak evidence that the teacher candidate provides a student-centered, academic environment in which teaching and learning occur at high levels or where students are self-directed learners.</p>	<p><u>Level III Meets Target</u> There is adequate evidence that the teacher candidate creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.</p>	<p><u>Level IV Exceeds Target</u> In addition to meeting Level III, there is strong evidence that the teacher candidate creates an academic learning environment where students are encouraged to set challenging learning goals and tackle challenging materials.</p>	

DOMAIN 3: PROFESSIONALISM AND COMMUNICATION

Performance Standard 9: Professionalism <i>The teacher candidate exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.</i>		Examples may include, but are not limited to: carries out duties in accordance with federal/state laws, Code of Ethics, and established state and local school board policies, regulations, and practices; maintains professional demeanor and behavior (i.e., confidentiality, punctuality, language, and attendance); collaborates with mentors, colleagues, faculty, and other relevant stakeholders to reflect on and improve teaching and learning for students; engages in reflective practice to identify strengths and areas for growth following lesson implementation; demonstrates flexibility in adapting to school change; etc.			
		Std. 9 Score:	<u>Level I Below Target</u> There is no evidence that the teacher candidate shows any regard toward professional ethics or the school's mission and is not receptive to professional growth opportunities.	<u>Level II Approaches Target</u> There is weak evidence that the teacher candidate supports the school's mission or the candidate is seldom receptive to professional growth opportunities.	<u>Level III Meets Target</u> There is adequate evidence that the teacher candidate exhibits a commitment to professional ethics and the school's mission, is receptive to professional growth opportunities to support student learning and develop teaching practices or contribute to the profession.
Performance Standard 10: Communication <i>The teacher candidate communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning</i>		Examples may include, but are not limited to: Uses verbal and non-verbal communication techniques to foster positive interactions and promote learning in the classroom/school environment; uses precise language, correct vocabulary/grammar, and appropriate forms of oral and written communication; listens and responds with cultural awareness, empathy, and understanding to the voice and opinions of diverse students; uses modes of communication that are appropriate for a given situation; etc.			
		Std. 10 Score:	<u>Level I Below Target</u> There is no evidence that the teacher candidate communicates with students, parents or guardians, district and school personnel, or other stakeholders by poorly acknowledging concerns, responding to inquiries, or encouraging involvement.	<u>Level II Approaches Target</u> There is weak evidence that the teacher candidate communicates with students, parents or guardians, district and school personnel, or other stakeholders or communicates in ways that only partially enhance student learning.	<u>Level III Meets Target</u> There is adequate evidence that the teacher candidate communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.

Evaluator Signature: _____ Date: _____

Teacher Candidate Signature: _____ Date: _____

Educator Disposition Assessment

Candidate's Name: _____ Date: _____

Evaluator: _____

Instructions: Please rate the teacher candidate based on the scale (*0 Needs Improvement, 1 Developing, and 2 Meets Expectations*) by writing a 0, 1, or 2 in the box under each of the nine dispositions. Indicators for each disposition are found in the cells below each level. Also, please add comments at the end of the document to support ratings as needed. Note that all candidates are expected to score a minimum of *Level 1 Developing* across all dispositions at all points in the program. In the event that a candidate is at risk of receiving a Level 0, the mentor teacher should notify the college supervisor to initiate an intervention.

0-Needs Improvement: minimal evidence of understanding and commitment to the disposition

1-Developing: some evidence of understanding and commitment to the disposition

2-Meets Expectations: considerable evidence of understanding and commitment to the disposition

Disposition	Associated Indicators		
1. Demonstrates Effective Oral Communication Skills	Needs Improvement 0	Developing 1	Meets Expectations 2
	Does not consistently model Standard English as evidenced by making <i>major</i> errors. Does not vary oral communication to motivate students as evidenced by monotone voice with visible lack of student participation. Choice of vocabulary is either too difficult or too simplistic.	Models Standard English and makes <i>common</i> and <i>noticeable</i> errors. Strives to vary oral communication as evidenced of some students demonstrating a lack of participation. Occasionally uses vocabulary that is either too difficult or too simplistic.	Models Standard English with a high level of competence as evidenced by no errors. Varies oral communication as evidenced by encouraging participatory behaviors. Communicates at an age appropriate level as evidenced by explaining content specific vocabulary.

Disposition	Associated Indicators		
2. Demonstrates Effective Written Communication Skills	Needs Improvement 0	Developing 1	Meets Expectations 2
	Communicates in tones that are harsh or negative as evidenced by fostering negative responses. Demonstrates <i>major</i> spelling and grammar errors or demonstrates frequent common mistakes.	Communicates respectfully and positively but with some detectable negative undertones, evidenced by unproductive responses. Demonstrates <i>common</i> errors in spelling and grammar.	Communicates respectfully and positively with all stakeholders as evidenced by fostering cordial responses. Demonstrates precise spelling and grammar.

Disposition	Associated Indicators		
3. Demonstrates professionalism Danielson: 4f; InTASC: 9(o)	Needs Improvement 0	Developing 1	Meets Expectations 2
	Does not respond to <i>communications</i> and does not submit all assignments. Fails to exhibit punctuality and/or attendance. Crosses <i>major</i> boundaries of ethical standards of practice. Divulges inappropriate <i>personal</i> life issues at the classroom/workplace as evidenced by uncomfortable responses from others. Functions as a group member with no participation.	Delayed response to <i>communications</i> and late submission of assignments. Not consistently punctual and/or has absences. Crosses <i>minor</i> boundaries of ethical standards of practice. Occasionally divulges <i>inappropriate</i> personal life issues into the classroom/workplace, but this is kept to a minimum. Functions as a collaborative group member as evidenced by minimal levels of participation towards productive outcomes or monopolizes conversation.	Responds promptly to <i>communications</i> and submits all assignments. Consistently exhibits punctuality and attendance. Maintains professional boundaries of ethical standards of practice. Keeps <i>inappropriate</i> personal life issues out of classroom/workplace. Functions as a collaborative group member as evidenced by high levels of participation towards productive outcomes.

Disposition	Associated Indicators		
4. Demonstrates a positive and enthusiastic attitude Marzano: 29	Needs Improvement 0	Developing 1	Meets Expectations 2
	Often complains when encountering problems and rarely offers solutions. Resists change and appears offended when suggestions are made to try new ideas/activities. Demonstrates a flattened affect as evidenced by lack of expressive gestures and vocal expressions.	Seeks solutions to problems with prompting. May tentatively try new ideas/activities that are suggested yet is often unsure of how to proceed. Overlooks opportunities to demonstrate positive affect.	Actively seeks solutions to problems without prompting or complaining. Tries new ideas/activities that are suggested. Demonstrates an appropriately positive affect with students as evidenced by verbal and non-verbal cues.

Disposition	Associated Indicators		
5. Demonstrates preparedness in teaching and learning Danielson: 1e, 3e, 4a; InTASC: 3(p)	Needs Improvement 0	Developing 1	Meets Expectations 2
	Rejects constructive feedback as evidenced by no implementation of feedback. Possesses an inaccurate perception of teaching/learning effectiveness as evidenced by limited concept of how to improve. Comes to class unplanned and without needed materials. Does not have awareness to alter lessons in progress as evidenced by activating no changes when needed.	Somewhat resistant to constructive feedback as evidenced by a lack of follow through on some suggestions. Reflection contains inaccuracies as evidenced by needing assistance for corrective measures of improvement. Comes to class with some plans and most needed materials. Aware that lesson is not working but does not know how to alter plans to adjust.	Accepts constructive feedback as evidenced by implementation of feedback as needed. Learns and adjusts from experience and reflection as evidenced by improvements in performance. Comes to class planned and with all needed materials. Alters lessons in progress when needed as evidenced by ability to change plan mid-lesson to overcome the deficits.

Disposition	Associated Indicators		
6. Exhibits an appreciation of and value for cultural and academic diversity Danielson: 1b, 2a, 2b; Marzano: 36, 39; InTASC: 2(m), 2(n), 2(o), 3(o), 9(m), 10(q)	Needs Improvement 0	Developing 1	Meets Expectations 2
	Demonstrates inequitable embracement of all <i>diversities</i> . Is challenged to create a <i>safe classroom</i> as evidenced by ignoring <i>negative</i> behaviors by students.	Goes through the <i>expected and superficial motions</i> to embrace all <i>diversities</i> . Strives to build a <i>safe classroom</i> with zero tolerance of <i>negative</i> behaviors towards others but needs further development in accomplishing this task.	Embraces all <i>diversities</i> as evidenced by implementing <i>inclusive activities and behaviors</i> with goals of <i>transcendence</i> . Creates a <i>safe classroom</i> with zero tolerance of negativity to others as evidenced by correcting <i>negative</i> student behaviors.

Disposition	Associated Indicators		
7. Collaborates effectively with stakeholders Danielson: 4c, 4d; Marzano: 55, 56; InTASC: 1(k), 3(n), 3(q), 7(o)	Needs Improvement 0	Developing 1	Meets Expectations 2
	Is inflexible, as evidenced by inability to work well with others and does not accept majority consensus. Tone exhibits a general lack of respect for others as evidenced by interruptions and talking over others. Rarely collaborates or shares strategies and ideas even when prompted.	Demonstrates some flexibility. Maintains a respectful tone in most circumstances but is not consistent. Shares teaching strategies as evidenced by some effort towards collaboration.	Demonstrates flexibility as evidenced by providing considered responses and accepts majority consensus. Maintains a respectful tone at all times, even during dissent as evidenced by not interrupting or talking over others. Proactively shares teaching strategies as evidenced by productive collaboration.

Disposition	Associated Indicators		
8. Demonstrates self-regulated learner behaviors/takes initiative Danielson: 4e; Marzano: 57; InTASC: 9(l), 9(n), 10(r), 10(t)	Needs Improvement 0	Developing 1	Meets Expectations 2
	Is unable to self-correct own weaknesses as evidenced by not asking for support or overuse of requests for support. Does not conduct appropriate research to guide the implementation of effective teaching as evidenced by a lack of citations in work.	Is beginning to recognize own weaknesses and asks for support making some effort to become involved in professional growth. Level of research needs further development to acquire fully and integrate resources leading to implementing different and effective teaching styles.	Recognizes own weaknesses as evidenced by seeking solutions before asking for support. Researches and implements most effective teaching styles as evidenced by citing works submitted.

Disposition	Associated Indicators		
9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability Marzano: 37, 38	Needs Improvement 0	Developing 1	Meets Expectations 2
	Demonstrates immaturity and lack of self-regulation as evidenced by overreacting to sensitive issues. Does not demonstrate perseverance and resilience (grit) as evidenced by giving up easily. Demonstrates insensitivity to feelings of others as evidenced by a lack of compassion and empathetic social awareness.	Demonstrates level of maturity to self-regulate after initial response is one of overreaction to sensitive issues. Demonstrates perseverance and resilience (grit) most of the time. Demonstrates sensitivity to feelings of others most of the time.	Demonstrates appropriate maturity and self-regulation as evidenced by remaining calm when discussing sensitive issues. Demonstrates perseverance and resilience (grit) as evidenced by tenacious and determined ability to persist through tough situations. Demonstrates sensitivity to feelings of others as evidenced by compassionate and empathetic social awareness.

COMMENTS:

Intern KEYS Evaluation

Summative Conference Protocol:

The department chair will provide a list of approved candidates to the Director of Field Experiences, Certification, and Outreach (FECO). Candidates are considered approved if they have received a grade of satisfactory for practicum documentation as indicated on the evaluation checklist and signed by the department chair. The Director of FECO will proceed with scheduling summative conferences for approved candidates. Candidates, instructors, and supervisors will be notified via e-mail when the summative conferences are scheduled. Summative conferences will be held during regularly scheduled class hours of the practicum. Candidates must receive their assigned date/time for the summative conference prior to making any plans when practicum placements are completed. Summative conferences are unique in that they will be candidate-led. Information concerning protocol and how to prepare for the candidate-led summative conference will be provided in practicum seminar. During the candidate-led summative conference, candidates will meet with the college supervisor and at least one faculty member to receive feedback on the Intern KEYS and to discuss and document their professional growth plan. At the close of the summative conference, the supervisor will provide a suggested rating for each area of the Intern KEYS. Prior to the date/time grades are due, full-time departmental faculty will meet to finalize ratings on the Intern KEYS. Candidates will receive their ratings in VIA Livetext. When this process has been finalized, the Director of FECO will e-mail all candidates indicating that ratings are available.

Intern Keys:

As a summative evaluation, faculty use the Intern KEYS to document the proficiency level of candidates at the close of each semester in the teacher education program across the three critical areas of A) The Learner and Learning, B) Instructional Practice, and C) Professional Responsibility. Candidates are expected to demonstrate growth across semesters with the understanding that all areas will be at the proficient level by graduation. At any point in the program, candidates identified as being in need of remediation or support through any of the mechanisms described above may be placed on a PIP plan by faculty. This process results in a decision being made by faculty that is in the best interest of the candidate with regard to continuation in the program or exit.

**College of Coastal Georgia
Education and Teacher Preparation
Final Showcase: Intern KEYS**

Candidate's Name: _____ Date _____

Candidates are eligible for level 1 and level 2 ratings within classifications of emerging candidate to leading candidate. Within these classifications, if candidates provide *some* evidence that they are performing within the criteria of a designated classification they will receive a level 1. In order to receive a level 2 rating within a classification, candidates must provide evidence that *most* criteria are met. Candidates are responsible for building a case that they meet the criteria of specified classifications. The presentation must provide evidence of the candidate's 1) reflection on the development of her(his) personal beliefs and values during the internship experience and how those beliefs impacted the learner and the learning, instructional strategies, and professional practice, and 2) analysis of her(his) own teaching practices and professional growth plan. Evidence should include artifacts from the field experience *and* course work. Candidates are expected to score at the practicing level at the end of internship across all categories in order to graduate. Circle one rating for each category below.

Category One: The Learner and Learning: <i>How do candidates develop learning experiences appropriate for the learner?</i>							
Emerging		Developing		Practicing		Leading	
<i>E-1</i>	<i>E-2</i>	<i>D-1</i>	<i>D-2</i>	<i>P-1</i>	<i>P-2</i>	<i>L-1</i>	<i>L-2</i>
<p>The emerging candidate provides evidence of developing learning experiences that:</p> <ul style="list-style-type: none"> ● align to grade-level standards ● represent accurate content knowledge of the discipline ● build on students' prior academic learning ● take into consideration the developmental and age-related needs of learners ● include supports that address requirements from IEP and 504 plans 		<p>In addition to meeting emerging expectations, the developing candidate provides evidence of developing learning experiences that:</p> <ul style="list-style-type: none"> ● align to a central focus and cohesive set of learning objectives (what students will know and be able to do) ● are informed by some formative or summative assessment data ● build on students' personal, cultural, and community assets ● incorporate a range of opportunities and ways for students to engage with, participate in, and represent or express subject matter learning ● incorporate multiple assessments that provide evidence of student learning and progress ● include learning supports that address the needs of the class ● respond to the social emotional needs of the learner 		<p>In addition to meeting developing expectations, the practicing candidate provides evidence of developing learning experiences that:</p> <ul style="list-style-type: none"> ● are logically sequenced over time ● are informed by patterns of strengths and needs in both individual and collective student assessment data ● encourage exploration, problem-solving, and/or collaboration ● incorporate multiple ways of eliciting and making visible student ideas and thinking as (a) a resource for student learning, and (b) to monitor both individual and collective student learning progress ● includes learning supports that help both individual and groups of students reach high standards of learning ● provide academic language support 		<p>In addition to meeting practicing expectations, the leading candidate provides wide-ranging evidence of developing learning experiences that:</p> <ul style="list-style-type: none"> ● use systematic and ongoing reflection of assessment data to provide customized learning experiences ● make explicit and relevant interdisciplinary connections ● incorporate innovative resources and strategies resulting in high levels of student engagement ● provide learners opportunities to self-assess and use metacognitive strategies to support lifelong learning 	

Category Two: Instructional Practice: <i>How do candidates implement research-based practices?</i>							
Emerging		Developing		Practicing		Leading	
<i>E-1</i>	<i>E-2</i>	<i>D-1</i>	<i>D-2</i>	<i>P-1</i>	<i>P-2</i>	<i>L-1</i>	<i>L-2</i>
The emerging candidate provides evidence of implementation demonstrating: <ul style="list-style-type: none"> • Standard American English in written and spoken communication • rapport with students and respect for students • ability to manage whole and small group tasks 		In addition to meeting emerging expectations, the developing candidate provides evidence of implementation demonstrating: <ul style="list-style-type: none"> • a positive low-risk learning environment • explicit modeling of skills (i.e., analyze, summarize) and thought processes necessary for student learning • ability to connect new content to prior academic learning • active engagement of students throughout the entirety of the lesson • ability to elicit and build on student responses to support content and process development of learners • skill in providing feedback to support student learning 		In addition to meeting developing expectations, the practicing candidate provides consistent evidence of implementation demonstrating: <ul style="list-style-type: none"> • student support to learn, practice, and apply skills in an authentic context • varied levels of student participation and engagement as appropriate to the learner • ability to link new content to personal, cultural, and community assets • a challenging learning environment that provides opportunities to express varied perspectives and promotes mutual respect among students • incorporation of active and visible learning strategies • responsive teaching with adjustments made “just in time” in response to student dialogue or evidence of learning • seamless incorporation of varied resources including technology • ability to provide useable feedback that addresses both strengths and needs of individual students 		In addition to meeting practicing expectations, the leading candidate provides evidence of implementation demonstrating: <ul style="list-style-type: none"> • student-led inquiry based learning opportunities • involvement of students in self-monitoring progress and setting learning goals 	

Category Three: Professional Responsibility:

How does the candidate invest in opportunities to grow as a professional?

Emerging		Developing		Practicing		Leading	
<i>E-1</i>	<i>E-2</i>	<i>D-1</i>	<i>D-2</i>	<i>P-1</i>	<i>P-2</i>	<i>L-1</i>	<i>L-2</i>
The emerging candidate provides evidence of: <ul style="list-style-type: none"> meeting established deadlines and following relevant policies/procedures reflective practice with incorporation of mentor teacher, instructor, and supervisor feedback reflective practice through identification of at least 3 strengths in teaching reflective practice through identification of at least 3 areas to improve in teaching a strategic plan with observable actions to support continuous growth adherence to federal/state laws, established state/local school board policies, regulations, and practices, and the GaPSC Code of Ethics 		In addition to meeting emerging expectations, the developing candidate provides evidence of: <ul style="list-style-type: none"> reflective practice with incorporation of peer feedback reflection on assessment data for future instructional planning participation in professional organizations and/or community involvement opportunities collaboration with colleagues and other stakeholders to reach educational decisions that enhance and promote student learning uses modes of communication that are appropriate for a given situation 		In addition to meeting developing expectations, the practicing candidate provides evidence of: <ul style="list-style-type: none"> reflective practice with incorporation of scholarly literature reflection on assessment data for future instructional planning substantiated by research and theory engagement in activities outside the classroom intended for school/student enhancement at the practicum site and/or professional growth listens and responds with cultural awareness, empathy, and understanding to the voice and opinions of diverse students and stakeholders 		In addition to meeting practicing expectations, the leading candidate provides evidence of: <ul style="list-style-type: none"> leadership at the local, state, or national level in a professional capacity 	

____ Satisfactory (scored P-1 or higher in all three categories)

____ Unsatisfactory (scored below P-1 in one or more categories)

Evaluator: _____ Date: _____

Removal from Placement

College faculty and supervisors periodically review Teacher Candidates' progress in their field experiences each semester. Teacher Candidates who do not successfully complete a practicum will not be allowed to continue in their current cohort and their performance will be evaluated by School faculty to determine appropriate action. Candidates who exhibit behaviors that exemplify serious infractions and/or that place student learning in jeopardy will be removed immediately from the practicum in which the infraction or infractions have occurred. If warranted, Teacher Candidates may be removed from the Teacher Education program as the result of one or multiple infractions. If a building principal recommends that a Teacher Candidate is no longer welcome due to performance or inappropriate professional behaviors, the Teacher Candidate may be dismissed from the program.

A Teacher Candidate will be removed from a placement for the following:

1. any unethical behavior as defined by the Georgia Professional Standards Commission (see website at www.gapsc.org for details),
2. continued dispositional issues documented over time,
3. continued unexcused absenteeism documented over time,
4. poor performance in field placement after a Professional Improvement Plan (PIP) is initiated, or
5. Upon request by the principal of the school or other administration.

Seminars

All Teacher Candidates will participate in seminars directed by the field experience practicum instructor. This will give Teacher Candidates the opportunity to interact with other Teacher Candidates, to discuss common concerns that arise during student teaching, and to share ideas. There will be a minimum of three mandatory seminars scheduled.

Calendar

Teacher Candidates follow the calendar of the school district in which they are placed. Teacher Candidates observe the same holidays as the school to which they are assigned. Teacher Candidates are excused for additional religious holidays when agreed upon by the cooperating teacher and the college supervisor. During the final practicum placement (student teaching), candidates will follow the holiday schedule, including spring break, of their respective district, not the scheduled holidays of CCGA.

In the event of closure, such as hurricanes or other weather-related events, all candidates are to follow the calendar of their assigned schools as it regards to practicum, not CCGA. If CCGA is closed and their school is not, they are still to report to their school.

PART IV – Professional Roles and Responsibilities

Continuation in the Teacher Education Program

Once admitted to the Teacher Education Program, Teacher Candidates must earn a minimum 2.50 GPA or higher each semester and earn a grade of “C”, “S” or better in all professional education and content concentration coursework. If a grade lower than a “C” in professional education and content concentration courses is earned, the course must be repeated and a grade of “C” or better must be earned before consideration is given to a Teacher Candidate’s eligibility for internship.

Any of the following could result in removal of the Teacher Candidate from the Program:

1. plagiarism (severe, or repeat occurrences),
2. any unethical behavior as defined by the Georgia Professional Standards Commission (see website at www.gapsc.org for details),
3. continued dispositional issues documented over time,
4. a severe dispositional or safety issue
5. continued unexcused absenteeism documented over time,
6. failure to earn a grade of “C” or better in all professional education and content concentration coursework,
7. poor performance in course work or field placement after a Professional Improvement Plan (PIP) is initiated, and
8. not maintaining a 2.50 semester GPA. (First time, probationary status; second time, probationary status may continue or removal from the program; third time, removal from the program.)

Assessment

Once admitted to Teacher Education, Candidates are expected to meet program outcomes and proficiencies measured by the *Candidate Assessment on Performance Standards (CAPS)*. The outcomes and proficiencies on the CAPS are aligned with the Council for the Accreditation of Educator Preparation (CAEP) and the Georgia Professional Standards Commission’s (GaPSC) knowledge, skills, and dispositions. The outcomes and proficiencies on the CAPS are also aligned with the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards, and the Georgia Department of Education’s Teacher Keys Effectiveness System (TKES).

Periodic monitoring by the program faculty with regard to teacher candidate progress on their knowledge, skills, and dispositions is conducted to ensure that Teacher Candidates meet high standards. Teacher Candidates’ dispositions are assessed throughout their program using the *Educator Disposition Assessment (EDA)*. The EDA is aligned with the Georgia Department of Education’s *Georgia Teacher Duties & Responsibilities* form which is integrated and aligned with CLASS Keys. The proficiencies on the CAPS are introduced during specific practicums and are measured the entire time that Teacher Education candidates are in the Teacher Education program.

Professional Improvement Plan

In the Department of Education and Teacher Preparation, faculty work to create the conditions for all candidates to succeed. As a part of a program of study, candidates may experience unique challenges and need additional support. The purpose of a professional improvement plan is to develop clear and concise guidelines for reengagement for an identified candidate within a teacher education program of study. The following procedures will be used to initiate the professional improvement plan process:

1. The College of Coastal Georgia (CCGA) faculty member will schedule a meeting with the candidate to discuss an identified area for improvement. This meeting signals to the candidate that a Departmental Alert is being initiated.
2. Following this meeting, the CCGA faculty member will document the discussion, the student plan for remediation, and any additional decisions or plans for follow-up using the departmental alert form. Both the candidate and faculty member will sign the departmental alert form to document shared understanding.
3. The CCGA faculty member will keep a copy of the form, provide a copy of the form to the candidate, and place the original document in the candidate's folder.
4. In the event that a candidate fails to follow through on the agreements indicated in the departmental alert form, or the issue is of a severe enough nature that dismissal from the program is considered a possibility, the CCGA faculty member will initiate the PIP process by scheduling a meeting with relevant parties including, but not limited to, the candidate, the department chair, and the Director of Field Experiences, Certification, and Outreach (for field related issues only).
5. The PIP form will be completed during the meeting with all relevant parties present. Following the meeting, all parties will sign as indicated on the PIP form. The original PIP form will be placed in the candidate's teacher education folder. A copy of the PIP form will be provided to the candidate.
6. It is the responsibility of the candidate to keep the faculty member initiating the PIP informed of progress related to expectations set forth in the PIP. It is the responsibility of the faculty member initiating the PIP to schedule a follow-up meeting at an appropriate time to formally evaluate the progress of the PIP. The faculty member will e-mail all relevant parties, including, but not limited to, the candidate, the department chair, and the Director of Field Experiences, Certification, and Outreach (for field related issues only) to schedule the follow-up meeting.
7. The PIP progress monitoring form will be completed during the follow-up meeting with all relevant parties present. Following the meeting, faculty will make a recommendation and sign as indicated on the PIP progress monitoring form. In the event that program dismissal is a consideration, all departmental faculty will convene to vote on this decision. The candidate will be notified of this decision following the departmental vote. The original PIP progress monitoring form will be placed in the candidate's teacher education folder. A copy of the PIP progress monitoring form will be provided to the candidate. If an extension of the PIP is indicated, steps 6 and 7 will be repeated, as needed.
8. If the Teacher Candidate conducts themselves in such a significant manner that dismissal is appropriate (*See Continuation in the Teacher Education Program*), a PIP is not necessary, and the Chair or the Dean will work with the Provost and the Teacher Candidate to remove the student from the program.

During the program, Candidates are expected to display adequate growth, professional behavior, academic success, and teaching success throughout their pedagogical and content coursework and educational field experiences. Candidates who do not demonstrate adequate growth and/or professional dispositions will be required to undergo a *Professional Improvement Plan* (PIP) so that specific areas of observed weakness can be addressed. The purpose of a PIP is to ensure that Candidates are given an opportunity to correct any deficiencies in a timely manner so as not to negatively affect the learning environment for students or teachers at the field experience sites. Candidates having difficulty with coursework may be placed on a PIP to ensure that the difficulty is resolved. If a Teacher Candidate's performance remains unsatisfactory after an initial PIP the Teacher Candidate may be dismissed from the program or placed on an additional PIP.

Areas of concern may include:

- issues with professionalism in field experience or Education classes with a “U”, “D” or “F” in a course;
- GPA lower than 2.50 at the end of any semester;
- low performance in any field experience;
- dispositional issues such as absenteeism, punctuality, acceptance of constructive criticism, unprofessional conduct, etc.;
- low performance on the CAPS;
- poor attendance record in either course work or field experience; and/or
- Code of Ethics Issue(s).

College of Coastal Georgia
Department of Education and Teacher Preparation Departmental Alert Form



Teacher Candidate:	Date:
CCGA ID:	Course Prefix/Number (as applicable):
Participants:	

Why is a departmental alert being initiated?

- | | |
|---|---|
| <ul style="list-style-type: none"> <input type="radio"/> Attendance <input type="radio"/> Punctuality <input type="radio"/> Preparedness <input type="radio"/> Participation <input type="radio"/> Collegiality <input type="radio"/> Disposition | <ul style="list-style-type: none"> <input type="radio"/> Written Communication <input type="radio"/> Oral Communication <input type="radio"/> Professional Dress <input type="radio"/> Ethical Conduct <input type="radio"/> Subject Matter Knowledge <input type="radio"/> Other _____ |
|---|---|

Conference Summary – Attach relevant documentation, as applicable.

The summary will describe the area for improvement and any plans for follow-up.

Faculty Signature/Date	Candidate Signature/Date

College of Coastal Georgia
Department of Education and Teacher Preparation
Professional Improvement Plan (PIP)

Teacher Candidate:	Date:
CCGA ID:	Course Prefix/Number (as applicable):
Participants:	

Part A: Prior Experiences

The faculty member will describe the prior experiences related to the indicated area for improvement. Any completed departmental alert forms and/or relevant documentation must be attached.

Part B: Candidate Response

The faculty member will document the candidate response to part A.

Part C: Initiation of PIP

Describe the strategic plan that will be implemented to accelerate the candidate.

Goals	Strategies to Accomplish Goals	Dates for Completion

Date/Time for Follow-Up Meeting: _____

Part D: Collaborative Agreement

I/We participated in the development of this PIP, and I/We understand that a follow-up meeting will be held to indicate the status of the PIP to the candidate. Candidates will successfully complete the PIP, extend the PIP (in part or in whole), or be dismissed from the program.

Faculty Signature/Date

Faculty Signature/Date

Department Chair Signature/Date

I participated in the development of this PIP, and I understand that failure to meet the agreed upon goals will result in an extension of the PIP (in-part of in-whole) or dismissal from the program.

Candidate Signature/Date

College of Coastal Georgia
Department of Education and Teacher Preparation
Professional Improvement Plan (PIP)
Progress Monitoring



Part A: Candidate Update on Progress

The faculty member will document the information shared during each follow-up conference using the form below. The candidate will provide an update on progress toward each goal included in the PIP with reference to the corresponding strategies related to the goal. As appropriate, the candidate will indicate when goals have been completed.

Follow-Up Conference Date:

Participants:

Candidate Update on Progress:

Part B: Faculty Recommendation

I/We participated in the progress monitoring of this PIP, and I/We recommend the following:

- No further action due to successful completion of PIP by the candidate
- Extension of the PIP in-part as outlined below to be completed by _____
- Extension of the PIP in-whole to be completed by _____
- Dismissal from the program effective _____

Faculty Signature/Date

Faculty Signature/Date

Department Chair Signature/Date

Dean Signature/Date

** Program Dismissal Only*

In-Part Extension of PIP Requirements:

Education and Teacher Preparation Policies

Ethical Conduct

Candidates are expected to abide by the [Code of Ethics](#), developed by the Georgia Professional Standards Commission (GaPSC), while engaged in all aspects of their teacher education experiences. A copy of the Code of Ethics can be found at: <http://www.gapsc.com/Ethics/CodeOfEthics.aspx>. Failure of the course and/or immediate dismissal from the program may occur upon any violation of the these GaPSC Code of Ethics.

Academic Honesty Policy

Academic honesty is expected at all times. A student shall not cheat or be dishonest in any way in his/her academic work. Examples of such dishonesty would include but not be limited to plagiarizing materials presented as the student's own work, including failure to cite materials in a manner approved by the faculty, obtaining or attempting to obtain any course materials in an unauthorized fashion, providing course quiz, examination, or other materials from graded class activities in an unauthorized manner to another student. The faculty may exact penalties for instances of academic dishonesty. Further details on academic dishonesty are addressed in the college catalog.

Professional Behavior

Professional behavior is expected of all Teacher Education Candidates in their course work and field experiences. This includes coming prepared to class by reading textbooks and completing assignments as well as effective communication and participation during class meetings. Field Experiences are designed to provide Candidates experiences working with children. Attendance, punctuality, preparedness, active participation, and collegiality all contribute to being viewed as a professional. Successful completion of practicum placement depends on thoughtful and careful application of course material, attentive listening, and a willingness to participate in discussion and interactive activities via the classroom setting or seminar. Being collegial means sharing your ideas and showing respect for other people's thinking- even if different from your own. Throughout this practicum, we will concentrate on encouraging and supporting one another as we develop into effective educators. Please, keep in mind that technology should not interfere with your ability to actively participate in practicum nor should it interfere with the educational experience of others.

Policy on cell phones and other personal electronic devices

Candidates will be expected to adhere to the policies of the schools to which they are assigned, to the policies of the board of education that governs their specific school placement, and to the individual requests of the mentor teacher under whom they are placed concerning cell phone and other personal electronic device usage. Practicum placements are an opportunity for candidates to maximize professional growth opportunities in an authentic context. With this in mind, candidates should not talk on their cell phones or read/send text messages when in the school setting. The school setting includes instructional time, conferences, and meetings.

Practicum Dress Code

Candidates are expected to adhere to the dress code of the school to which they are assigned. In the event that a school permits teachers to wear jeans, candidates may adhere to the associated policies of the school as communicated by the college supervisor. Additionally, candidates should always wear their CCGA nametag to identify themselves as a professional to teachers, students, and other relevant stakeholders within the school.

Communication

This is an upper-division college program, so candidates are expected to exhibit competence in communication. It is essential that candidates demonstrate *high levels of literacy* for students in current and future classrooms and in written and oral communications with faculty, teachers, colleagues, administrators, and other relevant stakeholders. Therefore, communication in this program will be evaluated not only for substance but also form. Correct grammar, proper punctuation, correct spelling, and neatness is critical. Candidates should recognize that they serve as models for students regarding language use and communication within the classroom setting.

Student Conduct Policy

Students at CCGA are expected to conduct themselves responsibly and to pursue their studies with integrity. By enrolling at CCGA, students agree to comply with the College's rules and regulations described in the Student Handbook and the Student Code of Conduct. The College reserves the right to take necessary and appropriate action to protect the safety and well-being of the campus community. For further information, refer to the College Catalog, Student Handbook, and the Student Code of Conduct.

Attendance and Punctuality Policy

Absence from class or practicum should be avoided. If an absence from class is necessary, candidates are responsible for notifying their instructor at the earliest possible time via phone call or e-mail. If an absence from practicum is necessary, candidates are responsible for notifying their mentor teacher at the earliest possible time via phone call. An e-mail or text message should not be used for this purpose unless a mentor teacher makes this specific request. If candidates are unable to reach the mentor teacher, they should call the school's main office as early as possible to notify the school of the absence. Second, the candidate should e-mail his or her college supervisor, practicum instructor, and the Director of Field Experience, Certification, and Outreach in the event that an absence is necessary. Candidates should schedule appointments or other business matters so as not to interfere with scheduled class or practicum placements.

Tardiness is disruptive and disrespectful. It displays a lack of commitment to the ideals of education. Repeated offenses will adversely affect a student's grade.

Field Experience Modification Request

Additionally, if a candidate plans to miss more than 1-2 days of placement, a request must be made in writing and **must** be approved by the Director of Field Experience, Certification, and Outreach via a Field Experience Modification Request. The Director of Field Experience, Certification, and Outreach will communicate with ETP faculty to determine if the candidate will receive approval for the modification request. If approved, the candidate is responsible for notifying the college supervisor and mentor teacher.

Chain of Command

As educators, it is critical for candidates to understand the importance in communicating needs in the appropriate context. In the event that a candidate identifies a need or concern in a course, he or she must follow the chain of command for communication as follows:

1. Candidates will contact the course instructor via phone or e-mail documenting the concern.
2. If necessary, candidates will schedule a face-to-face meeting with the course instructor.
3. Candidates will provide adequate time for the course instructor to respond to the concern addressed. Adequate time is defined as the amount of time the course instructor indicates will be needed to address the issue.
4. In the event that the situation is unresolved, candidates will contact the Department Chair to discuss previous steps and to seek resolution.
5. If the situation remains unresolved, candidates will communicate the concern(s) to the following individuals in the following order: 1) Dean, 2) Provost, and 3) President.

Policy on making up work

It is the responsibility of the candidate to gather any information that was provided in class during an absence from colleagues or as directed by the instructor. Additionally, due dates indicated by the instructor for assignments in the syllabus will apply regardless of whether a student is absent or not.

Timeliness of Work

All assigned tasks are due by the date and time specified in-class or on the syllabus. If extenuating circumstances prohibit you from turning in work on-time, please arrange for a conference with the instructor to receive approval for an alternate plan for submission. Without prior approval from the instructor, the candidate will not receive credit for the assignment.

Incomplete Grade Record

An “I” indicates that a student satisfactorily completed at least 80% of the required course work but, for non-academic reasons beyond the student’s control, was unable to meet the full requirements of the course. If the “I” is not removed by mid-term of the term (semester or full Summer) after it was received, the Registrar will change the “I” to an “F”. The student may apply to extend the time period to remove the “I” to the Vice President for Academic Affairs. An “I” will not count as course completion and will not satisfy the pre-requisite requirement being met.

Withdrawal Policy

Students may withdraw from a course before the published deadline in the Academic Calendar on the CCGA website. The student will receive a grade of “W” or “WF” depending on the determination of the course instructor, the course grade at the time and the circumstances of the withdrawal. It is the student’s responsibility to withdraw. Students who stop attending class without formally withdrawing will receive a final grade of “F”, which will appear on the transcript, be included in the GPA, and may affect your financial aid. Refer to the CCGA catalog for further details.

Course Evaluations

Course evaluations are completed online by the student during the specified time period before final exams.

Student Use of Email

All students are provided with an e-mail account. This account is created 24 hours after students register for classes the first time. There is no charge for this service. Electronic mail is used heavily on campus for communicating all kinds of information. To find out your e-mail address, go to <http://www.ccgga.edu/Current/>, click on the link to COAST and, once logged in, click on “Student Information” and you will see the link related to e-mail information.

At the College of Coastal Georgia, e-mail is an OFFICIAL means of correspondence between the College and its students. The College of Coastal Georgia e-mail messages with official College announcements are transmitted to students using their College of Coastal Georgia e-mail addresses. You must check your College of Coastal Georgia e-mail regularly or make sure it is forwarded to an active private e-mail account that you use. For students without personal computer access, the computer labs in the Clara Gould Library and the library at the Camden Center are available.

Substance Abuse Policy

Any teacher candidate or pre-education major who demonstrates behavioral changes suspected to be related to substance abuse, including, but not limited to, alcohol, will be immediately removed from class or from any field experience site. Additionally, the student will be required to submit to drug or alcohol testing at his or her expense. Suspicion of being under the influence of any mind-altering substance may be identified by the Dean, College instructor, a mentor teacher, and/or any combination of these persons. Regardless, the decision to remove the student from the educational venue and require a drug or alcohol test will be drawn from those facts in light of the experience of the observer(s) and may be based on, but not be limited to, the following:

1. Observable phenomena, such as direct observation of drug or alcohol use and/or physical symptoms or manifestations of being under the influence of a substance of abuse.
2. Erratic behavior, slurred speech, staggered gait, flushed face, dilated/pinpoint pupils, wide mood swings, and/or deterioration of work performance.
3. Information that a student has caused or contributed to an accident as a result of substance abuse.
4. Information that a student has been arrested or charged with a substance abuse-related offense.

5. Conviction by a court or being found guilty, pleading guilty, or pleading no contest to a substance abuse-related offense.

Confirmation of a positive drug or alcohol screening will result in removal from the program for a period of one (1) calendar year. Upon returning to the program, the College may require random drug screenings as part of the conditions of re-entry. A second positive test will render the student ineligible to continue in the program. Random drug screenings will be at the student's expense, and failure to undergo a drug screen on the designated day will result in immediate withdrawal from the Teacher Education program.

Electronic Devices Policy

The carrying and use of personal electronic devices (cell phones, iPods, laptops, etc.) are allowed on the campuses of CCGA. The use of these devices must not disrupt the functions of the College overall and its classrooms and laboratories. Faculty members also may have strict individual course policies related to personal electronic devices outlined in their syllabi in order to provide and maintain a classroom environment that is conducive to learning. If personal electronic devices are used inappropriately for the purposes of cheating or academic dishonesty, students who do so will be penalized appropriately under the Academic Honesty policy of College of Coastal Georgia. See complete policy in the College Catalog.

Services for Students with Disabilities

The Office of Disability Services coordinates and provides a variety of services for students with physical and learning disabilities. Qualified students with documented disabilities are eligible for reasonable accommodations under the Americans with Disabilities Act. Students who need information should contact the Director of Counseling and Student Support, located in the Andrews Student Services Building, 2nd floor. Camden students may get information from the Student Services coordinator at Camden. For more information, call (912) 279-5802 (Brunswick) or 912-510-3300 (Camden). For further information refer to the College Catalog.

Tobacco Free Campus Policy

The College of Coastal Georgia prohibits the use of tobacco products on any property owned, leased, or controlled by CCGA. All faculty, staff, students, visitors, vendors, contractors, and all others are prohibited from using any tobacco products i.e. cigarettes, cigars, smokeless tobacco, snuff, chewing tobacco, etc. while on CCGA property.

Children on Campus Policy

It is the goal of College of Coastal Georgia (CCGA) to provide a safe and effective learning environment for all students. Bringing children to the classroom is not permissible under most circumstances. Children must not be left unattended at any time on campus. If an emergency arises which requires a student to bring an underage child (defined as any child under the age of sixteen who is not a CCGA student enrolled in credit courses) to campus, the child must be under the direct supervision of an adult at all times. For further information refer to the College Catalog.

Prohibition of Weapons on Campus Policy

Subject to certain specified exceptions, all faculty, staff, students and visitors to the College of Coastal Georgia are prohibited from carrying or possessing any weapon or explosive compound while on College grounds or in College buildings. Violations of this policy will result in prompt disciplinary action up to and including termination of employment or expulsion, in accordance with College employee or student disciplinary policies, as applicable. Additionally, should any faculty, staff, student or visitor to the College violate this policy, the College shall take all necessary steps to refer the matter to appropriate law enforcement authorities for criminal prosecution. This policy is intended to provide guidance to all faculty, staff, students and visitors to the College so as to ensure compliance with Chapter 11 of Title 16 of the Official Code of Georgia Annotated (O.C.G.A.), addressing carrying a weapon on college campuses. The complete Prohibition of Weapons on Campus Policy is located in the Policy Manual.

PART V – Program Completion

Candidates who meet the minimum expectations set forth at the in-progress transition points will complete a student teaching internship in their final semester of the program. The student teaching experience consists of a placement in a PK-12 public school setting under the mentorship of a highly-qualified mentor teacher. Currently, the DETP uses the criteria set forth by the GaPSC to identify highly-qualified mentor teachers. This evidence is documented in the *Via Livetext* platform. During this 400-hour student teaching experience, candidates are expected to follow a phase in/phase out model whereby they take over particular aspects of instruction resulting in a six-week period of full-time teaching. Candidates who are in their final semester of the program must meet the minimum qualifications set forth in the guidelines described at the in-progress transition points above. Additionally, for program completion, candidates must:

- maintain a minimum cumulative GPA of 2.5
- complete all coursework with a grade of C or better
- earn an induction level or higher passing score on the appropriate GACE content assessment
- earn a passing score on the Georgia Educator Ethics assessment for program exit,
- earn a passing score on edTPA (*Required for Certification, but only a scorable submission is required for graduation*)
- meet the minimum requirements for power standards on the CAPS observation instrument, and
- earn a rating of at least proficient across all categories on the Intern KEYS summative evaluation.

Candidates who satisfy these criteria will graduate and be recommended for induction-level certification to the GaPSC.

Applying for Graduation

All students must submit to the Office of the Registrar a completed Application for Graduation and pay the required graduation fee of \$35.00 by the application deadline for the given semester. It is highly recommended that the Application for Graduation be completed one full semester prior to expected completion of the program.

- An overall minimum Grade Point Average (GPA) of 2.00 is required for all graduates.
- All specific degree program requirements, including successfully completing all field experiences and those regulating minimum GPA in professional education and content concentration courses, must be met in addition to the College's graduation requirements.
- For graduation, all Teacher Candidates are required to:
 - successfully complete the Capstone Integrated Internship
 - attempt the EdTPA, and
 - pass the GACE tests required for certification by the Georgia Professional Standards Commission.

Georgia Assessments for the Certification of Educators (GACE)

The GACE are tests required by the GaPSC for certification and for entrance into Internship by CCGA. Teacher Candidates who enter the Teacher Education Program must successfully pass the GACE Basic Skills.

The GACE tests for content are to be taken and passed prior to the internship semester. Here are the following codes for the content tests:

- Early Childhood/Special Education – 003 and 004

- Middle Grades
 - Language Arts – 011
 - Math – 013
 - Science – 014
 - Social Science – 015

- Secondary Grades
 - Math – 022 and 023
 - Biology – 026 and 027

Study materials for the GACE exams are available, free of charge from the GACE website, <http://www.gace.nesinc.com/>

edTPA

The edTPA is a portfolio assessment of teaching tasks administered by Pearson and conducted during the first few months of the Internship. Seminars in PIII and the Professional Seminar during Internship will focus on edTPA. Students are to create their own account through GaPSC, receive a voucher from myPSC, pay for edTPA during the Spring of their Internship, and submit their edTPA with no assistance from faculty or other students. Faculty can advise regarding the process but may not provide assistance or guidance.

PART VI – Post Graduation

Teacher Guarantee

Georgia Board of Regents Principle # 2: The University System will guarantee the quality of any teacher it prepares.

The university that submitted the recommendation for teacher certification will stand by the quality of its graduates and maintain its obligation to nurture the continuing development of teachers. The University System will “take back” any teacher within the first two years after graduation from a System institution when the teacher is teaching in-field and a school district in Georgia determines the teacher’s performance is less than effective in helping students make satisfactory progress. If taken back, a teacher will receive additional preparation at no cost to the teacher or to the school district.

The Guarantee

Actions

1. Any teacher recommended for certification will meet the employing school’s expectations in all areas listed in the principle plus classroom management. See *Regents Principles for the Preparation of Teachers* at: http://www.usg.edu/educator_prep/publications/.
2. Any teacher not meeting those expectations within the first two years (and who has been teaching in-field, at a grade level included on the certificate, and in Georgia’s schools) will receive additional training at no expense to the student or the school.
3. That additional training will consist of an individualized plan agreed upon between the school district and the university. This plan will include learning outcomes desired.
4. The university that recommended the teacher for certification will provide the additional training. In cases of geographic inconvenience, training may be provided through distance technology or through arrangements mutually agreed to by a local institution.

As a part of the continuous improvement initiative with the DETP at CCGA, faculty have identified a need to revise and plan the process for assessment of candidates and program decision-making at the follow-up to graduation transition point. Beginning with spring 2018 graduates, faculty will use three mechanisms to assess candidate readiness for the teaching profession. Faculty will use e-mail and the digital *Via Livetext* platform to request, manage, and analyze state-provided TAPS and/or TKES impact data from a sampling of graduates at the close of each academic year. As a part of the DETP End of Program Survey, candidates will be prompted to indicate their willingness to provide this data to the EPP. In the event that a candidate is willing to participate in this data collection process, contact information will be requested so that the EPP may follow-up with this data collection via e-mail or telephone.

The DETP Graduate Follow-Up Survey will be sent to CCGA DETP graduates via e-mail one-year post graduation to gather data concerning the extent to which candidates felt prepared to confront responsibilities of the teaching profession. Additionally, an Employer Satisfaction Survey will be sent to employers of graduates via e-mail one-year post-graduation to document the extent to which employers felt that graduates were prepared to confront responsibilities of the teaching profession. This data will be analyzed extensively by CCGA DETP faculty using the Quality Assurance and Continuous Improvement Framework for Analysis during the annual data review meeting for program-specific and EPP-level continuous improvement decision-making.

Obtaining a Georgia Teaching Certificate

Upon completion of your program, the School of Education and Teacher Preparation will assist you in receiving your teaching certificate. All student teachers/interns will be instructed on how to complete their certification application and establish their personal online account with Georgia's certifying body, the Professional Standards Commission (PSC). Once you complete your application and submit your GACE scores, School of Education and Teacher Preparation will attach a copy of your transcripts and complete verification, sending it all to PSC in Atlanta. You will receive your certificate in approximately 6 weeks from the PSC. Below explains the traditional route to certification from the PSC website.

Traditional Route to Certification

1. COLLEGE / EDUCATOR PREPARATION PROGRAMS

A. EARN DEGREE AND CERTIFICATE

Enroll in a state-approved college program for the degree and certificate field you desire. Complete all program requirements, earn degree and obtain recommendation form from the college. Appropriate content assessment must be completed prior to receiving a certificate.



Employer and Employee Survey

As a continuing effort to improve the Teacher Preparation Program, GaPSC will issue a survey for graduates and their employers after the first year of teaching. During this time, graduates are to reflect on how well their teacher preparation program prepared them for their first year of teaching. Results will be anonymized and provided to CCGA.

The material in this guide has been prepared for information purposes and does not constitute a contract between the student and the College of Coastal Georgia. The College reserves the right to make changes in policies, regulations, and programs without notice.