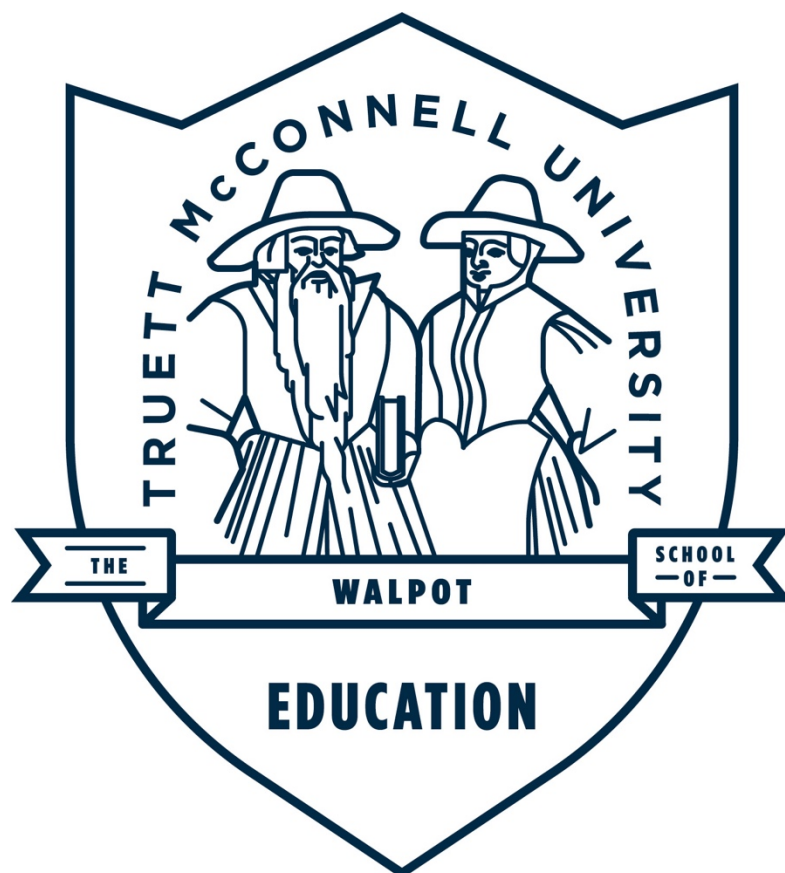


TEACHER EDUCATION PROGRAM



Called to Teach
Truett McConnell University
Education

HANDBOOK

August 2026

Table of Contents

Title	Page
Contact Information	4
Frequently Asked Questions	5
Education Programs Offered by TMU and Accreditation Information	6
Conceptual Framework Vision	7
Program Philosophy and Outcomes	8
Explanation of Dispositions	9
Alignment of Domains and Diversity Principles	10-11
Truett McConnell University Conceptual Framework and Alignment	12-13
Admission and Progression in Teacher Education Program	14-15
Other Admission and Progression Policies	16
Teacher Education Application Information	17
Application for Admission	18
Calculating the Content Area GPAs	19
Content Area GPA Chart Example	20
Field Placement Chart Example	21
TMU Recommendation Form – Teacher Education Program	22
Degree Program Checklist Elementary Education	23-24
Degree Program Checklist Middle Grades Education in Social Science/ELA	25-26
Degree Program Checklist Middle Grades Education in Math/Science	27-28
Degree Program Checklist Music Education	29-30
Degree Program Checklist Secondary English Education	31-32
Degree Program Checklist Secondary History Education	33-34
Course Substitution – Statement of Agreement	35
School of Education Dress Code	36
Appropriate Communication	37-38
Overview of Field Experience – Elementary Education Majors	39
Overview of Field Experience – Middle Grades Education Majors	40
Overview of Field Experience – Music Education Majors	41
Overview of Field Experience – Secondary Education Majors	42
Teacher Candidate Professional Conduct Covenant	43-44
Required Diversity Placements and Program Hours	45
Roles and Responsibilities during Field Experience	46-47
Field Experience Policies and Procedures	48
Field Placement Discontinuance	49
Policies and Procedures Specific to Semester 4	50
The Process of Certification	51
Graduation without Teacher Certification	52

Key Assessments Aligned to TMU Conceptual Framework	53
Key Assessment 1: Candidate Observation Instrument (COI)	54-59
Key Assessment 2: Intern Keys/Candidate Assessment on Performance Standards (CAPS)	60-78
Key Assessment 3: Professional Behaviors and Dispositions Assessment (PBDA)	79-81
Key Assessment 4: Unit Plan	82-84
Unit Plan Part 1 Directions and Rubric	85-86
Unit Plan Part 2 Directions and Rubric	87-88
Unit Plan Part 3 Directions and Rubric	89-91
Unit Plan Part 4 Directions and Rubric	92-94
Unit Plan Part 5 Directions and Rubric	95-96
Unit Plan Part 6 Directions and Rubric	97-98
Unit Plan Part 7 Directions and Rubric	99-100
Key Assessment 5: GACE Scores	101-103
Statement of Commitment to Dispositions	104
Student Growth Plan	105
Field Placement Notebook	106
Weekly Conference Report	107
Weekly Reflections	108
Teacher Candidate Disposition Checklist	109
TMU Field Placement Timesheet	110
Digital Progression Portfolio Explanation	111
Technology Activities Alignment with ISTE Standards and Course Connections	112-114
Science of Reading Legislation and EPPs	115-116
Foundations of Reading Portfolio Requirements	117-122
Foundations of Reading Portfolio Rubric	123
Family and Community Portfolio Directions (to be completed in ED 310)	124
Family and Community Portfolio Rubric	125
Code of Ethics for Georgia Educators Standards 505-6.-01 (January 1, 2024)	126-131
Elementary Education Program Goals and Objectives	132
505-3-.14 Elementary Education (P-5) Program Standards (July 1, 2023)	133-137
Middle Grades Education Program Goals and Objectives	138
505-3-.19 Middle Grades Education Program Standards (July 1, 2023)	139-161
Music Education Program Goals and Objectives	162
505-3-.50 Music Education Program Standards (August 15, 2023)	163-165
Foundations of Reading, Literacy, and Language Standards 505-3-.03 (July 1, 2023)	166-183
Secondary Education, English (6-12) Program Goals and Objectives	184
Secondary Education, English (6-12) Program Standards	185-186
Secondary Education, History (6-12) Program Goals and Objectives	187
Secondary Education, History (6-12) Programs Standards	188-189

Contact Information

Location:

The TMU Teacher Education Program is in Odell Hall, which is just west of the main campus at Hwy. 115 and Dixon Drive. All faculty and administrative offices, two conference rooms, and study room are in the back of the former church building. The sanctuary has been remolded to service as a large classroom. The primary classrooms are located across Dixon Drive in the former fellowship hall.

Main Phone Number and Mailing Address: The main switchboard number is 706-865-2134.

Direct mail to the address below.

Walpot School of Education
Truett McConnell University
100 Alumni Drive
Cleveland, GA 30528

Education Administrative Assistant and Student Advisor

Mrs. Amy Kinson, 706-865-2134, ext. 6101

akinson@truett.edu

Full-Time Education Faculty

Mrs. Taylor Gilleland, Chair, Assistant Professor, Field Placement Coordinator, ext. 6100

tgilleland@truett.edu

Dr. Patsy Lewis, Associate Professor, ext. 6102

plewis@truett.edu

Mrs. Jenni Shephard, Associate Professor, VP for Student Life and Athletics, ext. 5221

jshephard@truett.edu

Lecturer and Adjunct Faculty		
Mr. Chuck Amatto Lecturer Middle Grades Education camotto@truett.edu	Dr. Malinda Apanay Lecturer Education mapanay@truett.edu	Mrs. Shann Cash Adjunct Professor Elementary Education scash@truett.edu
Ms. Tonia Conner Adjunct Professor Science Education tconner@truett.edu	Mrs. Becky Ramsey Adjunct Professor Science Education rramsey@truett.edu	Mrs. Susan Sargent Lecturer Education ssargent@truett.edu
Dr. Steven Tyndall Senior Professor Music Education styndall@truett.edu	Mrs. Stacie Ward Lecturer Elementary Education sbward@truett.edu	
Program Coordinators		
Dr. Steven Tyndall	Music Education	
Mrs. Stacie Ward	Elementary Education, Middle Grades Education	
Dr. Malinda Apanay	Masters of Elementary Education	
Dr. Patsy Lewis	Secondary Education, History and English	

Frequently Asked Questions

1. **What programs do you offer?** Truett McConnell University offers daytime programs in Elementary Education (P-5), Middle Grades Education in ELA/social studies or math/science concentrations (4-8), and Music Education (P-12). We offer a completely online Masters in Elementary Education.
2. **What are the program's admission requirements?**
 - a. A GPA of 2.75 for a minimum of 40 hours of college work.
 - b. Grades of C or better in all courses except ED 290 which requires a B.
 - c. Three complete reference forms from faculty members, co-workers, or individuals with knowledge of your ability to work with children.
 - d. An introductory portfolio that includes an essay and the completion of other documents. (Refer to application.)
 - e. An interview may be required.

Note: Refer to the application and introductory portfolio documents for more specific information. Students seeking to enter the junior-level courses must have been admitted into the TMU School of Education. Transfer students need to consult both with the TMU admissions office and with the chair of the school of education to ensure that both admissions have been completed. **All upper-division education courses have admission into the teacher education program as a pre-requisite.**
3. **If I am admitted to the program, what are the requirements for continuation?** You must receive a satisfactory clinical evaluation in every field experience course. You will not be allowed to continue in the teacher education program with a grade of D in any upper-level major courses. In addition, you must maintain a 2.75 overall GPA and a 2.0 in each content area. Refer to other sections of this handbook for more specific information.
4. **When I complete this program, will I be certified to teach in Georgia? What about teaching out of state?** To be certified, you must graduate from an approved program, pass the state certification examinations (Ethics Exam and GACE content exams), and be recommended for a certificate. Most other states have a reciprocity arrangement with Georgia, so you can receive a certificate in another state based on your Georgia certificate. Some states have additional requirements.
5. **How much time will I spend time in school settings?** You will spend approximately 1100 hours in clinical practice before you complete the program. This will be in the form of **field placement experiences or internships**, specific hours in an assigned school completing observations and assignments. The field placement experiences occur in Semesters 1, 2 and 3 prior to student teaching in Semester 4. **You are responsible for your own transportation.** The faculty supervises field placements in White and surrounding counties to facilitate placements in various levels of diversity..
6. **Do you offer education courses in the summer or at night?** There may be a limited number of core requirement courses offered in the summer. Since upper-level education courses are tied to field placements, these are not offered during the summer or at night.
7. **When may I begin the program?** All teacher education programs begin in the fall of each year. The upper-level education courses begin in the fall of the junior year (Semester 1) Elementary and middle grades students take all their courses together as a cohort.
8. **Can I participate in these programs part-time?** These programs require **full-time commitment** with courses and field placement scheduled throughout a five-day week..

Education Programs Offered by Truett McConnell University

Truett McConnell University offers a Bachelor of Science degree in Elementary Education, in Middle Grades Education, and in Music Education. Truett McConnell University offers a Master of Education in Elementary Education. In 2026, Truett McConnell University added Secondary English and History to the list of programs offered.

The conceptual framework for Truett McConnell Programs is “Accomplished Teachers as Servant-Leaders in a Diverse World.” The programs are aligned with the Georgia Framework for Teaching and the Teacher Assessment on Performance Standards (TAPS). This framework is field-based and developmental, which is consistent with the mission and vision of the institution.

Accreditation

SACSCOC Statement:

Truett McConnell University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, master's, and doctoral degrees. Truett McConnell University also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Truett McConnell University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

Please also consider appropriate use of the mission statement and accreditation statement when developing printed materials such as official publications or recruitment materials.

For more information about SACSCOC public disclosure guidelines:

SACSCOC - Institutional Obligations for Public Disclosure

Conceptual Framework Vision

Vision of the Institution

Truett McConnell University is a private, Christian, coeducational university of liberal arts and sciences, operated under the auspices of the Georgia Baptist Convention and controlled by a Board of Trustees.

Mission

*The mission of TMU is to equip students with **the Truth**, through a Biblically-centered education, to fulfill the **Great Commission**.*

- **World Mission Emphasis** – The Great Commission, Matthew 28:18-20, is the guiding principle of Truett McConnell University. With its World Missions Center occupying one half of the foyer in the new Science and Mathematics building, a Bachelor of Arts degree in World Missions, a concentration in World Missions, and the underlying vision of the administration to make it possible for every student to go on an evangelistic world mission trip, the college declares itself committed to equipping students to fulfill the Great Commission. (Scripture Verse Matthew 28:18-20)
- **Christian Worldview** – The Quality Enhancement Plan (QEP) of Truett McConnell University is entitled “Fostering a Christian Worldview at Truett McConnell University.” Following its approval by SACS, this plan, now program, is the foundation for the entire curriculum and student life of the college and is its *raison d’être*. It is at the core of everything the university does in education, athletics, and student activities. The university seeks to infuse every aspect of its ministry with a Christ-centered and Biblically-based worldview and will challenge any and all secular and/or post-modern worldviews which students face. (Scripture Verse Acts 17:23-31)
- **Biblically-centered Education** - Truett McConnell University offers both bachelor’s and master’s and doctoral degrees in a variety of majors, concentrations, and minors. The university is a growing Christian community dedicated toward merging the finest traditions of higher education with the growing demands for Christian professionals embodied in a curriculum that is Biblically centered. Since Scripture is authoritative, it is the yardstick against which every course and program of studies is measured. Truett McConnell University is limited by the “authoritative nature of the Scriptures, and by the distinct purpose for which the school exists.” (*The Baptist Faith and Message*, Article XII). (Scripture Verse 2, Timothy 3:16) **The core values of the institution, as identified in the university catalog, are:**
 - Christ-centered commitment in an environment that integrates faith and learning and gives internal consistency to teaching, scholarship, student life, administration, advancement, and all other university functions,
 - Quality academic programs in an educational program that nurtures and encourages sound learning, intellectual growth, and the development of critical thinking and communication skills,
 - Caring Christian community encouraged through programs that enhance the physical, spiritual, emotional, intellectual, and social well-being of each individual; and
 - Servant leadership development, which encourages students to develop life-long servant-leadership characteristics, including integrity, ethics, compassion, and service.

Vision and Mission of the Teacher Education Program

The education program derives its vision and mission from the vision and mission of the college. The vision of the Teacher Education Program is to prepare accomplished teachers who can make a difference in the lives of all children, schools and communities in which they serve as leaders. These teachers:

- Affirm the worth and dignity of **all** children and their families
- Value disciplined scholarship in themselves and their students
- Have the skills to create a classroom reflective of a caring Christian community which facilitates physical, social, emotional, intellectual, and social well-being of their students; and
- Exhibit the dispositions of a servant leader.

Thus, the conceptual framework of the Teacher Education Program at Truett McConnell University is “Accomplished Teachers as Servant-Leaders in a Diverse World.”

PROGRAM PHILOSOPHY AND OUTCOMES

“Accomplished Teachers as Servant-Leaders in a Diverse World”

Those who enter the teaching profession today will be educating students with varying social, cultural, and ability differences. Some students will come from socio-economic situations that are less than desirable. Others will speak languages that are unknown by anyone else in their schools. Still others will not be able to perform as well as (or they will out-perform) their peers. Recognizing the challenges that future teachers will face, the philosophy of Truett McConnell University’s Teacher Education Program is to prepare these candidates to effectively teach—and serve—students in the diverse world in which we live. This concept drives the other pieces of the philosophy, accomplished teachers as servant-leaders.

The relationship between accomplished teaching and servant-leadership is reciprocal. At first glance, accomplished teaching seems to emphasize what the candidate knows and can do, and servant-leadership appears to emphasize the candidate’s character and dispositions. However, there are dispositions embedded in the act of accomplished teaching, and knowledge and skills implicit in the practice of servant leadership. The characteristics of each are enriched by the other. And both concepts are woven into the ways in which the candidates work with students who have varying social, cultural, and ability differences.

Although Christ Jesus was a servant-leader and our role model for servant-leadership, the term “servant-leadership” was most closely associated with the writings of Robert Greenleaf (1977). He describes a servant-leader as: **...a servant first, beginning with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. The best test, and most difficult to administer is: Do those served grow as persons? While being served, do they become healthier, wiser, freer, more autonomous, more likely themselves to become servants? And, what is the effect on the least privileged in society; will they benefit or at least not be further deprived?**

Substituting the word “teacher” for the word “leader” and the word “child” or “children” for the word “served” produces a precise description of the goals of an accomplished teacher for his or her students—that they become healthier, wiser, freer, and more autonomous. Bowman (2005) indicates that “servant leadership in the classroom speaks to the universal human longing to be known, to care and to be cared for in pursuit of the common good” (p. 257).

Program Outcomes

The description of an accomplished teacher used in this program comes from the Georgia Framework for Teaching (2006) that was developed by the Georgia Systemic Teacher Education Program between 2001 and 2005 (Hudson-Ross, 2005). This Framework was adopted by the Georgia Department of Education and the Georgia Professional Standards Commission as a statewide definition of teaching. It contains six domains:

- (1) **Content and Curriculum:** Teachers demonstrate strong knowledge of content areas appropriate for their certification levels
- (2) **Knowledge of Students and their Learning:** Teachers support the intellectual, social, physical, and personal development of all students
- (3) **Learning Environments:** Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation
- (4) **Assessment:** Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners
- (5) **Planning and Instruction:** Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessments; and
- (6) **Professionalism:** Teachers recognize, participate in, and contribute to teaching as a profession.

Each domain includes four and eight descriptors that clarify the meaning of the statement and reflect the principles that guided the framework development. **The domains listed above serve as the outcomes which describe an accomplished teacher in the TMU Education Program.** Providing a focus for developing a coherent teacher induction program, this framework from initial calling to the teaching career (GSTEP, 2001) has been adopted by all licensing and induction state agencies. Therefore, it is an excellent model for a solid program.

Explanation of Dispositions

The Teacher Education Program is responsible for preparing candidates who have the required knowledge, skills, and *dispositions* to be effective educators. These dispositions are related to a servant-leadership perspective on teaching and are integral elements in the teaching framework.

Dispositions are defined as the values, commitments, and professional ethics that influence the behavior of educators toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice (NCATE, 2001). To be an accomplished teacher who is a servant-leader, you must strive to make everyone around you better for your presence. The dispositions defined below are those that enable one to effectively serve and lead in the classroom:

Collaboration	One who can work effectively with others to accomplish joint goals
Attitude	One who demonstrates a positive outlook.
Relationships with Adults	One who maintains positive relationships with other adults (parents, colleagues, guardians, staff, administration, etc.)
Communication	One who communicates professionally through written, oral, and body language, demonstrating sensitivity to different audiences and a strong command of standard English conventions.
Attendance	One who adheres to policies regarding attendance and punctuality
Relationships with Students	One who interacts appropriately and positively with others.
Initiative	One who is responsible, dependable, organized, and accountable in all matters. One who anticipates potential situations and takes proactive steps to prepare for, intervene in, or manage them
Professional Appearance	One who adheres to good hygiene and follows university, school, and/or district policies for professional appearance
Legal and Ethical Conduct	One who is in accordance with the accepted principles of right or wrong that govern the conduct of the profession of education
Diversity	One who demonstrates respect for, and appreciation of, a wide variety of individual differences.
Learning Environment	One who demonstrates a commitment to creating a positive, low-risk learning environment.
Time Management	One who uses time effectively
Commitment to Student Learning	One who demonstrates a commitment to students' learning.
Commitment to Continuous Improvement	One who demonstrates a commitment to continuous improvement as an educator

Explanation of Diversity Principles

The diversity principles that drive the instruction of the candidates are woven into every domain and disposition in the Teacher Education Program. These principles of diversity are:

1. All students can learn.
2. All students learn differently.
3. All cultures are valuable.
4. All people are valuable.
5. All people learn from each other.
6. We celebrate our differences.

"[You must] treat diversity as an ongoing theme in your classroom, making it an environment that is accepting of the many differences that children bring to school. Look for ways to celebrate and incorporate these differences in your classroom, for by doing so, your students will learn good citizenship and their lives will be enriched" (p. 37).

Our past and current faculty desire is to not only teach our teacher education candidates this concept, but we want to live it out in front of them, demonstrating these principles in everything that we do.

Alignment of the Domains and Diversity Principles

Each numbered section below includes an element from the framework, followed by an explanation of its relationship to servant-leadership. All the domains are connected to all the diversity principles, and for each domain, there is a list of the dispositions expected of teacher education candidates in the university classroom and in the schools.

- (1) **Content and Curriculum: Teachers demonstrate strong knowledge of content areas appropriate to their certification level.** Servant-leaders can conceptualize their content in ways that encourage others to expand their vision and knowledge. They foster an environment that encourages excellence and creativity.

Teacher candidates:

- Seek to improve their abilities to think critically and communicate effectively
- Continually seek to increase their vision and knowledge in all areas; and
- Engage in lifelong learning through reading, observing, self-assessing and participating in professional development.

- (2) **Knowledge of Students and their Learning: Teachers support the intellectual, social, physical and personal development of all learners.** Servant-leaders can understand what is happening in students' lives and how those experiences are affecting the students. They have developed an appreciation for the health and spiritual development of their students. Teachers who are servant leaders connect to learners' developmental needs and actively find ways to meet those needs to achieve academic growth.

Teacher candidates:

- Believe that all children have worth and value and hold high expectations for their achievement
- Establish rapport with students and their families
- Demonstrate involvement with parents, families, school personnel and community agencies on behalf of all students; and
- Value diversity (race, religion, gender, language, ethnicity, socio-economic status, educational background, and ability differences) through choosing and creating inclusive materials, lessons, and assessment.

- (3) **Learning Environments: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.** Servant-leaders are excellent listeners who are receptive to and interested in the views and input of their students, parents and colleagues. They seek to motivate others to assume responsibility, participate in decision making and assume responsibility.

Teacher candidates:

- Affirm the perspectives and contributions of diverse students, teachers, families, instructors, and peers
- Collaborate with students, peers, instructors, school personnel, and parents, (initiating, suggesting, and contributing); and
- Cooperate with instructors/school personnel; resolve differences or misunderstandings respectfully and reflectively.

- (4) **Assessment: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.** Servant leaders look for cues from the environment to inform their opinions and decisions. This is the heart of effective assessment practice.

Teacher candidates:

- Promote success for all students (including those with varying social, cultural, and ability differences) through best practices and informative assessment

- Respond productively and respectfully to feedback from instructors, classroom teachers, mentors, and principals; and
- Engage in reflection by using various forms of feedback regarding learner achievements and personal development.

- (5) **Planning and Instruction: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.** Servant-leaders have an ability to anticipate and plan for instruction for the lifelong development of learners. They can see patterns in the environment and develop plans and curriculum based on those patterns.

Teacher candidates:

- Demonstrate organization through student-centered planning, selection, and preparation of materials, and time management
- Demonstrate flexibility in modifying ideas, materials, plans, lesson implementation, and course assignments
- Demonstrate the ability to collaborate with colleagues in planning for instruction; and
- Demonstrate poise and a positive attitude through proactive planning, preparation, and engagement in classes and school activities.

- (6) **Professionalism: Teachers recognize, participate in, and contribute to teaching as a profession.** Servant-leaders view teaching as a calling. They have a natural desire to serve others. The notion of having a calling to serve is deeply rooted and values-based. This commitment to other human beings is an extension of who candidates are as Christians who reflect in their own lives the qualities indicative of Christian commitment and leadership. Servant-leaders have a desire to make a difference for other people and will pursue opportunities to impact others' lives. Servant-leaders have a commitment to the growth of people—learners, colleagues, and themselves. They work hard to help people grow spiritually, professionally, and personally. They work to build a strong sense of community in their school and classroom. They have a strong sense of community spirit and work to foster it in their profession.

Teacher candidates:

- Articulate a personal call to teaching
- Willingly engage in service to schools and students
- Communicate professionally and appropriately
- Reflect on their practice
- Demonstrate ethical behavior by maintaining confidentiality about students, following the code of ethics and maintaining a record of personal integrity
- Provide leadership to peers, students, instructors and school personnel and parents (initiating, suggesting, and contributing); and
- Behave responsibly and professionally with respect to timeliness, attendance, and appearance.

We seek to prepare an accomplished teacher who is a servant leader in a diverse world.

Such a teacher:

- Articulates a call to teaching. This call is foundational for being an educator.
- Exhibits the characteristics of an accomplished teacher based on the six domains of the Georgia Framework for Teaching.
- Exhibits the dispositions of a servant-leader: collaborative, respectful, organized, proactive, competent communicator, lifelong learner.
- Exhibits the following diversity principles: All students can learn; all students learn differently; all cultures are valuable; all people are valuable; all people learn from each other; we celebrate our differences.

Goals and Objectives for each program are found at the end of the Teacher Education Handbook.

Truett McConnell University Conceptual Framework Alignment of TMU Conceptual Framework and GA Standards

These are the Georgia Standards for the Approval of Educator Preparation Providers (EPPs), established by the Georgia Professional Standards Commission (GaPSC). These standards outline the expectations for educator preparation programs to ensure that candidates are well-equipped to support student learning and development (GA Rules and Regulations 505-3; CAEP).

TMU Conceptual Framework	GA Standards
1 Content and Curriculum: Teachers demonstrate strong knowledge of content areas appropriate to their certification level. 6 Professionalism: Teachers recognize, participate in, and contribute to teaching as a profession.	Standard 1: Content and Pedagogical Knowledge
1 Content and Curriculum: Teachers demonstrate strong knowledge of content areas appropriate to their certification level. 2 Knowledge of Students and their Learning: Teachers support the intellectual, social, physical, and personal development of all learners. 5 Planning and Instruction: Teacher's design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment. 6 Professionalism: Teachers recognize, participate in, and contribute to teaching as a profession.	Standard 1: Content and Pedagogical Knowledge Standard 4: Program Impact
2 Knowledge of Students and their Learning: Teachers support the intellectual, social, physical, and personal development of all learners. 3 Learning Environments: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. 6 Professionalism: Teachers recognize, participate in, and contribute to teaching as a profession.	Standard 2: Clinical Partnerships and Practice

TMU Conceptual Framework	GA Standards
1 Content and Curriculum: Teachers demonstrate strong knowledge of content areas appropriate to their certification level. 5 Planning and Instruction: Teacher's design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment. 6 Professionalism: Teachers recognize, participate in, and contribute to teaching as a profession.	Standard 1: Content and Pedagogical Knowledge Standard 4: Program Impact
4 Assessment: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners. 6 Professionalism: Teachers recognize, participate, and contribute to teaching as a profession	Standard 5: Quality Assurance and Continuous Improvement
3 Learning Environments: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. 6 Professionalism: Teachers recognize, participate in, and contribute to teaching as a profession.	Standard 2: Clinical Partnerships and Practice Standard 3: Candidate Recruitment, Progression, and Support

Admission and Progression in Teacher Education Program

A student who applies to the TMU Teacher Education Program may be offered full admission in accordance with the levels described below.

Level I: Full Admission – Pre-Certification

Full admission is required before a student can enroll in any restricted 300 or 400 level education courses. The student will receive written notification of the admission status from the Division Chair.

To be fully admitted, a student must:

1. have a cumulative GPA of 2.75.
2. have passed all education courses taken and have earned no grade below a "C" in any courses required for the program of study (*ED 290 must have a B or above).
3. declare a major in education.
4. have completed all pre-certification paperwork.
5. must pass the ethics exam

Admissions Appeals

Admissions appeals follow the policies outlined in the Truett McConnell Catalog for grade appeals.

Progression After Admission

For a student to continue in the Teacher Education Program and to register for restricted education courses, he/she:

1. must meet and maintain all requirements for Full Admission to the Teacher Education Program.
2. must maintain a cumulative GPA of 2.75 or better. If a student falls below the TMU required GPA of 2.75, the student will be placed on a professional development plan. Should the GPA fall below 2.5, the student will be dismissed from the program. Once the student's GPA reaches 2.5, the student may reapply for provisional entrance into the program.
3. must maintain a 2.75 GPA or better in all upper-level education courses required for the major. If a student falls below the TMU required GPA, the student will be placed on a professional development plan. Should the GPA fall below 2.5, the student will be dismissed from the program. Once the student's GPA reaches 2.5, the student may reapply for provisional entrance into the program.
4. must comply with his/her timetable for completing required courses.
5. ***must successfully complete all major and major-related courses. A student who receives a grade of "D" or below in a major or major-related course will be placed on a professional development plan. A student who receives a grade below "D" in more than 2 major or major-related courses will be dismissed from the Teacher Education Program. The student may reapply to the program once the course(s) are available to be retaken. Any major or major-related course may be repeated only one time.***
6. must have positive recommendations from each required field experience to advance in the sequence of field experiences. Field experience placements must meet all diversity of placement criteria. See the field placement policies for information regarding unsatisfactory performance in field placement.

Transition Points After Admission to the Education Program

Level II: Clinical Practice (Internship)

Entry Requirements:

Admission to internship is required prior to enrollment in the internship (ED 440, 441, 444). This process occurs during the End-of-Semester Conference in which the student takes ED 340. All the following must be in place and in order:

1. has successfully met all Level I criteria and the Progression Policy Criteria.
2. has no more than eight hours of required coursework toward the degree in addition to the internship, as evidenced by the degree check sheet.
3. has positive evaluations and recommendations from prior field experiences in accordance with the scoring criteria listed on the rubrics.

4. presents timely and satisfactory portfolios consistent with requirements in place at the time. These include requirements for all program portfolios.
5. evidence of having taken and passed one part of the GACE content area examination and evidence of attempting the second part of the GACE content area examination by December 1.

Exit Requirements: *(These materials are reviewed at the Final End-of-Semester Conference.)*

1. Satisfactory completion of the unit plan in accordance with the rubric
2. Satisfactory portfolio items including all program portfolios
3. Submission of all official scores on the GACE content examination

Level III: Candidate for Certification

A teacher education candidate becomes eligible to apply for certification when all the following are in place:

1. has successfully met all Level II exit criteria.
2. has met all program progression criteria.
3. has completed all degree requirements.
4. has passed the appropriate GACE content test(s) and has submitted official score reports to the Teacher Education Program Certification Official.
5. applies for certification.
6. meets all state requirements for certification.

Level IV: Employment/Induction After Hire

Once a candidate has been certified, she or he is requested to remain in contact with the TMU School of Education. Near the end of the first year of employment, the candidate and the candidate's employer will receive from the School of Education a request for a candidate and program evaluation. Please return this request in a timely fashion so that we may evaluate our programs. Please feel free to contact the school of education for information or assistance during your induction period.

Other Admission and Progression Policies

Graduation without Certification (Non-Program Completers)

Students who receive a D in major or major-related courses, and do not choose to repeat those courses may elect to graduate without a recommendation for certification (providing they comply with the university's 2.0 GPA requirement). These students will not be eligible to progress to Level III as certification candidates, and they will not receive a certification recommendation from Truett McConnell University until and unless such requirements have been fulfilled at TMU. Students choosing this option will be required to sign a form acknowledging this policy.

Transfer Student Admission Policy

Undergraduate transfer students who wish to enter the Teacher Education Program must meet all criteria for Level I as outlined and must be accepted into the program before registering for courses. Transfer students must complete a minimum of 15 semester hours in education coursework at Truett McConnell University, including ED 340, before they will be eligible for the internship.

Readmission Policy

An application for readmission is required for students who wish to enroll in the education program after an absence of more than one semester (summer excluded). Readmission will more than likely be approved for all students who were in good standing during the term they last attended, determined by program requirements. If a student's record indicates a GPA below the admissions criteria for the program, the application for readmission will be reviewed by the Teacher Education Faculty. Readmitted students must meet any new program requirements instituted since their withdrawal regardless of the length of time between their original admission to a Teacher Education Program and their readmission.

Recency of Study

Content or education coursework taken five or more years prior to admission to the Teacher Education Program is subject to review and may or may not be accepted for credit in an education program plan.

Test Information

Comprehensive and up-to-date information about the required Georgia assessment program for teachers may be found on the web at <http://www.gace.ets.org>. This information includes registration information, test dates, required tests, test blueprints, preparation materials and passing scores. Information about older tests (PRAXIS) and testing exemptions may be found at the Professional Standards Commission web site: <http://www.gapsc.com>.

Plagiarism as Described by American Psychological Association

Plagiarism is the act of presenting the words, ideas, or images of another as your own; it denies authors or creators of content the credit they are due. Whether deliberate or unintentional, plagiarism violates ethical standards in scholarship (see APA Ethics Code Standard 8.11, Plagiarism). Writers who plagiarize disrespect the efforts of original authors by failing to acknowledge their contributions, stifle further research by preventing readers from tracing ideas back to their original sources and unfairly disregard those who exerted the effort to complete their own work. Professional writers who try to publish plagiarized work face rejection from publication and possible censure in their place of employment. Students who plagiarize may fail the assignment or course, be placed on academic probation, or be expelled from their institution.

Possible Program Termination

A student who receives a grade of "D" or below in a major or major-related course will be placed on a professional development plan. A student who receives a grade below "D" in more than 2 major or major-related courses will be terminated from the Teacher Education Program.

When the actions of the teacher candidate present a negative impact on the learning environment or on the safety of the students as determined by the school site administration or the field placement coordinator, the termination of the placement may be immediate.

Teacher Education Application Information

Truett McConnell University

Truett McConnell University offers a Bachelor of Science degree leading to certification in elementary education, middle grades education, or music education. These programs are daytime programs. Students are accepted to the Teacher Education Program at the junior level to begin in the fall of the academic year.

Students must apply to the program. They may not take upper-level courses in education until they have been admitted. Students may apply with permission from the education advisor. See below for the items that must be included in the application portfolio. Students should save the files they use to create this portfolio because the files will be updated to be used throughout the program. **All items must be typed and presented professionally.** Portfolio items should be contained in a small notebook or folder (without sheet protectors) and should be included in the order indicated.

1. Application for Admission
2. A resume that includes personal and contact information, educational background, work experience, multicultural experiences, and service activities. Be sure to include all paid or volunteer work with children and young people. Provide these in reverse chronological order (ED 205).
3. An essay that describes a teacher who impacted your life. Describe the ways the teacher influenced you and your decision to become an educator (ED 205).
4. A 1-page biography describing your potential to be a teacher (ED 205).
5. An unofficial transcript that includes your work from the most recent semester and shows your overall GPA of 2.75 or greater. Any transfer credit must be included; if transferring in ED 205, ED 250, or ED 290, a request must be made to the TMU registrar to include the actual grade earned on the transcript. Remember that this degree requires students to obtain a grade of C or higher in **ALL** their courses **except ED 290 which must be at least a B.**
6. A neatly completed degree check sheet for the program to which you are applying. Courses in progress should be marked IP (in progress).
7. A table that demonstrates your Content Area GPA (see example).
8. A chart detailing your field experience placements (see example).
9. Must complete the GACE Ethics for Teachers Exam and include the certificate provided.
10. Include three recommendations: one professional recommendation, one personal recommendation, and one recommendation from a person of your choosing who is familiar with your academic abilities and/or your performance in situations requiring responsible behavior and contact with children. **No relatives, current education faculty, or students should be used as one of the three references.**
Recommendation forms should be sent one of two ways:
 - a. Placed in a sealed envelope with the recommender's signature across the flap and included in the packet.
 - b. Emailed directly to akinson@truett.edu from the reference person's email.

All required items must be submitted at the same time in a single complete package. If any item is missing or incomplete, the package will be returned and may jeopardize your admittance into the program for that year.

**** An interview in February/March is required of each applicant.**

******* See the pages that follow for directions, examples, and forms.

Students will be notified upon admittance to the program. **APPLICATION DEADLINE FOR CURRENT TMU STUDENTS: January 29, 2027.** Transferring students interested in the Teacher Education Program should contact the education office. Applications may be mailed to the Walpot School of Education, Truett McConnell University, 100 Alumni Drive, Cleveland, GA 30528, or hand-delivered to Ms. Kinson in the TMU School of Education.

Application for Admission Truett McConnell Teacher Education Program

Check the program for which you are applying

___ Elementary (P-5) Education

___ Music (P-12) Education

___ Middle Grades (4-8): Language Arts/S.S.

___ Middle Grades (4-8): Math/Science

Applying to begin in the fall of _____

Name (including middle initial):		Current address (campus):	
Truett email: Alternative email: Cell Phone Number: Date of Birth:		Permanent address (home):	
Number of college credit hours now complete:	Number of college credit hours that will be complete at the end of the current semester:	GPA at the end of the most recent semester completed:	
Grades in the following courses: CH 121 ___ (MG-MA/SC) EN 101 ___ (ALL) EN 102 ___ (ALL) EN 201 > ___ (EE) HI 101 ___ (MG-LA/SS) MA101 ___ (Music Ed Majors) MA 102 ___ (EE & MG-LA/SS) MA 116 ___ (MG-MA/SC) MA 200 ___ (EE & Middle Grades) MA 220 ___ (MG-MA/SC) PS 102 ___ (EE & MG MA/SC) <i>*A grade of "C" or better is required, and these courses must be complete before admission. Use "IP (in progress)" if you are currently taking the course.</i>		Grades in the following courses (or IP—In Progress): ED 205 ___ (Investigating Issues in Ed.) ED 250 ___ (Intro to Teaching and Learning) ED 290 ___ (Diverse Learners) (B or higher) <i>These are lower division courses required in the program, and some are pre-requisite to courses taken in the first year of the program. These courses should be completed by the end of spring semester prior to starting the program in the fall.</i> <i>ED 290 must be taken at TMU, not accepted as a transfer.</i>	
___ GACE Ethics Exam has been completed.			

Minimum GPA requirement of 2.75 MUST be met by the end of spring semester prior to starting the education program in the fall.

Signature

Date of Application

Calculating the Content Area GPAs

Multiply credit hours for each course (in each content area) by 4 for each A, 3 for each B, 2 for each C, 1 for each D, and 0 for each F. Divide by total credit hours in that content area. If you have repeated a course, use your highest grade, and count the hours only once.

Example: EN101—3 hours (A), CO105—3 hours (C). $4 \times 3 = 12$, $2 \times 3 = 6$. $12 + 6 = 18$. $18/6 = 3.0$. The content area for this individual (in communication) is 3.0.

Elementary Education Majors: Content Area GPA Requirement

Content Area	List of Courses, Hours and Grades
Communication	Include EN 101 and CO 105. Upper-division students will also include LA 303.
Reading and Literature	Include EN 102 and all lit courses here. Upper-division students will also include LA 301, LA 302, LA 401 and LA 402.
Mathematics	Include all mathematics courses.
Social Science	Include history, political science, psychology, sociology and all Great Commission courses. Upper-division students will also include ED 304.
Science	Include all science courses here.
Arts	Include all Fine Arts courses here including performance courses. Upper-division students will also include ED 302.
Health and PE	Include all physical education and PE 310.
Education	Include all education courses not listed above. Upper division students should include ED 301, ED 310, ED 340, ED 440, ED 441, and ED 444.

Middle Grades ELA/SS Education Majors: Content Area GPA Requirement

Content Area	List of Courses, Hours and Grades
Communication	Include EN 101 and CO 105.
Language Arts	Include EN 102 and all lit courses here. Upper-division students will also include LA 301, LA 304, LA 305, LA 401, LA 403, and EN 310.
Social Science	Include history, political science, psychology, sociology and all Great Commission courses. Upper-division students will also include ED 304 and ED 305.
Education	Include all education courses not listed above. Upper division students should include ED 309, ED 310, ED 340, ED 440, ED 441, and ED 444.

Middle Grades Math/Science Education Majors: Content Area GPA Requirement

Content Area	List of Courses, Hours and Grades
Communication	Include EN 101 and CO 105.
Math	Include all math (MA prefix) courses.
Science	Include all science courses. Upper-division students will also include PS 301, PS 302, and ED 306.
Education	Include all education courses not listed above. Upper division students should include ED 309, ED 310, ED 340, ED 440, ED 441, and ED 444.

Music Education Majors: Content Area GPA Requirement

Content Area	List of Courses, Hours and Grades
Communication	Include EN 101 and CO 105.
Music	Include all music courses except MU 274 and MU 275.
Education	Include all education courses. Upper division students should include MU 274, MU 275, ED 310, ED 341, ED 440, ED 441, and ED 444.

Content Area GPA Chart Example

Below is an example of a Content Area GPA Chart. Follow directions on the previous page for how to arrive at the calculations to determine the content area GPA.

Content Area	Course	Hours	Grade	Calculation	Total	Content Area GPA
Communications	EN 101	3	A	3×4	12	$18/6=3.0$
	CO 105	3	C	3×2	6	
Reading and Literature	EN 102	3	B	3×3	9	$18/6=3.0$
	EN 221	3	B	3×3	9	
Mathematics	MA 102	3	B	3×3	9	$18/6=3.0$
	MA 200	3	B	3×3	9	
Social Science	CS 101	3	B	3×3	9	$87/24=3.625$
	PH 210	3	A	3×4	12	
	MI 251	3	A	3×4	12	
	CS 323	3	B	3×3	9	
	CS 322	3	A	3×4	12	
	HI 201	3	B	3×3	9	
	CS 330	3	A	3×4	12	
	PO 101	3	A	3×4	12	

Field Placement Chart Example

Use the template for this document found in the Google Classroom to create the Field Placement Chart needed for the Digital Progression Portfolio. An example is provided here as a guide.

Course Number and Name	Number of Hours	School	School System	Grade Level	Website for school and CCRPI report card	CCRPI Classroom Demographics
ED 205 Investigating Issues	12	J.P. Nix	White County School System	Second grade	Home page: (include URL) CCRPI report: www.gadoe.org/CCRPI/Pages/default.aspx	20 students Female: 8 Male: 12 SWD:3 ELL:3 E.Disadvantaged:8 Black:1 Hispanic: 2 White:17 Multiracial:1
ED 250 Intro to Teaching and Learning						
ED 290 Exceptional Learner						
Continue with information from other experiences						

Truett McConnell University
Recommendation Form—Teacher Education Program

Student Name (please print) _____

I hereby waive my right to review any recommendation forms provided to TMU School of Education Admissions Committee ☐ Yes ☐ No

Signature_____ Date_____

The above student has applied for the Truett McConnell University Teacher Education Program. Please answer the following questions by checking the appropriate box regarding the student's behavior and dispositions for teaching. Remember that the teacher candidate is a novice.

Reserve a Level 4 rating for candidates that truly demonstrate exceptionality.

These ratings inform the admission process, but they are not the sole consideration of the school of education.

Does not Meet Expectations: 1 Developing: 2 Meets Expectations: 3 Exceeds Expectations: 4 NATR (Not Able to Rate)

Behavior or Disposition	1	2	3	4	NATR	Comment
Has satisfactory subject matter knowledge						
Communicates effectively in writing						
Uses grammatically correct speech						
Relates well to children or youth						
Is flexible and adaptable						
Works well with others						
Is a thoughtful and responsive listener						
Seems emotionally stable						
Maintains a positive attitude						
Is willing to give and receive help						
Completes tasks on time						
Organizes time, space and materials effectively						
Maintains appropriate dress and hygiene						
Adheres to high ethical standards						
Demonstrates respectful verbal and non-verbal communication						
Assumes leadership roles						

Relationship to this student: _____

Would you want this person to teach your child? _____ Yes _____ No
I recommend this student for the Teacher Education Program. _____ Yes _____ No

Your name: (Print) _____ (Sign) _____

Your Position _____ Date _____

List a phone number if you wish to provide additional information: ()

No relatives, current education faculty, or student can be used as one of the three references.



Bachelor of Science in Elementary Education Degree Program Checklist

Student: _____ ID#: _____ Advisor: _____

<u>Class</u>	<u>Hours</u>	<u>Grade</u>	<u>Semester</u>
General Education (43-45 Hours):			
CO 105 Introduction to Public Speaking	3	_____	_____
EN 101 Composition	3	_____	_____
EN 102 Composition and Literature	3	_____	_____
ES 100 Physical Well Being	2	_____	_____
*Choose 1: HI 201 American History I			
HI 202 American History II	3	_____	_____
PH 210 Introduction to Logic	3	_____	_____
PO 101 American National Government	3	_____	_____
*Choose 1: PY 210 General Psychology			
PY 220 Human Growth & Development	3	_____	_____
**TM 100 Pathfinders or	1	_____	_____
TM 101 Success Strategies	3	_____	_____
*Choose 1: AR 105 Art Appreciation & Criticism			
EN 201 or EN 202 English Literature Survey I or II			
EN 221 or EN 222 World Masterpieces Survey I or II			
EN 231 or EN 232 American Literature Survey I or II			
FA 110 Art, Literature, & Music Appreciation & Worldview			
MU 105 Music Appreciation			
TH 101 Theatre Appreciation	3	_____	_____
Great Commission Studies:			
BI 101 Concepts in Biology	4	_____	_____
CS 101 Bible Survey	3	_____	_____
*Choose 1: CS 120 Theological Survey			
CS 322 Christian Theology I			
CS 323 Christian Theology II	3	_____	_____
CS 230 History of the Free Church	3	_____	_____
MI 201 Great Commission Living	3	_____	_____

***Major required courses may not also be counted as General Education.**

***See TMU catalog regarding which course should be taken.**

Class**Hours****Grade****Semester****Major Related (22 Hours):**

EN (201 or higher) _____	3	_____	_____
MA 102 College Algebra	3	_____	_____
MA 200 Elementary Statistics	3	_____	_____
ED 205 Investigating Issues in Education	3	_____	_____
ED 250 Intro to Teaching & Learning	3	_____	_____
ED 290 Intro to Differences of Learners	3	_____	_____
PS 102 Physical Science II	4	_____	_____

Major

Admission to Teacher Education Required for ALL Upper-Level Designated Courses

Reading Language Arts (15 Hours):

LA 301 Fundamentals Reading/Writing*	3	_____	_____ (1)
LA 302 Reading Diagnosis/Remediation*	3	_____	_____ (2)
LA 402 Children's Literature*	3	_____	_____ (2)
LA 303 Language Arts Practicum	3	_____	_____ (2)
LA 401 Reading & Writing in Content Area**	3	_____	_____ (3)

Content Area Studies (18 Hours)

ED 302 Creative Arts*	3	_____	_____ (1)
ED 304 Teaching Social Studies**	3	_____	_____ (3)
MA 301 Number Systems	3	_____	_____ (1)
MA 302 Informal Geometry	3	_____	_____ (2)
PS 301 Physics in P-8 School	3	_____	_____ (2)
PE 310 PE for Elementary School*	3	_____	_____ (3)

Field Placement and Child Development (27 Hours)

ED 301 Practicum in PreK, K, 1*	3	_____	_____ (1)
ED 310 Child, Family, Community*	3	_____	_____ (1)
ED 340 Curriculum & Assessment**	6	_____	_____ (3)
ED 440 Professional Internship***	10	_____	_____ (4)
ED 441 Assessment Practicum***	3	_____	_____ (4)
ED 444 Professionalism Seminar***	2	_____	_____ (4)

Degree Requirement:

This degree requires students to obtain a grade of C- or higher in ALL courses.

TOTAL HOURS 125-127

Students in this program take upper-level courses sequentially. Courses labeled (1) in the semester column are taken fall of the junior year. Courses labeled (2) are taken spring of the junior year. Courses labeled (3) and (4) are taken fall and spring of the senior year.

*Level I admission required

**Level II admission required

***Level III admission required



**Bachelor of Science in Middle Grades Education
Concentration in Language Arts/Social Studies
Degree Program Checklist**

Student: _____ ID#: _____ Advisor: _____

<u>Class</u>	<u>Hours</u>	<u>Grade</u>	<u>Semester</u>
General Education (43-45 Hours):			
CO 105 Introduction to Public Speaking	3	_____	_____
EN 101 Composition	3	_____	_____
EN 102 Composition and Literature	3	_____	_____
ES 100 Physical Well Being	2	_____	_____
*Choose 1: HI 201 American History I			
HI 202 American History II	3	_____	_____
PH 210 Introduction to Logic	3	_____	_____
PO 101 American National Government	3	_____	_____
*Choose 1: PY 210 General Psychology			
PY 220 Human Growth & Development	3	_____	_____
**TM 100 Pathfinders or	1		
TM 101 Success Strategies	3	_____	_____
*Choose 1: AR 105 Art Appreciation & Criticism			
EN 201 or EN 202 English Literature Survey I or II			
EN 221 or EN 222 World Masterpieces Survey I or II			
EN 231 or EN 232 American Literature Survey I or II			
FA 110 Art, Literature, & Music Appreciation & Worldview			
MU 105 Music Appreciation			
TH 101 Theatre Appreciation	3	_____	_____
Great Commission Studies:			
BI 101 Concepts in Biology	4	_____	_____
CS 101 Bible Survey	3	_____	_____
*Choose 1: CS 120 Theological Survey			
CS 322 Christian Theology I			
CS 323 Christian Theology II	3	_____	_____
CS 230 History of the Free Church	3	_____	_____
MI 201 Great Commission Living	3	_____	_____
*Major required courses may not also be counted as General Education.			
**See TMU catalog regarding which course should be taken.			

<u>Class</u>	<u>Hours</u>	<u>Grade</u>	<u>Semester</u>
--------------	--------------	--------------	-----------------

Major Related (18 Hours):

ED 205 Investigating Issues in Education	3	_____	_____
ED 250 Intro to Teaching & Learning	3	_____	_____
ED 290 Intro to Differences of Learners	3	_____	_____
HI 101 World History I	3	_____	_____
MA 102 College Algebra	3	_____	_____
MA 200 Elementary Statistics	3	_____	_____

Major

Admission to Teacher Education Required for ALL Upper-Level Designated Courses

Social Studies (15 Hours):

HI 102 World History II	3	_____	_____ (2)
HI 202 American History II	3	_____	_____ (2)
HI (300 level or higher) _____	3	_____	_____
HI 303 Georgia History	3	_____	_____ (1or 3)
ED 304 Teaching Social Studies**	3	_____	_____ (3)

Language Arts (21 Hours):

EN (201 or higher) _____	3	_____	_____
EN 310 Advanced Comp and Grammar	3	_____	_____ (1or 3)
LA 301 Fundamentals Reading/Writing*	3	_____	_____ (1)
LA 304 Integrating LA for Adolescent Learner*	3	_____	_____ (2)
LA 305 Teaching Middle Grades ELA	3	_____	_____ (2)
LA 401 Reading & Writing in Content Area**	3	_____	_____ (3)
LA 403 Middle Grades Literature 4-8*	3	_____	_____ (2)

Field Placement and Child Development (27 Hours):

ED 309 Middle Grades Practicum*	3	_____	_____ (1)
ED 310 Child, Family, Community*	3	_____	_____ (1)
ED 340 Curriculum & Assessment**	6	_____	_____ (3)
ED 440 Professional Internship***	10	_____	_____ (4)
ED 441 Assessment Practicum***	3	_____	_____ (4)
ED 444 Professionalism Seminar***	2	_____	_____ (4)

Degree Requirement:

This degree requires students to obtain a grade of C- or higher in ALL courses.

TOTAL HOURS 124-126

Students in this program take upper-level courses sequentially. Courses labeled (1) in the semester column are taken fall of the junior year. Courses labeled (2) are taken spring of the junior year. Courses labeled (3) and (4) are taken in the fall and spring of the senior year.

*Level I admission required **Level II admission required ***Level III admission required



Bachelor of Science in Middle Grades Education
Concentration in Math/Science
Degree Program Checklist

Student: _____ ID#: _____ Advisor: _____

<u>Class</u>	<u>Hours</u>	<u>Grade</u>	<u>Semester</u>
General Education (43-45 Hours):			
CO 105 Introduction to Public Speaking	3	_____	_____
EN 101 Composition	3	_____	_____
EN 102 Composition and Literature	3	_____	_____
ES 100 Physical Well Being	2	_____	_____
*Choose 1: HI 201 American History I			
HI 202 American History II	3	_____	_____
PH 210 Introduction to Logic	3	_____	_____
PO 101 American National Government	3	_____	_____
*Choose 1: PY 210 General Psychology			
PY 220 Human Growth & Development	3	_____	_____
**TM 100 Pathfinders or	1	_____	_____
TM 101 Success Strategies	3	_____	_____
*Choose 1: AR 105 Art Appreciation & Criticism			
EN 201 or EN 202 English Literature Survey I or II			
EN 221 or EN 222 World Masterpieces Survey I or II			
EN 231 or EN 232 American Literature Survey I or II			
FA 110 Art, Literature, & Music Appreciation & Worldview			
MU 105 Music Appreciation			
TH 101 Theatre Appreciation	3	_____	_____
Great Commission Studies:			
BI 101 Concepts in Biology	4	_____	_____
CS 101 Bible Survey	3	_____	_____
*Choose 1: CS 120 Theological Survey			
CS 322 Christian Theology I			
CS 323 Christian Theology II	3	_____	_____
CS 230 History of the Free Church	3	_____	_____
MI 201 Great Commission Living	3	_____	_____

***Major required courses may not also be counted as General Education.**

****See TMU catalog regarding which course should be taken.**

<u>Class</u>	<u>Hours</u>	<u>Grade</u>	<u>Semester</u>
--------------	--------------	--------------	-----------------

Major Related (24 Hours):

CH 121 General Chemistry	4	_____	_____
PS 102 Physical Science Survey II	4	_____	_____
ED 205 Investigating Issues in Education	3	_____	_____
ED 250 Intro to Teaching & Learning	3	_____	_____
ED 290 Intro to Differences of Learners	3	_____	_____
MA 116 Pre-Calculus	3	_____	_____
MA 220 Calculus with Analytic Geometry	4	_____	_____

Upper-Level Major (58 Hours)

Admission to Teacher Education Required for ALL Upper-Level Designated Courses

Major Courses (35 Hours):

MA 200 Elementary Statistics	3	_____	_____ (3)
MA 301 Number Systems	3	_____	_____ (1)
MA 303 Middle Grades Math Pedagogy*	3	_____	_____ (1)
MA 302 Informal Geometry	3	_____	_____ (2)
MA 401 Teaching Algebra in Middle Grades*	3	_____	_____ (2)
BI 107 Principles of Biology I	4	_____	_____ (2)
BI 108 Principles of Biology II	4	_____	_____ (2)
PS 301 Physics in Elem and Middle Grades	3	_____	_____ (2)
PS 302 Earth Science for Middle Grades	3	_____	_____ (2)
LA 304 Integrating LA for Adolescent Learner*	3	_____	_____ (2)
ED 306 Science Methods for Middle Grades	3	_____	_____ (3)

Field Placement and Child Development (27 Hours):

ED 309 Middle Grades Practicum*	3	_____	_____ (1)
ED 310 Child, Family, Community*	3	_____	_____ (1)
ED 340 Curriculum & Assessment**	6	_____	_____ (3)
ED 440 Professional Internship***	10	_____	_____ (4)
ED 441 Assessment Practicum***	3	_____	_____ (4)
ED 444 Professionalism Seminar***	2	_____	_____ (4)

Degree Requirement:

This degree requires students to obtain a grade of C- or higher in ALL courses.

TOTAL HOURS 129

Students in this program take upper-level courses sequentially. Courses labeled (1) in the semester column are taken fall of the junior year. Courses labeled (2) are taken spring of the junior year. Courses labeled (3) and (4) are taken fall and spring of the senior year.

*Level I admission required

**Level II admission required

***Level III admission required



Bachelor of Science in Music Education Degree Program Checklist

Student: _____ ID#: _____ Advisor: _____

<u>Class</u>	<u>Hours</u>	<u>Grade</u>	<u>Semester</u>
General Education (43-45 Hours):			
CO 105 Introduction to Public Speaking	3	_____	_____
EN 101 Composition	3	_____	_____
EN 102 Composition and Literature	3	_____	_____
ES 100 Physical Well Being	2	_____	_____
*Choose 1:			
HI 201 American History I			
HI 202 American History II	3	_____	_____
PH 210 Introduction to Logic	3	_____	_____
PO 101 American National Government	3	_____	_____
*Choose 1:			
PY 210 General Psychology			
PY 220 Human Growth & Development	3	_____	_____
**TM 100 Pathfinders or	1	_____	_____
TM 101 Success Strategies	3	_____	_____
*Choose 1: AR 105 Art Appreciation & Criticism			
EN 201 or EN 202 English Literature Survey I or II			
EN 221 or EN 222 World Masterpieces Survey I or II			
EN 231 or EN 232 American Literature Survey I or II			
FA 110 Art, Literature, & Music Appreciation & Worldview			
MU 105 Music Appreciation			
TH 101 Theatre Appreciation	3	_____	_____
Great Commission Studies:			
BI 101 Concepts in Biology	4	_____	_____
CS 101 Bible Survey	3	_____	_____
*Choose 1: CS 120 Theological Survey			
CS 322 Christian Theology I			
CS 323 Christian Theology II	3	_____	_____
CS 230 History of the Free Church	3	_____	_____
MI 201 Great Commission Living	3	_____	_____

***Major required courses may not also be counted as General Education.**

****See TMU catalog regarding which course should be taken.**

Major Related Courses (29 hours)

Support Course:

MA 102 College Algebra 3 _____

Educational Foundations

ED 205 Investigating Issues in Education 3 _____

ED 250¹ Intro to Teaching/Learning 3 _____

ED 290 Intro to Differences of Learners 3 _____

Professional Studies:

ED 341 Educational Assessment ** 2 _____

ED 440² Professional Internship*** 10 _____

ED 441² Assessment Practicum*** 3 _____

ED 444² Professionalism Seminar*** 2 _____

Major Courses (61 Hours):

Music Theory

MU 101 Theory & Practice I 4 _____

MU 102 Theory & Practice II 4 _____

MU 201 Theory & Practice III 4 _____

MU 202 Theory & Practice IV 4 _____

Music Technology and Advanced Theory

MU 206 Music Tech 1 _____

MU 302 Form & Analysis 2 _____

MU 312 Arranging 3 _____

Music History

MU 305 Music History & Lit I 3 _____

MU 306 Music History & Lit II 3 _____

Music Conducting

MU 220 Fund of Conducting 2 _____

MU 321 Choral Lit & Tech **OR**

MU 322 Instrumental Conducting 2 _____

Materials and Methods Classes

MU 170 Brass Methods 1 _____

MU 172 Str & Perc Methods 1 _____

MU 174 Woodwind Methods 1 _____

MU 270 Vocal Methods 1 _____

MU 374³ Elem Mus Methods 3 _____

MU 375⁴ Secondary Methods 3 _____

Performing Ensemble⁵

MU _____ 1 _____

MU _____ 1 _____

MU _____ 1 _____

MU _____ 1 _____

MU _____ 1 _____

Small Performing Ensemble^{**}

MU _____ 1 _____

MU _____ 1 _____

Applied Primary⁶

MU 140 _____ 1 _____

MU 140 _____ 1 _____

MU 240 _____ 1 _____

MU 240 _____ 1 _____

MU 340 _____ 1 _____

MU 440 _____ 1 _____

Applied or Class Secondary

MU _____ 1 _____

MU _____ 1 _____

MU _____ 1 _____

MU _____ 1 _____

Performance Attendance Requirement

MU 130A 0 _____

MU 130B 0 _____

MU 130A 0 _____

MU 130B 0 _____

MU 130A 0 _____

MU 130B 0 _____

MU 130A 0 _____

Performance Skill Area Electives (Select one)

Voice Primary

MU 135 Diction I 1 _____

Instrumental Primary

MU 331 Jazz Fund I 1 _____

Piano Primary

MU 303 Accompanying I 1 _____

**Level 2 admission to teacher ed required

*** Level 3 admission to teacher ed required

++May be fulfilled by the following chamber-type groups:

Brass Quartet, Woodwind Quintet, Mixed Vocal Ensemble, Musical Theatre, Guitar Chamber Ensemble, Percussion Chamber Ensemble.

¹28-hour placement experience

²Student teaching semester

³A significant school placement experience included

⁴A significant school placement experience included

⁵Required ensembles include MU 100 (Chorale) or MU 107 (Wind Ensemble).

⁶Final semester of applied study includes capstone recital – must pass to graduate.

This degree requires a grade of C- or higher in ALL courses

Total Hours 133-135



**Bachelor of Science in Secondary Education
Concentration in English
Degree Program Checklist**

Student: _____ ID#: _____ Advisor: _____

<u>Class</u>	<u>Hours</u>	<u>Grade</u>	<u>Semester</u>
General Education (43 Hours):			
CO 105 Introduction to Public Speaking	3	_____	_____
EN 101 Composition	3	_____	_____
EN 102 Composition and Literature	3	_____	_____
ES 100 Physical Well Being	2	_____	_____
HI 201 American History I	3	_____	_____
PH 210 Introduction to Logic	3	_____	_____
PO 101 American National Government	3	_____	_____
Choose 1: PY 210 General Psychology			
PY 220 Human Growth & Development			
PY 260 Brain and Behavior	3	_____	_____
**TM 100 Pathfinders	1	_____	_____
Choose 1: AR 105 Art Appreciation & Criticism			
EN 201 or EN 202 English Literature Survey I or II			
EN 221 or EN 222 World Masterpieces Survey I or II			
EN 231 or EN 232 American Literature Survey I or II			
FA 110 Art, Literature, & Music Appreciation & Worldview			
MU 105 Music Appreciation			
TH 101 Theatre Appreciation	3	_____	_____
Choose 1: BI 101 Concepts in Biology			
NS 101 & Science with Lab***	1 or 4	_____	_____
Great Commission Studies:			
CS 101 Bible Survey	3	_____	_____
Choose 1: CS 120 Theological Survey			
CS 322 Christian Theology I			
CS 323 Christian Theology II	3	_____	_____
CS 230 History of the Free Church	3	_____	_____
MI 201 Great Commission Living	3	_____	_____

* Major required courses may not also be counted as General Education.

** First time college students entering TMU with a High School GPA below 3.0 are required to take TM 101A, 0 credit study skills course, along with TM 100.

*** Students who do not take BI 101, Concepts in Biology, must fulfill this requirement with any 100 level science course with a lab component (4 credit hours) along with NS 101.

Major			
Admission to Teacher Education Required for ALL Upper Level Designated Courses			
<u>Class</u>	<u>Hours</u>	<u>Grade</u>	<u>Semester</u>
Major Related (24 Hours):			
ED 205 Investigating Issues in Education	3	_____	_____
ED 250 Intro to Teaching & Learning	3	_____	_____
ED 290 Intro to Differences of Learners	3	_____	_____
HI 101 World History I	3	_____	_____
MA 102 College Algebra	3	_____	_____
MA 200 Elementary Statistics	3	_____	_____
HI 102 World History II	3	_____	_____ (2)
HI 202 American History II	3	_____	_____ (2)
English / Language Arts (33 Hours):			
EN (201 or higher) _____	3	_____	_____
EN 310 Advanced Comp and Grammar	3	_____	_____ (1 or 3)
*Choose 4: EN 352, EN 354, EN 330, EN 400, EN 420, EN 431, EN 434, EN 437, EN, 440, EN 445, EN 446			
	3	_____	_____
	3	_____	_____
	3	_____	_____
	3	_____	_____
LA 301 Fundamentals Reading/Writing*	3	_____	_____ (1)
LA 304 Integrating LA for Adolescent Learner*	3	_____	_____ (2)
LA 305 Teaching Middle Grades and Secondary ELA	3	_____	_____ (2)
LA 401 Reading & Writing in the Content Areas**	3	_____	_____ (3)
LA 403 Middle Grades Literature 4-8*	3	_____	_____ (2)
Field Placement and Child Development (27 Hours):			
ED 309 Middle Grade and Secondary Practicum*	3	_____	_____ (1)
ED 310 The Child, The Family, & The Community*	3	_____	_____ (1)
ED 340 Curriculum & Assessment**	6	_____	_____ (3)
ED 440 Professional Internship***	10	_____	_____ (4)
ED 441 Assessment Practicum***	3	_____	_____ (4)
ED 444 Professional Seminar***	2	_____	_____ (4)
Degree Requirement:			
This degree requires students to obtain a grade of C or higher in ALL courses.			
TOTAL HOURS 127			
Students in this program take upper level courses sequentially. Courses labeled (1) in the semester column are taken fall of the junior year. Courses labeled (2) are taken spring of the junior year. Courses labeled (3) and (4) are taken fall and spring of the senior year.			
*Level I admission required			
**Level II admission required			
***Level III admission required			
TMU 2026-2027 Degree Program Checklist: BS in Secondary Education Concentration in English Page 2-2			



**Bachelor of Science in Secondary Education
Concentration in History
Degree Program Checklist**

Student: _____ ID#: _____ Advisor: _____

<u>Class</u>	<u>Hours</u>	<u>Grade</u>	<u>Semester</u>
General Education (43 Hours):			
CO 105 Introduction to Public Speaking	3	_____	_____
EN 101 Composition	3	_____	_____
EN 102 Composition and Literature	3	_____	_____
ES 100 Physical Well Being	2	_____	_____
HI 201 American History I	3	_____	_____
PH 210 Introduction to Logic	3	_____	_____
PO 101 American National Government	3	_____	_____
Choose 1: PY 210 General Psychology			
PY 220 Human Growth & Development			
PY 260 Brain and Behavior	3	_____	_____
**TM 100 Pathfinders	1	_____	_____
*Choose 1: AR 105 Art Appreciation & Criticism			
EN 201 or EN 202 English Literature Survey I or II			
EN 221 or EN 222 World Masterpieces Survey I or II			
EN 231 or EN 232 American Literature Survey I or II			
FA 110 Art, Literature, & Music Appreciation & Worldview			
MU 105 Music Appreciation			
TH 101 Theatre Appreciation	3	_____	_____
Choose 1: BI 101 Concepts in Biology			
NS 101 & Science with Lab***	1 or 4	_____	_____
Great Commission Studies:			
CS 101 Bible Survey	3	_____	_____
Choose 1: CS 120 Theological Survey			
CS 322 Christian Theology I			
CS 323 Christian Theology II	3	_____	_____
CS 230 History of the Free Church	3	_____	_____
MI 201 Great Commission Living	3	_____	_____

* Major required courses may not also be counted as General Education.

** First time college students entering TMU with a High School GPA below 3.0 are required to take TM 101A, 0 credit study skills course, along with TM 100.

*** Students who do not take BI 101, Concepts in Biology, must fulfill this requirement with any 100 level science course with a lab component (4 credit hours) along with NS 101.

Major

Admission to Teacher Education Required for ALL Upper Level Designated Courses

<u>Class</u>	<u>Hours</u>	<u>Grade</u>	<u>Semester</u>
Major Related (33 Hours):			
ED 205 Investigating Issues in Education	3	_____	_____
ED 250 Intro to Teaching & Learning	3	_____	_____
ED 290 Intro to Differences of Learners	3	_____	_____
HI 101 World History I	3	_____	_____
MA 102 College Algebra	3	_____	_____
MA 200 Elementary Statistics	3	_____	_____
EN (201 or higher) _____	3	_____	_____
EN 310 Advanced Comp and Grammar	3	_____	_____ (1 or 3)
LA 301 Fundamentals Reading/Writing*	3	_____	_____ (1)
LA 304 Integrating LA for Adolescent Learner*	3	_____	_____ (2)
LA 305 Teaching Middle Grades and Secondary ELA	3	_____	_____
History (24 Hours):			
ED 304 Teaching Social Studies**	3	_____	_____ (3)
HI 102 World History II	3	_____	_____ (2)
HI 202 American History II	3	_____	_____ (2)
HI (300 level or higher) _____	3	_____	_____
HI 303 Georgia History	3	_____	_____ (1 or 3)
HI 310 American Presidency	3	_____	_____ (1 or 3)
HI 460 Modern Europe	3	_____	_____ (1 or 3)
HI 409 Medieval/ Renaissance	3	_____	_____ (1 or 3)
Field Placement and Child Development (27 Hours):			
ED 309 Middle Grades and Secondary Practicum*	3	_____	_____ (1)
ED 310 The Child, The Family, & The Community*	3	_____	_____ (1)
ED 340 Curriculum & Assessment**	6	_____	_____ (3)
ED 440 Professional Internship***	10	_____	_____ (4)
ED 441 Assessment Practicum***	3	_____	_____ (4)
ED 444 Professional Seminar***	2	_____	_____ (4)

Degree Requirement:

This degree requires students to obtain a grade of C or higher in ALL courses.

TOTAL HOURS 127

Students in this program take upper level courses sequentially. Courses labeled (1) in the semester column are taken fall of the junior year. Courses labeled (2) are taken spring of the junior year. Courses labeled (3) and (4) are taken fall and spring of the senior year.

*Level I admission required

**Level II admission required

***Level III admission required



Truett McConnell
 U N I V E R S I T Y
 THE WALPOT SCHOOL *of* EDUCATION

Course Substitution - Statement of Agreement

In place of the required course _____, I have elected to substitute and have been approved to take _____. In doing so, I understand the substitute course may not cover all content on my required GACE content assessment. Therefore, I acknowledge that I will be responsible for learning the necessary content in this area for teacher certification purposes.

 Candidate (*Printed*)

 Candidate's Signature

 Date

 Academic Advisor (*Printed*)

 Academic Advisor Signature

 Date

 Chair, School of Education (*Printed*)

 Chair's Signature

 Date

School of Education Dress Code for All Education Majors

TMU on Campus Classes

- Modest attire is to be worn; tight fitting clothing or bare midriffs or backs, low necklines, strapless tops, thin-strap tops, and miniskirts are not permitted. Undergarments should not be seen.
- No shorts, pajamas or slippers are permitted.
- Skirts, dresses, and capris are permitted if at **knee-length or below**.
- Sweatpants are permitted.
- Leggings and yoga pants may be worn only with mid-thigh shirts.
- Clothing should be clean, freshly laundered, and with a pleasant odor.
- Students are to be well groomed, with clean skin, hair, teeth, and nails; they will be neat in appearance.

Failure to comply with the above requirements may result in an unexcused absence and/or a professionalism grade deduction. Repeated violations to SOE Dress Code will be addressed by the chair. The development of a professional development plan is possible.

Students who must attend classroom experiences via online attendance for extenuating circumstances must adhere to SOE dress code and present in a professional manner (sitting upright at a table and not lying in bed, etc.). Video cameras are expected to be always visualized during lectures and discussions. Students may be required to mute the microphone except to pose questions or concerns.

Field Placement and Special Occasions (Seminar, Pinning Ceremony, All Education Meetings, etc.), during presentations in class, and off-campus representing the SOE, the following attire is required:

- Dresses and Skirts: Modest dress which includes no bare midriff, back or plunging necklines or any clothing that exposes undergarments. Knee length or maximum 3" above knee. Sleeveless must be at least 3" in width. No spaghetti strap camisole without a cardigan or jacket is allowed.
- Bottoms and Pants: Dress slacks and capris. No denims are permitted except for dressed down Fridays with a spirit shirt (TMU or school).
- Tops and Shirts: At least 3" in shoulder length. No midriff showing.
- No leggings except with a mid-thigh appropriate dress top.
- Shoes: Slippers are not permitted.

**Faculty reserves the right to determine if attire is permissible for class, placement, and special occasions.*

If you must ask yourself if you should wear it, then the answer is NO!

Student Signature

Date

APPROPRIATE COMMUNICATION

"Implement the platinum rule: treat others as they wish to be treated." -- Leslie Charles

Face-to-face: Most people love face-to-face communication. However, it is not a good choice if it is not convenient for the person with whom you are communicating. Be mindful of the other person's schedule.

- Make appointments with faculty and administrators, rather than quickly visiting and assuming they have time. Try to restrict your face-to-face visits to office hours or make an appointment.

Telephone: With so many different types of phones, it is important to know basic telephone etiquette.

- Treat office phones, cell phones, and home phones differently.
- If you call an office, and the message suggests that you e-mail the individual, pay attention to what they asked. E-mail rather than leave a message.
- If you are given a faculty member's home or cell phone number, protect that information. Do not give it to someone else.
- **Keep your communication within reasonable hours. For example, communicate only between the hours of 7:00AM and 7:00PM unless there is an emergency.**
- Honor the person's preferences about how and when he or she would like to be contacted. You will be less frustrated, and so will the faculty member if you honor the request.

Email: Email can be casual or formal. When communicating with a professor or with a mentor teacher, communication should be professional.

- Use Truett McConnell University email for official communication. Check TMU email regularly since that is the one professors will use to communicate with you.
- When contacting professors or anyone associated with the school of education, use their professional title, be succinct, and maintain a professional tone.
- If you have a non-professional sounding e-mail address, stop using it immediately (e.g., "Twinkletoes@yahoo.com").
- One of the reasons that many people prefer e-mail communication is because they have a record of the request.
- Another reason people prefer email is because it gives the receiver an opportunity to consider the request and respond to the e-mail.
- Remember you are making a request. It is inappropriate to tell a professor or a mentor teacher what they will do, i.e., *"I need you to change my field placement location because I don't want to drive further than 10 minutes."*

Social Networking: Media is a wonderful way to stay connected with people! Consider the following:

- Social networks **are not** professional methods of communication, and they **are not** private. If you need information or want to make a request of a faculty member or administrator, use one of the other methods.

- **Be careful what you post about yourself.** Remember that you are an educator. Parents, administrators, and students can see what you post. (Your status should never read, “Billy Bob hates his class this year!”)
- Be mindful of clothing, locations, and activities when you post photos.

Texting: Texting is usually casual. It is appropriate for quick questions/responses.

- **During class, seminars, or any education activity, texting is highly inappropriate behavior and rude.** Use of a laptop that is not confined to class activities is also inappropriate.
- Field placement texting should **only** occur during times away from students such as planning times or before or after school
- It is rare for a professional situation to arise that requires texting.

Cell phones: This is a useful tool when used appropriately.

- **During class, seminars, or any education activity,** set cell phones to silent.
- When in field placement, set cell phone to silent.
- It is not appropriate to check team schedules or make purchases during class, seminar, or any other education activity. Wait until an appropriate time.
- During class, seminar or any other education activity, if an emergency occurs, or if you are waiting for an important call, notify the professor.

Chain of command: Follow the chain of command for the TMU School of Education

1. Contact the person directly impacted (usually the instructor or supervising professor)
2. Contact the Field Placement Coordinator (if this is a field placement concern)
3. Contact the chair of the school of education
4. Contact Ms. Kinson for any questions related to advisement

Do not jump over the person to whom you have given the problem and be patient. Allow the person time to respond. Professors are usually in class, in meetings, or in field placement observations.

Be considerate of the person’s response. **There may be information or circumstances about which you are not aware.** Before you go to the next person in the chain of command, consider the effects of going over someone’s head.

Repeated communication: Patience is the virtue here.

- Give the person you are contacting **24 hours before you repeat communication.**
- Calling, emailing, stopping by for a face-to-face visit, and then repeating all of those is unprofessional, inconsiderate, and makes one look impatient.
- Above all, practice patience and compassion. You may not be aware of the circumstances surrounding the timing of your communication and the events in the life of the person you contacted.

Let your speech be always with grace, seasoned with salt, that ye may know how ye ought to answer every man. ➤ Colossians 4:6

Overview of Field Experience – Elementary Education Majors

1. Candidates are required to complete 12 contact hours in in a classroom of their choice during **ED 205** which is completed prior to admittance to the Teacher Education Program. This placement requires observation and teacher assistance.
2. Candidates are required to complete 28 contact hours in a classroom at the grade level at which they wish to teach in **ED 250** prior to admittance to the Teacher Education Program. This placement requires observation and teacher assistance.
3. Candidates are required to complete 12 contact hours in a special education setting during **ED 290** which is prior to admittance to the Teacher Education Program. This placement requires observation and teacher assistance.
4. Candidates spend all day M and F and W, 8:00 - 12:00 for approximately 10 weeks in **ED 301** during their first semester in the Teacher Education Program for a total of **120 contact hours in a classroom at a MINIMUM**. During this placement, candidates are placed in either a Kindergarten or a first-grade classroom. Candidates will also observe for 8 hours in a regular and 8 hours in a special education Pre-K classroom for a total of 16 hours.
5. Candidates spend all day M and F and W, 8:00 – 12:00 for approximately 12 weeks in **LA 303** during their second semester in the Teacher Education Program for a total of **150 contact hours in a classroom at a MINIMUM**. During this placement, candidates are placed in a second or third grade classroom.
6. Candidates spend all day M, T, TH and F for approximately 15 weeks in **ED 340** during their third semester in the Teacher Education Program for a total of **160 contact hours in a classroom at a MINIMUM**. During this placement, candidates are placed in a fourth or fifth grade classroom and are expected to complete a unit plan.
7. Candidates spend 8 hours per day for approximately 15 weeks in **ED 440** during their fourth semester in the Teacher Education Program for a total of **600 contact hours in a classroom at a MINIMUM**. During this placement, candidates have a choice of being placed in a Kindergarten-fifth grade classroom and are expected to complete a unit plan.
8. It is the expectation that students will be in field placement **all day** unless leaving for a class or TMU preapproved activity such as an athletic event. The hours outlined above are the **MINIMUM** requirements. Students will exceed these hours.

Overview of Field Experience – Middle Grades Education Majors

1. Candidates are required to complete **12 contact hours** in a classroom of their choice during **ED 205** which is completed prior to admittance to the Teacher Education Program. This placement requires observation and teacher assistance.
2. Candidates are required to complete **28 contact hours** in a classroom at the grade level at which they wish to teach in **ED 250** prior to admittance to the Teacher Education Program. This placement requires observation and teacher assistance.
3. Candidates are required to complete **12 contact hours** in a special education setting during **ED 290** which is prior to admittance to the Teacher Education Program.
4. Candidates will spend all day M and F and W, 8:00 – 12:00 for approximately 10 weeks in **ED 309** during their first semester in the Teacher Education Program for a total of **120 contact hours in a classroom at a MINIMUM**. Candidates are placed in either a sixth or seventh grade classroom.
 - a. LA/SS majors will be placed in a language arts classroom.
 - b. Math/Science majors will be placed in a math classroom.
5. Candidates spend 8 hours per day for approximately 12 weeks (3-day weeks) in **LA 304** during their second semester in the Teacher Education Program for a total of **150 contact hours in a classroom at a MINIMUM**. Candidates are placed in a fourth or fifth grade classroom in which language arts is being taught.
6. Candidates will spend all day M, T, TH, F for approximately 15 weeks in **ED 340** during their third semester in the Teacher Education Program for a total of **160 contact hours in a classroom at a MINIMUM**. Candidates are placed in either a seventh or eighth grade classroom, and they are expected to complete a unit plan.
 - a. LA/SS majors will be placed in a social studies classroom.
 - b. Math/Science majors will be placed in a science classroom.
7. Candidates spend 8 hours per day for approximately 15 weeks in **ED 440** during their fourth semester in the Teacher Education Program for a total of **600 contact hours in a classroom at a MINIMUM**. During this placement, candidates have a choice of being placed in either of their concentration fields, and they will be in a middle school classroom. They are expected to complete a unit plan.
8. It is the expectation that students will be in field placement **all day** unless leaving for a class or TMU preapproved activity such as an athletic event. The hours outlined above are the **MINIMUM** requirements. Students will exceed these hours.

Overview of Field Experience - Music Education Majors

1. Candidates are required to complete **12 contact hours** of observation in a classroom of their choice during **ED 205** which is completed prior to admittance to the Teacher Education Program.
2. Candidates complete **28 contact hours** in a classroom at the grade level of their choice in **ED 250** prior to admittance to the Teacher Education Program. This placement requires observation and teacher assistance.
3. Candidates complete **12 contact hours** in a special education setting during **ED 290** prior to admittance to the Teacher Education Program.
4. Candidates spend **35 hours** in an elementary music classroom in **MU 374**. During this placement, candidates will observe both PK-second and third through fifth grades.
5. Candidates spend 35 hours in a middle school music setting following their musical interest (choral/band) in **MU 375**. During this placement, candidates will observe sixth through eighth grades.
6. Candidates spend **40 hours** in a secondary music setting in **ED 341**. During this placement, candidates will observe ninth through twelfth grades, and they will complete a unit plan.
7. Candidates spend **8 hours** per day for approximately 15 weeks in **ED 440** during their fourth semester in the Teacher Education Program for **570 total contact hours** in a classroom. During this placement, candidates have a choice of being placed in an elementary, middle, or secondary setting, and they will complete a unit plan.

Overview of Field Experience – Secondary Education Majors

1. Candidates are required to complete **12 contact hours** in a classroom of their choice during **ED 205** which is completed prior to admittance to the Teacher Education Program. This placement requires observation and teacher assistance.
2. Candidates are required to complete **28 contact hours** in a classroom at the grade level at which they wish to teach in **ED 250** prior to admittance to the Teacher Education Program. This placement requires observation and teacher assistance.
3. Candidates are required to complete **12 contact hours** in a special education setting during **ED 290** which is prior to admittance to the Teacher Education Program.
4. Candidates will spend all day M and F and W, 8:00 – 12:00 for approximately 12 weeks in **ED 309** during their first semester in the Teacher Education Program for a total of **120 contact hours in a classroom at a MINIMUM**. Candidates are placed in either a sixth or seventh grade classroom.
 - a. English majors will be placed in an English classroom.
 - b. History majors will be placed in a math classroom.
5. Candidates spend 4 hours per day for approximately 12 weeks (3-day weeks) in **LA 304** during their second semester in the Teacher Education Program for a total of **150 contact hours in a classroom at a MINIMUM**. Candidates are placed in a 6th, 7th, or 8th grade classroom in which language arts or history is being taught.
6. Candidates will spend all day M, T, TH and F for approximately 15 weeks in **ED 340** during their third semester in the Teacher Education Program for a total of **160 contact hours in a classroom at a MINIMUM**. Candidates are placed in secondary classroom, and they are expected to complete a unit plan.
 - a. English majors will be placed in an English classroom.
 - b. History majors will be placed in a history classroom.
7. Candidates spend 8 hours per day for approximately 15 weeks in **ED 440** during their fourth semester in the Teacher Education Program for a total of **600 contact hours in a classroom at a MINIMUM**. During this placement, candidates have a choice of being placed in either of their concentration fields, and they will be in a middle school classroom. They are expected to complete a unit plan.
8. It is the expectation that students will be in field placement **all day** unless leaving for a class or TMU preapproved activity such as an athletic event. The hours outlined above are the **MINIMUM** requirements. Students will exceed these hours.

Teacher Candidate Professional Conduct Covenant

He hath shewed thee, O man, what is good; and what doth the LORD require of thee, but to do justly, and to love mercy, and to walk humbly with thy God? Micah 6:8

The Truett McConnell University School of Education is committed to preparing educators who exemplify Christian character, servant leadership, professional excellence, and ethical practice. Teacher candidates are expected to conduct themselves in a manner that reflects the highest standards of integrity, responsibility, and professionalism in every setting. As future educators, candidates represent not only themselves but also the school of education, the teaching profession, and the schools and communities they serve. Professionalism is expected in all university classes, field experiences, clinical practice, school-sponsored activities, and online environments.

Teacher candidates shall demonstrate honesty, integrity, respect, responsibility, and professionalism in all interactions with faculty, peers, school personnel, students, families, and community members. Candidates are expected to foster a positive learning environment by communicating respectfully, collaborating professionally, resolving disagreements appropriately, and refraining from behaviors that create unnecessary conflict, disrupt the learning environment, or undermine the cohesion and effectiveness of the cohort.

Candidates are expected to attend all required classes, seminars, meetings, field experiences, and professional activities, arriving on time, prepared to participate fully, and committed to excellence. Attendance, punctuality, dependability, and the timely completion of responsibilities are essential professional dispositions expected of every educator.

Professional appearance reflects respect for the teaching profession and the learning environment. Candidates shall adhere to the TMU School of Education Dress Code for all classes, field placements, presentations, seminars, ceremonies, university-sponsored events, and virtual learning experiences. Faculty reserves the right to determine appropriate professional attire. Failure to comply with the dress code may result in an unexcused absence, a professionalism deduction, or additional corrective action.

Teacher candidates are expected to use technology responsibly and professionally. Cell phones and electronic devices shall not interfere with instruction, field experiences, or professional activities. Likewise, candidates are expected to exercise wisdom and sound professional judgment in their social media presence and electronic communications, recognizing that online conduct reflects upon themselves, the university, and the teaching profession.

Candidates shall maintain appropriate professional boundaries with students and protect the confidentiality of all student, family, personnel, and school information encountered during coursework and field experiences. Confidential information shall never be discussed, shared, photographed, or posted through social media or other electronic means except as permitted by law and school policy.

The TMU School of Education embraces the Georgia Code of Ethics for Educators as the standard for professional conduct. Teacher candidates are expected to demonstrate behaviors consistent with all provisions of the code, with particular emphasis on **Standard 2: Conduct with Students**, **Standard 4: Honesty**, **Standard 7: Confidential Information**, and **Standard 9: Professional Conduct**. Candidates are expected to uphold these standards both on and off campus, recognizing that ethical conduct is essential to maintaining the trust placed in educators by students, families, schools, and communities.

Professionalism is not simply demonstrated during field experiences; it is cultivated daily through attitudes, choices, relationships, and actions that reflect the character of Christ and the calling of the teaching profession.

Failure to demonstrate professional conduct may result in corrective action, including conferences with faculty, the development of a Professional Development Plan, removal from field experiences, referral to the TMU School of Education Chair or Teacher Education Committee, or other actions deemed appropriate based on the nature and frequency of the concern. Repeated or serious violations may affect a candidate's continuation in the Teacher Education Program.

Teacher Candidate Commitment

As a teacher candidate in the Truett McConnell University School of Education, I acknowledge that I have read, understand, and agree to uphold the expectations outlined in this Teacher Candidate Professional Conduct Covenant. I recognize that my words, actions, and relationships reflect upon Christ, the university, the teaching profession, and the students and schools I am called to serve.

By signing below, I commit myself to demonstrating Christian character, servant leadership, professional integrity, ethical conduct, and a commitment to excellence throughout my preparation as an educator.

Teacher Candidate Signature: _____ Printed Name: _____

Date: _____

Required Diversity Placements and Program Hours

1. Candidates must spend at least one semester in a diverse placement during the Teacher Education Program.
2. Candidates document demographics using CCRPI. These documentations will be made during the following courses for the following majors:
 - a. Elementary Education: ED 301, LA 303, ED 340, ED 440.
 - b. Middle Grades LA/SS Education: ED 309, LA 304, ED 340, ED 440.
 - c. Middle Grades Math/Science Education: ED 309, LA 304, ED 340, ED 440.
 - d. Secondary Education: ED 309, LA 304, ED 340, ED 440
 - e. Music Education: MU 374, MU 375, ED/MU 341, and ED/MU 440
3. Diversity settings will include, but are not limited to, race, ethnicity and/or socioeconomic status. If clarification is necessary, then school demographics will be shared where students may be placed. School-opening and closing experiences for elementary, middle grades, and music education candidates.

In the summer between the junior and senior years, candidates will participate in a school-opening experience including all of pre-planning and the first weeks of school.

Placement Hours per Program and Grade Level			
Course #	Hours*	Program	Grade Level
ED 205	12	Foundational	Varies
ED 250	28	Foundational	Varies
ED 290	12	Foundational	Varies
ED 301	120	Elementary	PK, K
ED 309	120	Middle	6,7,8
ED 309	120	Secondary	9, 10,11,12
LA 303	150	Elementary	1, 2, 3
LA 304	150	Middle	4/5
LA 304	150	Secondary	6, 7, 8
ED 340	160	Elementary	4, 5
ED 340	160	Middle	6, 7, 8
ED 340	160	Secondary	9-12
ED 440	600	Elementary	K-5
ED 440	600	Middle	6/8
ED 440	600	Secondary	9-12
MU 374	35	Music	PK-2 and 3-5
MU 375	35	Music	6-8
ED 341	40	Music	9-12
ED 440	570	Music	Varies

* It is the expectation that students will be in field placement **all day** unless leaving for a class or a TMU preapproved activity such as an athletic event. The hours outlined above are the **MINIMUM** requirements. Students will exceed these hours.

Roles and Responsibilities During Field Experience

During the field experiences developed by the TMU Teacher Education Program, students will have opportunities both to observe and to implement the competencies necessary for effective teaching as well as to develop insights and an understanding of teaching and learning in a context of supervised practice. Field experience involves cooperative efforts between the student, the mentor teacher, the school principal, the supervising professor, and the field placement coordinator.

Student Responsibilities to the Host School

1. to conform to school regulations and policies, including dressing professionally.
2. to safeguard all personal and confidential information concerning pupils.
3. to refrain from making unfavorable remarks about the school, the mentor teacher, and/or the community.
4. to model the behavior and the standards of the teaching profession both inside and outside the classroom.

Student Responsibilities to the Mentor Teacher

1. to secure from the mentor teacher any materials and information helpful in establishing a good working relationship and in providing pertinent facts about the school.
2. to fulfill the fieldwork requirements as described in the syllabus for the specified time.
3. to plan with the mentor teacher to establish a cooperative relationship and to meet the requirements of the specific field experience in ways that will be mutually beneficial.
4. to meet, as needed, with the mentor teacher to discuss strengths, weaknesses, and areas for improvement
5. to avoid partiality and favoritism toward students.

Student Responsibilities to the School of Education

1. to submit required materials regarding placement according to the requirements of the field placement notebook.
2. to abide by policies and procedures established for specific field experiences.
3. to attend required seminars.
4. to notify the appropriate people of any changes in schedule or assignment.
5. to keep a field placement notebook.
6. to abide by university/teacher education program policies as described in the TMU Teacher Education Program Handbook.

Mentor Teacher Responsibilities

1. to provide information concerning the teacher candidate's responsibilities as established by the school and the mentor teacher.
2. to discuss with the student the specific requirements of the field assignment and to plan accordingly.
3. to ensure that the student experiences a degree of involvement appropriate to their ability and training.
4. to demonstrate quality planning, organization, and methodology.
5. to develop a good working relationship with the student.
6. to promote the professional growth of the student
7. to accurately evaluate the student's performance in field experience activities.
8. to demonstrate the many roles of a teacher.
9. to meet regularly with the teacher candidate to share meaningful feedback concerning specific strengths and weaknesses.
10. to model the positive behaviors and the standards of the teaching profession.
11. to **immediately** contact the TEP supervising professor as soon as a need arises.

The mentor teacher must be classified as a highly qualified teacher who needs to have at least three years of successful school experience. The teacher must have the appropriate certification level to supervise interns during final internship. For mentor teachers who will supervise field placement students, two years of successful school experience is acceptable.

Host School Principal Responsibilities

1. to assist in the selection of competent mentor teachers.
2. to orient the mentor teacher for specific field experience (e.g., informing him/her of the student's name and sharing information furnished by the university).
3. to aid in the orientation of the student to the school, to the general operation of the school, and to the community in which the school is located.
4. to make administrative provision for adequate conference time between the mentor teacher and the student, participating in conferences when necessary or desirable.
5. to provide the student with opportunities to participate in staff meetings, extracurricular activities, etc., when feasible.
6. to model the positive behaviors and standards of the teaching profession.

Teacher Education Program (TEP) Supervising Professor

1. to cooperate with the field placement coordinator to develop reciprocal relationships with schools, school systems, administrators, and other personnel.
2. to visit the school regularly and to confer with the mentor teacher.
3. to meet regularly with the teacher candidate.
4. to maintain records to aid in directing and evaluating the progress of the student.
5. to collect, review, and evaluate data and assignments submitted by the student.
6. to keep the field placement coordinator aware of the progress of each student.
7. to evaluate teacher candidate through field placement notebook and observations.

Field Placement Coordinator Responsibilities

The field placement coordinator serves as the liaison between the TMU School of Education and the school systems/schools, coordinates the placements for field experiences, and consults with the TEP supervising professors regarding the progress of each teacher candidate. Additionally, the field placement coordinator works with the school of education chair and other administrative personnel to initiate and maintain partnership arrangements with selected county/school systems.

1. to initiate and maintain official contractual arrangements with each school system in which students are placed.
2. to make requests for placements.
3. to determine the dates that teacher candidates will begin and complete their field experience assignments.
4. to provide initial orientation information for each field experience.
5. to inform teacher candidates of their field placements.
6. to collaborate with supervising professors about any problems, details, or changes in the field experience.
7. to coordinate placement assignments with TEP supervising professors.
8. to consult with TEP supervising professors regarding the progress of each teacher candidate.
9. to analyze data on each teacher candidate as submitted by the TEP supervising professor.
10. to work with the TMU school of education chair and all stakeholders to facilitate the teacher education field experience program.

Field Experience Policies and Procedures

All teacher education students are required to complete field experiences associated with designated courses. The university has contractual agreements with area school systems that allow us to place teacher education students for field experiences and internships. These systems are within a 60-mile radius of Cleveland and are the systems in which we place students for field experiences. **All field placements are arranged by the field placement coordinator in accordance with procedures set forth in the contractual agreements. Students must not attempt to arrange their own placements or supervision.** However, students may express preferences or describe specific needs. Time considerations for travel to a placement site are based on travel from Truett McConnell University.

Placement Policies

1. Candidates will not be placed for field experiences or internship in a school that they attended within the last ten years.
2. Candidates will not be placed in a school in which they have relatives within their immediate family enrolled or employed.
3. Candidates may be withdrawn from a school placement upon the request of the school administration or university field placement coordinator based upon the following:
 - a. lack of competence
 - b. failure to comply with the rules, regulations, policies, standards, or practices of the university or the school system
 - c. conduct that is detrimental to the education, health, or welfare of the school system students; or
 - d. any other reason for which either the university or school system reasonably believes the student should not continue in the placement.
4. Candidates are expected to dress professionally and conduct themselves in a professional manner according to GA Code of Ethics and school district policies. **Remember: You do not have a job; you are on a two-year interview and cannot wear jeans during placement. Always dress conservatively.**
5. At least one field experience must be in a school with a culturally diverse student population.

Field Experience Candidate Progress

Most students grow and prosper during field experiences. In some cases, however, difficulties are encountered as a part of field experiences. **Immediate, open, and honest communication about any problem is essential.** Typically, teacher candidates will encounter and solve the problem by following the guidance of the mentor teacher. If assistance is needed, the supervising professor, school of education chair and field placement coordinator may become involved and develop a written professional development plan (PDP) containing expectations, behaviors, timelines, conditions, and consequences.

Professional Development Plan:

1. The supervising professor or mentor teacher identifies the issue.
2. The supervising professor will determine the initial response.
3. If issues continue, supervising professor, field placement coordinator, and chair discuss issues and steps to remediate.
4. Those who meet will determine one of the following:
 - a. Create a PDP outlining expectations, behaviors, timelines, conditions, and consequences.
 - b. Transfer student to another field placement
 - c. Discontinuance from current field placement
5. Supervising professor meets with teacher candidate and other stakeholders to present outcome.

Field Placement Discontinuance

When the actions of the teacher candidate present a negative impact on the learning environment or on the safety of the students as determined by the school site administration or the field placement coordinator, the termination of the placement may be immediate.

One of the following actions can be recommended by the TMU School of Education:

- a) a second classroom placement,
- b) administrative withdrawal from all courses associated with the field experience
- c) a grade of D or F is earned in each course associated with the field experience.

At the discretion of the education faculty and other stakeholders, a second placement within a semester is an option only if sufficient time remains in the semester for the student to fulfill all field requirements. If a second placement is not an option, the option of earning a failing grade is usually chosen. The teacher candidate is informed of the decision in writing and in the conference.

Procedures for Complaints

A teacher candidate is informed of the appropriate appeal procedure. Appeals regarding field experience discontinuation, and all other complaints, follow the procedure outlined in the TMU Catalog for grade appeals. *Candidate complaints are filed in writing with the degree coordinator for the teacher education program in which the candidate is enrolled. If the complaint is not resolved, the candidate may file a complaint in writing with the school of education chair. If resolution is not reached, the candidate may file a final written complaint with the Vice President for Academic Services and appeal the decision made at the school level.* All complaints are kept on file in the TMU Education Office.

Attendance and Holidays for Field Placement Assignments

During the first three semesters of the upper-division courses, students will follow the schedule of the university (e.g., university fall break, Good Friday, etc.). During the fourth or final semester, students will follow the schedule of the school system in which they are placed.

In the event of weather closings, candidate safety is the concern. If the university is closed, and the school is not, students should attend their placement unless conditions are unsafe to do so. The university posts its closings on the university website and announces them on local media. The same is true of most school systems.

All students will complete an Absence Record Form for every absence and notify all professors involved in the absence (course professors and/or supervising professor).

1. If a candidate is absent for any reason, both the supervising professor and the mentor teacher should be notified by text, phone call, or email as soon as possible, but no later than 8:00am on the morning of the absence.
 - a. Notify the supervising professor **first**
 - b. Notify the mentor teacher **second**
2. Every student is expected to be in their assigned classroom each day school is in session.
3. Teacher candidates arrive at school at the school's **required time for teachers to report** and **leave at the school's required time for teachers to leave**.
4. Tardiness will not be tolerated and can result in the termination of a field placement assignment.
5. For every absence over three in a semester, a doctor's note is required for each absence.
6. Candidates are required to attend all teacher workdays.
7. During Semester 4 in the full-time internship, interns are required to attend all functions the mentor teacher attends.

Policies and Procedures Specific to Semester 4

Although most policies listed on the previous pages are appropriate for the internship, some policies are only related to Semester 4 Internship, commonly referred to as student teaching.

Internship Employment

The internship is a full-time experience. Candidates assume responsibility for full-time teaching and are to be fully involved in the school experience, including faculty meetings, parent teacher organizations and other activities outside the school day. Candidates are not encouraged to work during the internship. Success in the internship experience should not be compromised because of outside obligations.

Internship Course Load

The semester devoted to the internship is a full course load. Interns are not allowed to take any other courses during this semester. Interns should be free from outside responsibilities, so they can function as a full-time member of the staff of the school to which they have been assigned.

Reciprocity

From time to time, education programs receive requests from other colleges and universities for services such as supervising internships. These requests must be directed to the field placement coordinator for consideration and for approval. Any reciprocity agreement also implies that Truett McConnell University has a certain amount of flexibility for its students at other institutions as well. A reciprocity fee of \$500 is assessed in addition to tuition and must be assumed by the student requesting a reciprocity placement.

Attendance and Holidays for Semester 4 Internship

During the first three semesters of the upper-division courses, students will follow the schedule of the university (e.g., university fall break, Good Friday, etc.). During Semester 4, students will follow the schedule of the school system in which they are placed.

In the event of weather closings, candidate safety is the concern. If the university is closed, and the school is not, students should attend their placement unless conditions are unsafe to do so. The university posts its closings on the university web site and announces them on local media. The same is true of most school systems.

All students will complete an Absence Record Form for every absence and notify all professors involved in the absence (course professors and/or supervising professor).

1. If a candidate is absent for any reason, both the supervising professor and the mentor teacher should be notified by text, phone call, or email as soon as possible, but no later than 8:00am on the morning of the absence.
 - a. Notify the supervising professor **first**
 - b. Notify the mentor teacher **second**
2. Scheduled absences from field placement are highly discouraged. Prior approval is required.
3. Every student is expected to be in their assigned classroom every day school is in session
4. Teacher candidates arrive at school at the **school's required time for teachers to report** and leave at the **school's required time for teachers to leave**.
5. Tardiness will not be tolerated and can result in the termination of a field placement assignment.
6. For every absence over three in a semester, a doctor's note is required for each absence. Candidates are required to attend all teacher workdays.
7. During Semester 4 in the full-time internship, interns are required to attend all functions the mentor teacher attends.

Violating the field placement attendance policy will result in a Professional Development Plan (PDP) and possible discontinuance from current field placement assignment.

The Process of Certification

Upon a candidate's completion of the Truett McConnell University Teacher Education Program, the school of education is responsible for recommending the candidate to the Georgia Professional Standards Commission for certification as a professional educator. The recommendation is based not only on successful completion of coursework and clinical experiences, but upon passing the certification examination and demonstrating professional conduct throughout the program. For that reason, it is essential for students to adhere to the Code of Ethics and to abide by the policies set forth in this handbook. To be considered for certification, teacher candidates must at least attempt all certification examinations before graduation. However, to **obtain** certification, teacher candidates must pass all certification examinations.

The TMU School of Education conducts a seminar to acquaint teacher candidates with certification procedures. Candidates should be aware that **completion of the degree is required** before the PSC accepts a certification application. Candidates will be able to check the progress of their certification application on the PSC website.

Time for Completion

Candidates have five years from the date of completing coursework to be recommended by Truett McConnell University School of Education for initial certification. After that period has lapsed, a candidate's program of study will be reviewed, and additional coursework may be required.

Graduation without Certification

Occasionally, candidates choose not to complete all the requirements for certification. In these instances, candidates may apply to receive the Bachelor of Science in Education without being recommended for certification. Once candidates have begun the 15 replacement hours for internship, they cannot choose to student teach. In addition, by deciding to receive the degree without being recommended for certification, candidates are ineligible for recommendation for certification by Truett McConnell University School of Education.



Truett McConnell
 U N I V E R S I T Y
 THE WALPOT SCHOOL of EDUCATION

Graduation without Certification

In accordance with the *Graduation without Certification* policy outlined in the Truett McConnell University Teacher Education Handbook, I, _____, am applying to receive a degree in education without certification by enrolling in 15 education-related replacement hours in place of student teaching. I submit that:

Read and initial all that apply:

- _____ a. Teaching is no longer my chosen profession, but I wish to complete an education degree without certification rather than change my major.
- _____ b. My career goals require a degree in education without certification.
- _____ c. I am unable to successfully complete the requirements for student teaching.
- _____ d. Due to unsuccessful field placement performance, the TMU School of Education has determined I cannot complete the requirements for student teaching.

I understand that once I have begun the 15 replacement hours for the internship, I cannot choose to student teach.

I further understand that by choosing to receive the Bachelor of Science in Education without certification, I am ineligible for recommendation for certification by Truett McConnell University.

 Candidate (Printed)

 Candidate's Signature

 Date

 Field Placement Coordinator (Printed)

 Coordinator's Signature

 Date

 Chair, School of Education (Printed)

 Chair's Signature

 Date

Key Assessments Aligned to TMU Conceptual Framework

TMU Conceptual Framework Aligned to the Five Key Assessments

Assessment #	1	2	3	4	5
Conceptual Framework	COI Indicators	CAPS Standards	Dispositions (PDBA)	Unit Plan Sections	GACE Scores
Content and Curriculum	1, 2, 3,	1	6, 11, 13, 14	2	Induction or Professional
Knowledge of Students and their Learning	4, 5, 6, 7, 8	1, 2, 4	6, 10, 11, 13, 14	1	N/A
Learning Environments	6, 7, 8	7, 8, 10	1, 2, 3, 4, 6, 11, 13	1, 4	N/A
Assessment	9	5, 6	1, 2, 3, 4, 6, 11, 13, 14	3, 6,	N/A
Planning and Instruction	9, 10, 11, 12	1, 2, 3, 4, 8	1, 2, 3, 4, 6, 10, 11, 13, 14	2, 4, 5, 6,	N/A
Professionalism	13	9	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	7	N/A

Field Experience Assessments and Semester Administered

Instrument	Semester 1	Semester 2	Semester 3	Semester 4
Disposition Ranking	X	X	X	X
Digital Progression Portfolio	X	X	X	X
Classroom Observation Instrument		X	three by professor	
Unit Plan			X	X
CAPS Observation (Intern Keys)	X	X	X	X
Family/Community Portfolio	X			
Field Placement Notebook	X	X	X	X

Key Assessment #1: Candidate Observation Instrument (COI)



Truett McConnell
U N I V E R S I T Y

THE WALPOT SCHOOL *of* EDUCATION

Teacher Candidate		Mentor Teacher	
Date		Grade Level	
Observer		Subject Area	
School		Semester	2 3 4

Purpose of Assessment: The Teacher Candidate Observation Form is designed to assess and monitor candidates' performance in the actual process of delivering a lesson that has been duly planned.

Scoring: The rubric on the form is a 4-point developmentally sequenced performance level scale which provides a framework for adequately evaluating candidates' ability to deliver a lesson he/she had planned. The four performance levels are: (1) Ineffective; (2) Needs Development; (3) Proficient; and (4) Exemplary. Thus, the rating per performance criterion ranges from 1.0 to 4.0. A candidate who is considered classroom ready or proficient exhibits Level 3 performance characteristics.

Score Interpretation: Each of the 13 performance criteria is rated from 1 (ineffective) to a 4 (exemplary). Proficiency occurs when the teacher candidate earns a score of 3 or better in each category. Should a student earn a score of 1 in any indicator, a conference will be scheduled with the supervising professor to discuss steps for improvement.

Directions: This form encompasses and has been aligned with the GA **TAPS/CAPS standards**. The performance levels and their corresponding numerical weights are as follows: **Ineffective**, (1 point), **Needs Development** (2 points), **Proficient** (3 points) and **Exemplary** (4 points).

For each performance criterion, please indicate the score corresponding to the performance level that most closely describes the professional practices that you observed. In each evidence/comments box, write specific evidence observed for the indicator, where applicable. If you are not able to rate any indicator, check the box adjacent to **Not Able to Rate**.

Content and Curriculum		
<i>Indicators / Professional Practices</i>	<i># Score</i>	<i>Evidence / Comments</i>
1. Subject Specific Content/Concepts		
_____ Ineffective: Demonstrates little or no knowledge of content or ability to challenge or facilitate conversation around student errors.	1	
_____ Needs Development: Demonstrates knowledge of some content and corrects some student and/or teacher errors; however, some uses of vocabulary and academic language are not clear, correct, or appropriate for learners	2	
_____ Proficient: Demonstrates strong knowledge of content/concepts ; corrects and/or facilitates discussion on teacher and student errors, and uses vocabulary and academic language that is clear, correct, and appropriate for learners	3	
_____ Exemplary: Exceeds expectations on this element which could include some of the following: presenting diverse perspectives to engage learners in understanding, questioning, and analyzing ideas. By analyzing group discourse and learner work, the teacher discovers additional learner misconceptions and uses the processes, vocabulary, and strategic tools of the discipline to facilitate learners' accurate and deep understanding.	4	
_____ Not able to rate	NATR	
2. Application of Content: Pedagogical Content Knowledge		
_____ Ineffective: Demonstrates little or no use of appropriate instructional methods; little evidence of making content appropriate for diverse learners; lacks connections to students' prior knowledge	1	
_____ Needs Development: Demonstrates some uses of appropriate instructional methods and technology; makes some connections to student's prior knowledge.	2	
_____ Proficient: Uses appropriate and engaging instructional methods and technology (if applicable); makes content appropriate for diverse learners; connects learning to students' prior knowledge; creates opportunities for students to learn, practice, and master academic language in their content ; and creates and uses supplementary resources and technologies effectively to ensure accessibility and relevance (student assets: culture, personal, community...) for all learners.	3	
_____ Exemplary: Meets all indicators at the proficient level and exceeds expectations by including the following: effectively uses multiple representations and explanations that capture key ideas in the discipline, guides learners through learning progressions, and promotes each learner's achievement of content standards; engages students in learning experiences that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content; and engages learners in applying methods of inquiry and standards of evidence used in the discipline.	4	
_____ Not able to rate	NATR	
3. Application of Content: Content Connections		
_____ Ineffective: Demonstrates little or no evidence of making connections to other subject areas; little or no evidence of making content relevant to students' lives; does not draw on/acknowledge students' diversity of cultural experiences.	1	
_____ Needs Development: Attempts to make connections to students' lives or to other subject areas and/or other cultural funds of knowledge.	2	
_____ Proficient: Connects content to either another content area OR to students' lives ; makes content relevant to students' lives using culturally responsive and culturally sustaining pedagogy or other strategies; values and draws on students' diverse cultural experiences .	3	

____ Exemplary: Exceeds expectations on this element in ways which include, but not limited to some of the following: collaborates with a colleague(s) in another discipline(s) to create learning experiences that engage learners in working with interdisciplinary themes ; guides learners to apply knowledge from more than one discipline to understand a complex concept or set of concepts and/or to address a real world problem or issue, and engages learners in applying content knowledge and skills in authentic contexts.	4	
____ Not able to rate	NATR	
The Learner and Learning		
<i>Indicators / Professional Practices</i>	<i># Score</i>	<i>Evidence / Comments</i>
4. Learner Development		
____ Ineffective: Demonstrates little evidence of being alert and/or responsive to the intellectual, social, physical, language and literacy, and personal developmental needs of all students	1	
____ Needs Development: Demonstrates some level of alertness and responsiveness to the intellectual, physical, and personal developmental needs of some students. Some monitoring of individual and group performance is evident.	2	
____ Proficient: Alert and responsive to the intellectual, emotional, social, physical, language and literacy, and personal developmental needs of all students; and throughout the lesson regularly assesses individual and group performance in order to modify instruction to meet the learners' needs. Instruction is developmentally appropriate and includes some scaffolding to promote next level of development.	3	
____ Exemplary: Meets all the professional practices/indicators in the above proficient category and exceeds expectations by considering individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/ her learning and scaffolds the next level of development; lesson shows evidence of collaboration with families, communities, colleagues, and/or other professionals to promote learner growth and development.	4	
____ Not able to rate	NATR	
5. Learner Differences		
____ Ineffective: Candidates demonstrate little to no evidence of adapting instruction to meet the individual needs of students; tends to present only one perspective on issues.	1	
____ Needs Development: Candidate adapts some of the instruction to meet the needs of students; but tends to present only one perspective on topics and issues.	2	
____ Proficient: Candidate delivers and adapts instruction and makes appropriate and timely provisions for individual students with particular learning styles or needs; brings multiple perspectives to the discussion to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways .	3	
____ Exemplary: Meets all the professional practices/indicators in the above proficient category and exceeds expectations by including multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms ; incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.	4	
____ Not able to rate	NATR	
6. Learner Environment		
____ Ineffective: Inefficient management of time, space, and learning resources for diverse students' learning; students not productively engaged.	1	
____ Needs Development: Candidate demonstrates some efficiency in the management of time, space, and learning resources for diverse students' learning and some students actively engaged.	2	

____ Proficient: Efficient management of time, space, and learning resources for diverse students' learning; students actively engaged; and appropriate adjustments are made as needed; the candidate builds a safe, positive learning climate of openness and mutual respect.	3	
____ Exemplary: Exceeds expectations on this element which includes evidence that candidate collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry and develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.	4	
____ Not able to rate	NATR	
7. Learner Environment – Classroom Management		
____ Ineffective: Little evidence of a management plan; reactive classroom management style; little to no monitoring of learner behavior; inconsistent/inappropriate responses to student behavior or candidate does not demonstrate respect for students or does not provide a learning environment that supports learning goals.	1	
____ Needs Development: Demonstrates some evidence of a management plan; some appropriate responses to student behavior are demonstrated; demonstrates respect for students, but the learning environment does not encourage mutual respect among students.	2	
____ Proficient: Follows classroom management plan; aware of student behavior; appropriate responses to student behavior that demonstrates respect for students and that demonstrates low-risk learning environment that reveals mutual respect among students; corrects misbehavior with minimal loss of instructional time.	3	
____ Exemplary: Exceeds expectations on this element	4	
____ Not able to rate	NATR	
8. Learner Environment – Communication		
____ Ineffective: Significant number of errors in teacher's spoken/written language; ineffective nonverbal communication; unclear directions; does not use effective questioning skills. Students appear confused or frustrated when listening to or communicating with the teacher.	1	
____ Needs Development: Some errors in teacher's spoken/written language and/or some effective verbal and non-verbal strategies are used; some directions are unclear, and some discussions and questions are ineffective in promoting learning lesson objectives and goals.	2	
____ Proficient: Teacher uses error free spoken/written language; effective verbal and nonverbal communication; directions are clear or quickly clarified after initial student confusion; effective questioning and discussion strategies are used. Students appear to be satisfied with their communication with the teacher.	3	
____ Exceeds expectations: Meets all indicators at the proficient level and exceeds expectations on this element with inclusion of verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment	4	
____ Not able to rate	NATR	
Instructional Practice		
<i>Indicators / Professional Practices</i>	<i># Score</i>	<i>Evidence / Comments</i>
9. Assessment		
____ Ineffective: Inappropriate or little evidence of alignment between assessments and instructional objectives/outcomes/essential questions; assessments do not align with the instructional objectives/outcomes/essential questions and lesson procedures	1	
____ Needs Development: Some assessment methods are aligned with the instructional objectives/outcomes/essential questions and lesson procedures; some appropriate uses of formal/informal assessment strategies to evaluate academic vocabulary are evident.	2	
____ Proficient: Uses appropriate and multiple assessments methods that align with the instructional objectives/outcomes/essential questions and lesson procedures; uses formal/informal assessment strategies to evaluate the use of the academic function and academic vocabulary.	3	
____ Exemplary: Meets all indicators at the proficient level and exceeds expectations on this element by also including use of a range of formal and informal assessment strategies to	4	

evaluate and ensure the continuous development of all learners throughout instructional time; engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process; and models and provides opportunities for learners to examining their own thinking, assess their own progress of the learning goals as well as the performance of others.		
____ <i>Not able to rate</i>	NATR	
10. Instructional Strategies		
____ <i>Ineffective:</i> Inappropriate instructional strategies are used to engage and support learning; inefficient pacing of lesson; instruction does not extend most students' understanding of concepts and/or content; instruction is teacher-centered	1	
____ <i>Needs Development:</i> Some appropriate instructional strategies are used to engage and support learning; some instruction extends students' understanding of concepts and/or content; instruction mostly is teacher-centered; little evidence of use of technology or differentiation to facilitate learning.	2	
____ <i>Proficient:</i> Plans for instruction and uses appropriate strategies that engage and support student learning to include differentiation ; pacing is appropriate and varied in whole class/individual work/cooperative learning ; instruction extends students' understanding of concepts and/or content; instruction allows for student inquiry through higher-order questioning and construction of their own knowledge; instruction clearly demonstrates the candidate designed and created instructional experiences based on knowledge of content and curriculum, student population, learning environment, technology and assessments.	3	
____ <i>Exemplary:</i> Meets all indicators at the proficient level and varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners; uses a variety of instructional strategies to support and expand learners' communication through varies academic demands (speaking, listening, reading, writing, and other mode and assessments and includes differentiate instruction for individuals and groups of learners.	4	
____ <i>Not able to rate</i>	NATR	
11. Monitoring and Adjustments		
____ <i>Ineffective:</i> Does not monitor lesson; no adjustment for students who do not understand or who have already mastered the content	1	
____ <i>Needs Development:</i> Monitors lesson but adheres firmly to instructional plan; no adjustment for students who do not understand or who have already mastered the content	2	
____ <i>Proficient:</i> Monitors lesson; makes appropriate modifications to instructional plans during the lesson to address students' needs; probes for understanding; uses students' questions to direct/re-direct instruction.	3	
____ <i>Exemplary:</i> Meets all indicators at the proficient level and continuously monitors student learning, engages learners in monitoring their progress, and adjusts instruction in response to student learning needs.	4	
____ <i>Not able to rate</i>	NATR	
12. Instructional Resources		
____ <i>Ineffective:</i> No use of resources and materials other than assigned textbook and/or worksheets; technology and other instructional resources are used superficially and do not enhance instruction	1	
____ <i>Needs Development:</i> Little evidence of using resources and materials other than assigned textbook and/or worksheets; technology and other instructional resources are used sparingly and superficially and do not enhance instruction	2	
____ <i>Proficient:</i> Uses a variety of appropriate materials and resources; technology OR other instructional resources enhance instruction for diverse learners and supports the learning objectives.	3	
____ <i>Exemplary:</i> Meets all indicators at the proficient level and the technology-based integration of resources enhances student learning; technology use helps students meet the objective(s).	4	
____ <i>Not able to rate</i>	NATR	

Professional Learning and Ethical Practice		
Teacher candidate has reflected on their teaching of this lesson and conferenced with the supervising professor concerning strengths and areas of improvement.		
<i>Indicators / Professional Practices</i>	<i># Score</i>	<i>Evidence / Comments</i>
13. Reflection and Growth		
Ineffective: Does not examine his/her teaching; does not suggest modifications to improve teaching practices and student achievement; focuses on/blames students rather than engaging in self-evaluation of performance	1	
Needs Development: Demonstrates minimal/superficial examination of his/her teaching; does not suggest modifications to improve teaching practices and student achievement	2	
Proficient: Examines own teaching and reflects on his/her on biases; suggests modifications that would lead to improved teaching practices and student achievement.	3	
Exemplary: Exceeds expectations on this element through discussion of how candidate recognizes, participates in, and contributes to teaching as a profession (9e), and how to utilize more resources from, and involve family and community to connect more with learners' prior knowledge, culture etc.	4	
Not able to rate	NATR	

Adapted from Teacher Candidate Observation Form from Clayton State University. Retrieved July 23, 2020.

<i>Indicator #</i>	<i>Score</i>	<i>Indicator</i>
1		<i>Subject Specific Content/Concepts</i>
2		<i>Application of Content: Pedagogical Content Knowledge</i>
3		<i>Application of Content: Content Connection</i>
4		<i>Learner Development</i>
5		<i>Learner Differences</i>
6		<i>Learner Environment</i>
7		<i>Learner Environment: Classroom Management</i>
8		<i>Learner Environment: Communication</i>
9		<i>Assessment</i>
10		<i>Instructional Strategies</i>
11		<i>Monitoring and Adjustments</i>
12		<i>Innovative Instructional Resources</i>
13		<i>Post Observation Conference and Reflection</i>
		<i>Indicator Totals</i>

Key Assessment #2: Georgia Intern Keys Effectiveness System Candidate Assessment on Performance Standards (CAPS)

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>			
Performance Indicators at the Proficient Level 1.1 Addresses appropriate curriculum standards and integrates key content elements. 1.2 Facilitates students' use of higher-level thinking skills in instruction. 1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications. 1.4 Demonstrates accurate, deep, and current knowledge of subject matter. 1.5 Exhibits pedagogical skills relevant to the subject area(s) taught and best practice based on current research. 1.6 Bases instruction on goals that reflect high expectations for all students and a clear understanding of the curriculum. 1.7 Displays an understanding of the intellectual, social, emotional, and physical development of the age group.			
Performance Rubrics			
☐ Exemplary	☐ Proficient	☐ Needs Development	☐ Ineffective
The teacher candidate continually demonstrates extensive content and pedagogical knowledge, enriches the curriculum, and guides others in enriching the curriculum. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)	The teacher candidate consistently demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	The teacher candidate inconsistently demonstrates understanding of curriculum, subject content, pedagogical knowledge, and student needs, or lacks fluidity in using the knowledge in practice.	The teacher candidate inadequately demonstrates understanding of curriculum, subject content, pedagogical knowledge, and student needs, or does not use the knowledge in practice.
Examples of Evidence for Teacher Candidates at each performance level:			
- Continually makes meaningful connections to students' prior knowledge and stated interests that advance learning. (1.2) - Guides students to explore and report content knowledge as independently as possible and to apply what they have learned in new ways. (1.2) - Gives assignments that have students laying groundwork for upcoming topics, helps them evaluate sources, and then guides them to see connections. (1.4)	- Arranges opportunities for students to explore content knowledge in various and complex ways. (1.2) - Uses students' prior knowledge and stated interests to guide instruction (1.2) - The teacher candidate consistently connects the assigned content to other content areas and makes the content relevant to the students. (1.3) - Provides background information relative to topic of discussion and is able to direct students to appropriate sources to retrieve additional information	- Sometimes attempts to connect the assigned content to other content areas or makes the content relevant to the students. (1.3) - Sometimes makes connections to students' prior knowledge and stated interests. (1.2) - Occasionally includes opportunities to explore and discover knowledge and report discoveries to others. (1.2) - Gives background material and information for new content but does	- Rarely plans instruction that demonstrates adequate knowledge of the assigned content area(s), or the teacher candidate is unable to teach content using effective instructional methodology. (1.1) - Rarely attempts to connect the assigned content to other content areas or to make the content relevant to the students. (1.3)

• Seeks ways to use various materials, resources, technologies, and research skills in lessons based on best practice and adapts teaching to support students when assessment indicate a lack of understanding or a need for extension. (1.5) • Continually makes connections between content area and to real life experiences and encourages students to make these connections. (1.3) • Continual evidence of differentiated instruction to facilitate the learning of all students. (1.6) • Continually uses best practice and current research to create lessons that avoid impediments to student learning. (1.6) • Continually uses the curriculum as a tool to set high expectations for all students and help them meet these expectations. (1.6) • Content is developmentally appropriate and is well planned to encourage students to call upon their backgrounds for understanding. (1.7) • Models and encourages students to communicate verbally and nonverbally in ways that demonstrate respect for and responsiveness to a variety of student differences. (1.7) • Continually demonstrates use of a variety of resources to support positive, engaging activities for diverse learners. <u>Student Evidence</u> • Students routinely participate in activities that involve higher order thinking including analyzing, synthesizing, and evaluating an idea or product. (1.2)	▪ Demonstrates ability to model information evaluation techniques and to facilitate and direct students' thought processes (1.4) ▪ Selects and uses materials, resources, technologies, and research skills appropriate for subject discipline. ▪ Plans appropriate intervention when students indicate a lack of understanding. ▪ Adapts teaching methodologies based on unexpected but welcomed teachable moments (1.5) ▪ Plans instruction that demonstrates strong knowledge of the students' developmental needs or backgrounds. (1.7) • Designs teaching and learning strategies and assignments that require students to relate one content area to another and to real life experiences (1.3) • Encourages students to use their everyday knowledge and experiences in classroom discussion, activities, and assignments (1.3) • Shows evidence of differentiated instruction to facilitate the learning of all students; (1.6) • Positively mediates the fusion of student's skills and prior knowledge to new information resulting in students' increased knowledge and abilities (1.6) • Uses established curriculum to create an environment that encourages students to set and meet academic and social growth goals (1.6) • Content is developmentally appropriate and reflects an understanding of students' backgrounds (1.7) • Communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to student differences. (1.7)	not encourage students to find or consider material on their own. (1.4) ▪ Uses a variety of resources and materials, but uses them in limited ways; does not include best practice from current research. (1.5) ▪ Sometimes encourages students to use higher order thinking and complete assignments that allow them to analyze, synthesize, and evaluate. (1.2) ▪ Lesson plans need to more closely match the learning needs of the students. Varied instructional strategies need to be included. ▪ Clear and strong connections to other content areas and real-life experiences are evident in some lessons. (1.3) ▪ Sometimes connects key concepts to prior content or students' life experiences. Needs to explicitly state the connections in order for students to understand how to relate content and concepts. (1.3) ▪ Content is sometimes developmentally appropriate and reflects a growing understanding of the students' backgrounds. ▪ Sometimes varies planning and instruction to address students' lack of understanding and performance. (1.6) ▪ Sets goals and expectations for students that encourage student progress, but are not high enough to be challenging to all students. (1.6) ▪ Content sometimes is developmentally appropriate and sometimes considers students backgrounds. (1.7)	• Rarely plans instruction that demonstrates adequate knowledge of the students' developmental needs or backgrounds. (1.7) ▪ Rarely makes connections to other content areas or references why the content is relevant to students. ▪ Rarely/ formulates key questions to develop and clarify the need for information. (Relevance) ▪ Rarely models verbal and nonverbal communication that demonstrates respect for and responsiveness to cultural backgrounds. (1.7) ▪ Provides little time for students to contribute knowledge from experiences. ▪ Asks students primarily for facts rather than in-depth concepts. ▪ Content is often developmentally inappropriate and reflects little understanding of the students' backgrounds. ▪ Plans and implements lessons without considering students' prior knowledge and stated interests. (1.2) ▪ Teaches new content independently, separate from other information; relies on few resources, does not encourage students to question, evaluate, or wonder about the material. (1.4) ▪ Student assignments do not encourage bringing in everyday knowledge and experience to classroom discussion, activities, and assignments. (1.3)
--	--	--	---

• Students are active participants in assignments, leading discussions, researching, and sharing findings. (1.2) • Students know to use everyday knowledge and experiences in classroom discussion, activities, and assignments. (1.3) • Strong evidence of students being able to independently fuse skills and prior knowledge to new information, yielding students' increased knowledge and abilities. (1.6)	• Consistently uses a variety of resources to support positive, engaging activities for diverse learners (1.7) • Plans activities that emphasize interpretation of knowledge and application of skills. • Locates, evaluates, selects, and organizes information resources based on students' learning needs and the required curriculum. • Plans teaching and learning strategies and assignments that require students to relate one content area to another and to real life experiences. • Invites students to bring their everyday knowledge and experiences into the classroom on a regular basis. • Relates stories, problems, and solutions from personal experiences to establish connections between content and real life. <u>Student Evidence</u> ▪ Students are engaged, asking and answering questions, participating in group activities, conducting research, reporting findings. (1.2) ▪ Students share their personal experiences or prior knowledge in response to prompts. ▪ Students demonstrate respect for the differences of other students.	▪ Occasionally uses a variety of resources to support positive, engaging activities for diverse learners. (1.7) <u>Student Evidence</u> ▪ Sometimes verbalize or write about connections between prior knowledge, life experiences, and current learning.	▪ Little or no evidence of differentiated instruction to facilitate the learning of all students. (1.6) ▪ Little or no evidence of student goals that reflect high expectations for all learners. (1.6) ▪ Content appears to be planned without regard for what is developmentally appropriate and without understanding of students' backgrounds. (1.7) ▪ Little evidence of the use of a variety of resources to support positive, engaging activities for diverse learners. (1.7) <u>Student Evidence</u> ▪ Cannot describe how to connect content to real life experience. • Students do not work in groups, ask and answer questions, discuss ideas, conduct research, and report findings. (1.2)
Evidence/Documentation			

Performance Standard 2: Instructional Planning

The teacher candidate plans using state and local school district curricula and standards, effective strategies, resources, and data to address the needs of all students.

Performance Indicators at the Proficient Level

2.1 Analyzes and uses student learning data to inform planning

- 2.2 Develops plans that are clear, logical, sequential, and integrated across the curriculum (e.g., long-term goals, lesson plans, and syllabi).
 2.3 Plans instruction effectively for content mastery, pacing, and transitions.
 2.4 Plans for instruction to meet the needs of all students.
 2.5 Aligns and connects lesson objectives to state and local school district curricula and standards, and student learning needs.
 2.6 Develops appropriate course, unit, and daily plans, and is able to adapt plans when needed.

Performance Rubrics

☐ Exemplary	☐ Proficient	☐ Needs Development	☐ Ineffective
The teacher candidate continually seeks and 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.	The teacher candidate consistently plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	The teacher candidate inconsistently uses state and local school district curricula and standards, or inconsistently uses effective strategies, resources, or data in planning to meet the needs of all students.	The teacher candidate does not plan or 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.

Examples of Evidence for Teacher Candidates at each performance level:

▪ Uses multiple data sources (e.g., student responses to questions, standardized test results, anecdotal notes) to plan differentiated instruction ▪ Uses both class and individual student data to plan instruction ▪ Allows the students to practice at self-selected levels of learning ▪ Plans instruction to accommodate the needs of learners when remediation or extension is relevant ▪ Incorporates national (i.e., professional organizations) standards within lesson plans in addition to state and local school district curricula and standards	▪ Analyzes and uses student learning data to inform planning (2.1) ▪ Develops plans that are clear, logical, sequential, and integrated across the curriculum (e.g., long-term goals, lesson plans, and syllabi). (2.2) ▪ Plans instruction effectively for content mastery, pacing, and transitions. (2.3) ▪ Plans for instruction to meet the needs of all students. (2.4) ▪ Aligns and connects lesson objectives to state and local school district curricula and standards, and student learning needs. (2.5) ▪ Develops appropriate course, unit, and daily plans, and is able to adapt plans when needed. (2.6)	▪ Identifies only prior student knowledge or experiences (i.e., cognitive, linguistic, social, emotional, and/or physical development) as it relates to the lesson ▪ Develops plans that are not explicitly written, lack clarity, lack a clear sequence for instruction, and/or do not include sufficient detail ▪ Fails to promote higher order thinking through incorporation of best practices for instruction ▪ Unclear link between lesson outcomes and state and local school district curricula and standards ▪ Attends to the needs of some students, but not all	▪ Few or no prior student knowledge or experiences identified. ▪ Develops plans that are not explicitly written, lack clarity, lack a clear sequence for instruction, and/or do not include sufficient detail ▪ Promoting student learning via best practices is not evident. ▪ No state or local standards listed ▪ No modification of learner needs listed
---	---	--	--

Evidence/Documentation

Performance Standard 3: Instructional Strategies

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 knowledge and skills.

Performance Indicators at the Proficient Level

- 3.1 Engages students in active learning and maintains interest.
- 3.2 Builds upon students' existing knowledge and skills.
- 3.3 Reinforces learning goals consistently throughout the lesson.
- 3.4 Uses a variety of research-based instructional strategies and resources.
- 3.5 Effectively uses appropriate instructional technology to enhance student learning.
- 3.6 Communicates and presents material clearly, and checks for understanding.
- 3.7 Develops higher-order thinking through questioning and problem-solving activities.
- 3.8 Engages students in authentic learning by providing real-life examples and interdisciplinary connections.

Performance Rubrics

☐ Exemplary	☐ Proficient	☐ Needs Development	☐ Ineffective
The teacher candidate continually facilitates students' engagement in metacognitive learning, higher-order thinking skills, and application of learning in current and relevant ways. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)	The teacher candidate consistently 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.	The teacher candidate inconsistently 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.	The teacher candidate does not use 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.

Examples of Evidence for Teacher Candidates at each performance level:

▪ Continually engages students to work in collaborative groups/individually to create, present, and research and problem solve. (3.1) ▪ Continually uses multiple strategies linked to students' prior knowledge and skills and background experiences and interest. (3.2) ▪ Continually uses multiple strategies to address goals and build an increased proficiency in the standard by including varied ways of acquiring knowledge and skill. (3.3) ▪ Continually incorporates teaching strategies consistent with research based best practices. (3.4)	▪ Consistently engages to students to work in collaborative groups/individually to create, present, research and problem solve. (3.1) ▪ Consistently uses multiple strategies linked to students' prior knowledge and skills and background experiences and interest. (3.2) ▪ Consistently uses multiple strategies to address goals and build an increased proficiency in the standard by including some ways of acquiring knowledge and skill. (3.3) ▪ Consistently incorporates teaching strategies consistent with research based best practices. (3.4) ▪ Consistently uses technology for open-ended student work, student	▪ Inconsistently engages students to work in collaborative groups/individually to create, present, and research and problem solve. (3.1) ▪ Inconsistently use multiple strategies or uses only a single strategy linked to students' prior knowledge and skills and background experiences and interest. (3.2) ▪ Inconsistently uses one or more strategies to address goals and build an increased proficiency in the standard by focusing on one way to acquire knowledge and skill. (3.3) ▪ Inconsistently incorporates teaching strategies consistent with research based best practices. (3.4)	▪ Does not provide students with opportunities to work in collaborative groups/individually to create, present, and research and problem solve. (3.1) ▪ Does not use a single strategy linked to students' prior knowledge and skills and background experiences and interest. (3.2) ▪ Does not use a strategy that addresses a goal or builds an increased proficiency in the standard. (3.3) ▪ Does not incorporate teaching strategies consistent with research based best practices. (3.4) ▪ Does not use technology for open-ended student work, student reinforcement of learning,
---	---	--	--

- Continually uses technology for open-ended student work, student reinforcement of learning, presentation and planning purposes. (3.5) - Continually checks student for understanding or for what they learned in the lesson; continually presents material in a clear, logically sequenced, and developmentally appropriate format. (3.6) - Continually uses higher order questioning to develop thinking and learning and supports students as they consider multiple perspectives during problem solving. (3.7) - Continually engages students in authentic learning by providing real-life examples and interdisciplinary connections. (3.8)	reinforcement of learning, presentation, and planning purposes. (3.5) - Consistently checks students for understanding or for what they learned in the lesson; consistently presents material in a clear, logically sequenced, and developmentally appropriate format. (3.6) - Consistently uses higher order questioning to guide student thinking and learning and to guide student problem solving. (3.7) - Consistently engages students in authentic learning by providing real-life connections and examples to more than one standard.(3.8)	- Inconsistently uses technology for open-ended student work, student reinforcement of learning, presentation or planning purposes. (3.5) - Inconsistently checks students for understanding or for what they learned in the lesson; inconsistently presents material in a clear, logically sequenced, and developmentally appropriate format. (3.6) - Inconsistently uses higher order questioning to guide student thinking and learning OR primarily uses factual questioning to guide student thinking and learning. (3.7) - Inconsistently engages students in authentic learning by providing real-life connections and examples to a standard.(3.8)	presentation or planning purposes. (3.5) - Does not check students for understanding or for what they learned in the lesson; does not present material in a clear, logically sequenced, and developmentally appropriate format. (3.6) - Does not provide higher order questioning or problem-solving opportunities to guide student thinking and learning. (3.7) - Does not provide real-life examples to engage students in learning.(3.8)
--	---	---	--

Evidence/Documentation

- Lesson plans – include goals that are clearly aligned with instructional procedures and assessments, activities build on content knowledge and skill as related to goals
- Lesson plans – include connections to students’ prior knowledge, background experiences, interests and real-life examples provided
- Lesson plans – include higher order questions, problem solving activities, interdisciplinary connections
- Incorporation of technology for student learning and teacher candidate directed activities
- Lesson plans – include procedures that are sequenced in a logical and developmentally appropriate format
- Student work samples- evidence of higher order thinking, problem solving, individual and collaborative effort
- Student response to instruction – written, verbal
- Level of student engagement – individual, peer interaction
- Research-based strategies, cited resources
- Implementation of lesson plan procedures upon observation
- Portfolios
- Integrated unit plans

Performance Standard 4: Differentiated Instruction

The teacher candidate challenges and supports each student’s learning by providing appropriate content and developing skills which address individual learning differences.

Performance Indicators at the Proficient Level

- 4.1 Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.
- 4.2 Provides remediation, enrichment, and acceleration to further student understanding of material.
- 4.3 Uses flexible grouping strategies to encourage appropriate peer interaction and to accommodate learning needs/goals.

- 4.4 Uses diagnostic, formative, and summative assessment data to inform instructional modifications for individual students.
- 4.5 Develops critical and creative thinking by providing activities at the appropriate level of challenge for students.
- 4.6 Demonstrates high learning expectations for all students commensurate with their developmental levels.

Performance Rubrics

☐ Exemplary	☐ Proficient	☐ Needs Development	☐ Ineffective
The teacher candidate continually 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.	The teacher candidate consistently challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	The teacher candidate inconsistently challenges students by providing appropriate content or by developing skills which address individual learning differences.	The teacher candidate does not challenge students by providing appropriate content or by developing skills which address individual learning differences.

Examples of Evidence for Teacher Candidates at each performance level:

- Teacher candidate facilitates learning activities on multiple occasions that offer alternative forms of the content, process, product and/or learning environment that appropriately meets individual developmental needs. (4.1) - Teacher candidate uses multiple forms of assessment data to inform instruction and provides learning activities that vary in degree of difficulty and student interest. (4.2, 4.4) Student Evidence: - Complete individualized activities designed to achieve success in specific content and/or skills. (4.1) - All students are able to meet learning expectations. (4.3)	- Teacher candidate facilitates learning activities that offer one alternative form of the two or more of the following: (1) content, (2) process, (3) product and (4) learning environment to meet individual developmental needs. (4.1) - The teacher candidate divides content into subgroups, provides student choice (i.e., partner read, computer, independent work), provides instructional opportunities that consider student interest, modifications and accommodations to the content, process, product and learning environment are evident. (4.1) - Teacher candidate uses assessment data to inform instruction and provides learning activities that vary in degree of difficulty or student interest. (4.2, 4.4) Student Evidence: - Students meet the standards using differentiated products. (4.1) - Students are presented with the standard through differentiated content and processes. (4.1)	- Teacher candidate facilitates learning activities that offer one alternative form of the content, process, product or learning environment. (4.1) - Teacher candidate adjusts learning activities to incorporate varying degrees of difficulty or student interest, but the adjustments are not informed by assessment data. (4.2, 4.4) - The teacher candidate uses flexible grouping practices that are inflexible with students working in unchanging ability level or management groups only. (4.3) Student Evidence: - Students engage with the content through two processes. (4.1) - Students demonstrate understanding of the content through two products. (4.1) - Some students are able to meet learning expectations. (4.2, 4.4) - Students assigned to participate in the same groupings repeatedly. (4.3)	- Teacher candidate delivers a lesson that is identical for all students in content, process, product, and learning environment. (4.1) - No evidence of differentiation to meet individual developmental needs, including evidence of accommodations and modifications. (4.1) - Teacher candidate does not use assessment data to inform instruction and adjust learning activities that incorporates varying degrees of difficulty or student interest. (4.2, 4.4) - The teacher candidate does not use flexible grouping practices. (4.3) Student Evidence: - Students demonstrate understanding of instruction through uniform processes and products. (4.1) - Students are not able to meet learning expectations. (4.2, 4.4) - All students working on the same activities. (4.3) - All students seated in the same groups. (4.3)
--	---	--	--

	Most students are able to meet learning expectations. (4.2, 4.4)		
Evidence/Documentation: - Lesson plans, units - Formative and summative assessments - Rubrics - Grade sheets - Portfolios - Student Work samples			

Performance Standard 5: Assessment Strategies

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.

Performance Indicators at the Proficient Level

- 5.1 Aligns student assessment with the established curriculum and benchmarks.
- 5.2 Involves students in setting learning goals and monitoring their own progress.
- 5.3 Varies and modifies assessments to determine individual student needs and progress.
- 5.4 Uses formal and informal assessments for diagnostic, formative, and summative purposes.
- 5.5 Uses grading practices that report final mastery in relationship to content goals and objectives.
- 5.6 Uses assessment techniques that are appropriate for the developmental level of students.
- 5.7 Collaborates with others to develop common assessments, when appropriate.

Performance Rubrics

☐ Exemplary	☐ Proficient	☐ Needs Development	☐ Ineffective
The teacher continually 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. (Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)	The teacher systematically and consistently chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	The teacher inconsistently chooses a variety of diagnostic, formative, and summative assessment strategies or the instruments are sometimes not appropriate for the content or student population.	The teacher chooses an inadequate variety of diagnostic, formative, and summative assessment strategies or the instruments are not appropriate for the content or student population.

Examples of Evidence for Teacher Candidates at each performance level:

All lesson plans/units contain appropriate formal and informal	Lesson plans/units contain numerous appropriate formal and informal	Lesson plans/ units demonstrate some use of formal and informal assessments	Within lesson plans/units, the candidate does not use formal and informal
--	---	---	---

assessments for diagnostic, formative, and summative purposes ▪ Lesson plans/units include a variety of assessments that meet all students' needs ▪ Lesson plans/units include a variety of assessments that are linked to all student needs ▪ All lesson plans/units include a variety of assessment instruments that are appropriate for the content and student population ▪ Candidate consistently involves students in setting learning goals and self-evaluation ▪ All lesson plans/units include an appropriate variety of assessments that are modified based on student needs ▪ All lesson plans/units include a wide variety of appropriately differentiated assignments/ assessments to meet the needs of most students • Involves students in deciding how instruction will be differentiated based on diagnostic data results. • Uses engaging strategies for diagnosing student readiness to learn. • Explains the different forms of assessments used, why diagnostic work is not graded, and how it is used. • Discusses individual and class strengths, misconceptions, and areas of weakness based on diagnostic assessment data. ▪ Describes how students have been involved in diagnosing their own strengths and weaknesses.	assessments for diagnostic, formative, and summative purposes ▪ Lesson plans/units include a variety of assessments that meet most student needs ▪ Lesson plans/units include a variety of assessments that are linked to most student needs ▪ Most lesson plans/units include a variety of assessment instruments that are appropriate for the content and student population ▪ Candidate regularly involves students in setting learning goals and self-evaluation ▪ Most lesson plans/units include an appropriate variety of assessments that are modified based on student needs ▪ Lesson plans/units include numerous assignments/assessments to meet the needs of most students • Uses a variety of diagnostic activities at the beginning of most lessons and units to determine the specific needs of the class and of individual students. • Identifies students' prior knowledge in the content area(s) and plans to link it to new learning. • Includes a variety of opportunities for <i>differentiation</i> based on diagnostic data. • Differentiates the lesson to address the needs of students who start the lesson at a lower level of understanding. • Uses a variety of diagnostic strategies (e.g., initial writing prompts, informal reading assessments, pre-tests, KWLs, anticipation guides, etc.). • Can describe how a unit or lesson was adapted based on diagnostic assessment data. • Can explain how assessment data from current students were analyzed and used in planning.	for diagnostic, formative, and summative purposes ▪ Lesson plans/units include some variety of assessments that meet some student needs. ▪ Assessments are included in lesson plans/units, but these are sometimes not linked to student needs. ▪ Lesson plans/ units include assessment instruments, but these are sometimes inappropriate for the content or student population ▪ Candidate sometimes involves students in setting learning goals and/or self-evaluation ▪ Lesson plans/units includes some variety of assessments or some assessments that are modified based on student needs ▪ Lesson plans/units include some appropriately differentiated assignments/ assessments • Includes <i>diagnostic assessments</i> at the beginning of some instructional units. • Uses at least one formal or informal diagnostic assessment at the beginning of a lesson or unit. • Asks questions to determine prior knowledge during a lesson. • Has a general understanding of the students' readiness to learn new content. • Understands the need to differentiate lessons to address the needs of students who start the lesson at a lower level of understanding but is not always certain how to plan for or manage a differentiated lesson.	assessments for diagnostic, formative, and summative purposes ▪ Within lesson plans/units, the candidate does not or inadequately varies and adjusts assessments to meet student needs ▪ Assessments are not aligned with appropriate objectives, curriculum, and/or benchmarks. ▪ Assessment instruments are inappropriate for the content or student population ▪ Candidate does not involve students in setting learning goals and/or self-evaluation ▪ Lesson plans/units do not include a variety of assessments or assessments or not modified based on student needs ▪ Lesson plans do not include appropriately differentiated assignments/ assessments • Does not include <i>diagnostic assessments</i> in plans. • Is not guided by diagnostic data when planning for <i>differentiation</i>. • Does not consider students' prior knowledge to determine starting points for instruction. • Does not use informal or formal <i>diagnostic assessments</i> at the beginning of a lesson or unit. • Does not probe for prior knowledge during a lesson. • Does not match the instruction to the prior knowledge of the learners. • Cannot describe how a unit or lesson was planned based on diagnostic data. • Cannot articulate how he/she determines the readiness level of students to take on new content.
--	---	---	---

Evidence/Documentation

- Lesson plans, units
- Formative and summative assessments
- Rubrics
- Grade sheets
- Portfolios
- Student work samples

Performance Standard 6: Assessment Uses

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.

Performance Indicators at the Proficient Level

- 6.1 Uses diagnostic assessment data to develop learning goals for students, to differentiate instruction, and to document learning.
- 6.2 Plans a variety of formal and informal assessments aligned with instructional results to measure student mastery of learning objectives.
- 6.3 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust instruction.
- 6.4 Systematically analyzes and uses data to measure student progress, to design appropriate interventions, and to inform long- and short-term instructional decisions.
- 6.5 Shares accurate results of student progress with students, parents, and key school personnel.
- 6.6 Provides constructive and frequent feedback to students on their progress toward their learning goals.
- 6.7 Teaches students how to self-assess and to use metacognitive strategies in support of lifelong learning.

Performance Rubrics

☐ Exemplary	☐ Proficient	☐ Needs Development	☐ Ineffective
The teacher candidate continually demonstrates expertise in using data to measure student progress and leads others in the effective use of data to inform instructional decisions. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)	The teacher candidate systematically and consistently 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.	The teacher candidate inconsistently gathers, analyzes, or uses relevant data to measure student progress, inconsistently uses data to inform instructional content and delivery methods, or inconsistently provides timely or constructive feedback.	The teacher candidate does not gather, analyze, or use relevant data to measure student progress, to inform instructional content and delivery methods, or to provide feedback in a constructive or timely manner.

Examples of Evidence for Teacher Candidates at each performance level:

▪ Uses formative and summative assessments continually and systematically ▪ Continually checks for students' prior knowledge and uses data to develop instructional plans ▪ Continually uses leveled questions to engage students and assess content knowledge	▪ Uses formative and summative assessments systematically ▪ Consistently checks for students' prior knowledge and uses data to develop instructional plans ▪ Consistently uses leveled questions to engage students and assess content knowledge	▪ Sometimes uses formative and summative assessments ▪ Sometimes checks for students' prior knowledge and at times uses data to develop instructional plans ▪ Sometimes uses leveled questions to engage students and assess content knowledge	▪ Do not use and/or uses inappropriate formative and summative assessments ▪ Does not check for students' prior knowledge and does not use or inappropriately uses data to develop instructional plans
--	--	--	---

▪ Continually uses data to plan and implement flexible grouping ▪ Continually collects and analyzes data to identify skill gaps and adjust lessons ▪ Continually provides student commentary aligned to learning goals on student product ▪ Continually provides time and scaffolding for student reflection and self-assessment of learning ▪ Candidates rated as exemplary continually seek ways to serve as role models or assist others	▪ Consistently uses data to plan and implement flexible grouping ▪ Consistently collects and analyzes data to identify skill gaps and adjust lessons ▪ Consistently provides student commentary aligned to learning goals on student product ▪ Continually provides time and scaffolding for student reflection and self-assessment of learning	▪ Sometimes uses data to plan and implement flexible grouping ▪ Sometimes collects and analyzes data to identify skill gaps and adjust lessons ▪ Sometimes provides student commentary aligned to learning goals on student product ▪ Sometimes provides time and scaffolding for student reflection and self-assessment of learning	▪ Does not use leveled questions to engage students and assess content knowledge ▪ Does not use data to plan and implement flexible grouping ▪ Does not collect or analyzes data to identify skill gaps and adjust lessons ▪ Does not provide student commentary aligned to learning goals on student product ▪ Does not provide time and scaffolding for student reflection or self-assessment of learning
---	--	---	---

Evidence/Documentation

- Lesson plans, units
- Pre-on-going & post assessments
- Student self-assessments
- Student feedback
- Conferences
- Candidate electronic portfolios
- Work samples
- Progress reports and report cards
- Differentiated homework
- Communication tools (emails/letters, etc.)

Performance Standard 7: Positive Learning Environment

The teacher candidate provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.

Performance Indicators at the Proficient Level

- 7.1 Responds to disruptions in a timely, appropriate manner.
- 7.2 Establishes clear expectations for classroom rules, routines, and procedures and enforces them consistently and appropriately.
- 7.3 Models caring, fairness, respect, and enthusiasm for learning.
- 7.4 Promotes a climate of trust and teamwork within the classroom.
- 7.5 Promotes respect for and understanding of students' diversity, including – but not limited to – race, color, religion, sex, national origin, or disability.
- 7.6 Actively listens and pays attention to students' needs and responses.
- 7.7 Creates a warm, attractive, inviting, and supportive classroom environment.
- 7.8 Arranges the classroom materials and resources to facilitate group and individual activities.

Performance Rubrics

☐ Exemplary	☐ Proficient	☐ Needs Development	☐ Ineffective
The teacher candidate continually engages students in a collaborative and self-directed learning environment where students are encouraged to take risks and ownership of their own learning behavior. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)	The teacher candidate consistently provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	The teacher candidate inconsistently provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	The teacher candidate inadequately 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.
Examples of Evidence for Teacher Candidates at each performance level:			
▪ Fairness and respect are evident in a climate of democratic practices where everyone matters within orderly, shared governance ▪ Expectations for behavior are posted and consequences are administered fairly ▪ If/when disruptions occur, low profile intervention strategies with language that diffuses and de-escalates tension and non-instructional behaviors are used ▪ All students report their lack of understanding without punitive consequences ▪ There is no evidence of tracking ▪ Employs differentiated instruction techniques based on need without permanently grouping the learners, and peer support is evident ▪ Tasks are relevant and appropriate ▪ The classroom is neat, orderly, and comfortable ▪ There is evidence of RTI -	▪ Safe, clean and/or orderly environment ▪ Content related bulletin boards; learning stations and centers. ▪ Standards posted ▪ Materials readily accessible ▪ Student work samples displayed ▪ Technology used to enhance instruction ▪ Rules posted ▪ Evidence of respectful communication and correct name pronunciation of all learners in the classroom ▪ Employs differentiated instruction techniques based on need without permanently grouping the learners ▪ Uses RTI to furnish and document alternative teaching and/or behavioral management strategies ▪ Promotes a climate of trust and teamwork for all learners	▪ Evidence of respectful communication and correct name pronunciation of some of the learners in the classroom, but not all ▪ Minimal evidence of tracking and permanent ability grouping of learners ▪ Insufficient evidence of RTI usage ▪ Promotes a climate of trust and teamwork for some learners -	▪ Little or no evidence of respectful communication and correct name pronunciation of the learner ▪ Little or no evidence of flexible grouping ▪ Little or no evidence of knowledge or implementation of RTI ▪ Little or no evidence of efforts to promote trust and teamwork for learners

0Performance Standard 8: Academically Challenging Environment

The teacher candidate creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.

Performance Indicators at the Proficient Level

- 8.1 Maximizes instructional time.
- 8.2 Conveys the message that mistakes should be embraced as a valuable part of learning.
- 8.3 Encourages productivity by providing students with appropriately challenging and relevant material and assignments.
- 8.4 Provides transitions that minimize loss of instructional time.
- 8.5 Communicates high, but reasonable, expectations for student learning.
- 8.6 Provides academic rigor, encourages critical and creative thinking, and pushes students to achieve goals.
- 8.7 Encourages students to explore new ideas and take academic risks.

Performance Rubrics

☐ Exemplary	☐ Proficient	☐ Needs Development	☐ Ineffective
The teacher candidate continually creates an academic learning environment where students are encouraged to set challenging learning goals and tackle challenging materials. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)	The teacher candidate consistently creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	The teacher candidate inconsistently provides a student-centered, academic environment in which teaching and learning occur at high levels or where students are self-directed learners.	The teacher candidate does not provide a student-centered, academic environment in which teaching and learning occur at high levels, or where students are self-directed learners.

Examples of Evidence for Teacher Candidates at each performance level:

▪ The teacher candidate continually has materials, supplies readily available and accessible during instructional time. (8.1) ▪ The teacher candidate continually uses classroom space and resources efficiently to support student learning. (8.1) ▪ The teacher candidate continually models how to correct and learn from mistakes. (8.2) ▪ The teacher candidate continually provides instructions with a variety of activities addressing student interests and abilities. (8.3) ▪ The teacher candidate continually guides students among large and small groups and independent learning. (8.4)	▪ The teacher candidate consistently has materials, supplies readily available and accessible during instructional time. (8.1) ▪ The teacher candidate consistently uses classroom space and resources efficiently to support student learning. (8.1) ▪ The teacher candidate consistently models how to correct and learn from mistakes. (8.2) ▪ The teacher candidate consistently provides instructions with a variety of activities addressing student interests and abilities. (8.3) ▪ The teacher candidate consistently guides students among large and small groups and independent learning. (8.4)	- The teacher candidate inconsistently has materials, supplies readily available and accessible during instructional time. (8.1) - The teacher candidate inconsistently uses classroom space and resources efficiently to support student learning. (8.1) ▪ The teacher candidate inconsistently models how to correct and learn from mistakes. (8.2) ▪ The teacher candidate inconsistently provides instructions with a variety of activities addressing student interests and abilities. (8.3) ▪ The teacher candidate inconsistently guides students among large and small groups and independent learning. (8.4)	- Teacher candidate does not have materials, supplies readily available and accessible during instructional time. (8.1) - Teacher candidate does not use classroom space and resources efficiently to support student learning. (8.1) ▪ Teacher candidate fails to model how to correct and learn from mistakes. (8.2) ▪ Teacher candidate fails to provide instructions with a variety of activities addressing student interests and abilities. (8.3) ▪ Teacher candidate inadequately guides students among large and small groups and independent learning. (8.4)
--	---	---	---

▪ The teacher candidate continually exhibits a clear plan for transitions between tasks or classes. (8.4) ▪ The teacher candidate continually communicates lesson objectives and learning outcomes. (8.5) ▪ The teacher candidate continually reflects varied levels and/or scaffolds through planning and implementation of the lesson. (8.6) ▪ The teacher candidate continually uses a delivery with higher order questioning, student responsibility, and accountability. (8.6) ▪ The teacher candidate continually encourages creativity and student autonomy in planning and delivery of the lesson. (8.7) ▪ The teacher candidate continually encourages higher order questioning with multiple solutions/answers to problems posed during instruction. (8.7)	▪ The teacher candidate consistently plans for transitions between tasks or classes. (8.4) ▪ The teacher candidate consistently communicates lesson objectives and learning outcomes. (8.5) ▪ The teacher candidate consistently reflects varied levels and/or scaffolds through planning and implementation of the lesson. (8.6) ▪ The teacher candidate consistently uses a delivery with higher order questioning, student responsibility, and accountability. (8.6) ▪ The teacher candidate consistently encourages creativity and student autonomy in planning and delivery of the lesson. (8.7) ▪ The teacher candidate consistently encourages higher order questioning with multiple solutions/answers to problems posed during instruction. (8.7)	▪ The teacher candidate inconsistently plans for transitions between tasks or classes. (8.4) ▪ The teacher candidate inconsistently communicates lesson objectives and learning outcomes. (8.5) ▪ The teacher candidate inconsistently reflects varied levels and/or scaffolds through planning and implementation of the lesson. (8.6) ▪ The teacher candidate inconsistently uses a delivery with higher order questioning, student responsibility, and accountability. (8.6) ▪ The teacher candidate inconsistently encourages creativity and student autonomy in planning and delivery of the lesson. (8.7) ▪ The teacher candidate inconsistently encourages higher order questioning with multiple solutions/answers to problems posed during instruction. (8.7)	▪ There is no clear plan evident for transitions between tasks or classes. (8.4) ▪ Teacher candidate inadequately communicates lesson objectives and learning outcomes. (8.5) ▪ Teacher candidate inadequately reflects varied levels and/or scaffolds through planning and implementation of the lesson. (8.6) ▪ Delivery lacks higher order questioning, student responsibility, and accountability. (8.6) ▪ Teacher candidate fails to encourage creativity and student autonomy in planning and delivery of the lesson. (8.7) ▪ Teacher candidate fails to encourage higher order questioning with multiple solutions/answers to problems posed during instruction. (8.7)
---	---	---	--

Evidence/Documentation

Performance Standard 9: Professionalism

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

Performance Indicators at the Proficient Level

- 9.1 Carries out duties in accordance with federal and state laws, Code of Ethics, and established state and local school board policies, regulations, and practices.
- 9.2 Maintains professional demeanor and behavior (e.g., appearance, punctuality, and attendance).
- 9.3 Respects and maintains confidentiality.
- 9.4 Evaluates and identifies areas of personal strengths and weaknesses related to professional skills and their impact on student learning and sets goals for improvement.
- 9.5 Participates in ongoing professional growth activities based on identified areas for improvement (e.g., mentoring, peer coaching, course work, conferences) and incorporates learning into classroom activities.
- 9.6 Demonstrates flexibility in adapting to school change.
- 9.7 Engages in activities outside the classroom intended for school and student enhancement
- 9.8 Maintains appropriate interactions with students, parents, faculty, and staff.*
- 9.9 Engages in self-reflection about the success of the lesson after teaching; seeks feedback from mentor teacher about teaching and impact on student learning.*

Performance Rubrics

☐ Exemplary	☐ Proficient	☐ Needs Development	☐ Ineffective
The teacher candidate continually engages in a high level of professional growth and application of skills and contributes to the development of others and the well-being of the school and community. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)	The teacher candidate consistently 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.	The teacher candidate inconsistently supports the school's mission or seldom participates in professional growth opportunities.	The teacher candidate shows a disregard toward professional ethics or the school's mission or rarely takes advantage of professional growth opportunities.

Examples of Evidence for Teacher Candidates at each performance level:

- Teacher candidate continually meets all deadlines, follows school policy concerning lesson plans, ethics, and dress codes and maintains accurate attendance documentation. (9.1) (9.2) - The teacher candidate continually maintains parent contacts, establishes positive interactions with colleagues and maintains confidentiality of students. (9.2) (9.3) (9.8) - The teacher candidate continually works with colleagues on grade	- Teacher candidate consistently meets all deadlines, follows school policy concerning lesson plans, ethics, and dress codes and maintains accurate attendance documentation. (9.1) (9.2) - The teacher candidate consistently maintains parent contacts, establishes positive interactions with colleagues and maintains confidentiality of students. (9.2) (9.3) (9.8) - The teacher candidate consistently works with colleagues on grade level planning, observations, and conferences. (9.8)	- Teacher candidate inconsistently meets all deadlines, follows school policy concerning lesson plans, ethics, and dress codes and maintains accurate attendance documentation. (9.1) (9.2) - The teacher candidate inconsistently maintains parent contacts, establishes positive interactions with colleagues and maintains confidentiality of students. (9.2) (9.3) (9.8) - The teacher candidate inconsistently works with colleagues on grade level planning, observations, and conferences. (9.8)	- Teacher candidate inadequately meets all deadlines, follows school policy concerning lesson plans, ethics, and dress codes and maintains accurate attendance documentation. (9.1) (9.2) - The teacher candidate inadequately maintains parent contacts, establishes positive interactions with colleagues and maintains confidentiality of students. (9.2) (9.3) (9.8) - The teacher candidate inadequately works with colleagues on grade level planning, observations, and conferences. (9.8)
---	---	---	---

level planning, observations, and conferences. (9.8) ▪ The teacher candidate continually reflects on teaching and establishes personal professional development goals. (9.4) ▪ The teacher candidate continually participates and leads professional development growth opportunities. (9.5) ▪ The teacher candidate is an involved member of a national, state, and local professional organizations. (9.7)	▪ The teacher candidate consistently reflects on teaching and establishes personal professional development goals. (9.4) ▪ The teacher candidate consistently participates and leads professional development growth opportunities. (9.5) ▪ The teacher candidate is a member of a national, state, and local professional organizations. (9.7)	▪ The teacher candidate inconsistently reflects on teaching and establishes personal professional development goals. (9.4) ▪ The teacher candidate inconsistently participates and leads professional development growth opportunities. (9.5) ▪ The teacher candidate is a member of a state or local professional organizations. (9.7)	▪ The teacher candidate inadequately reflects on teaching and establishes personal professional development goals. (9.4) ▪ The teacher candidate inadequately participates and leads professional development growth opportunities. (9.5) ▪ The teacher candidate unaware of professional organizations. (9.7)
---	---	---	--

Evidence/Documentation

- Attendance log, dress code, lesson plans, meeting deadline (e.g., grades submitted in a timely manner), etc. (9.1)
- Attendance logs, dress code (observation), parent contact log, etc. (9.2)
- Parent contact log, dispositions evaluation, interaction with colleagues (observation), maintains confidentiality of student records, etc. (9.3)
- Lesson plans, performance conferences, reflection log, etc. (9.4)
- Agendas, transcripts, membership cards, observations, reflection log, etc. (9.5)
- Observations, performance conferences, reflection log, etc. (9.9)
- Sign-in sheets, agendas, meeting minutes, observations, activity log, etc. (9.7)

Performance Standard 10: Communication

The teacher candidate communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.

Performance Indicators at the Proficient Level

- 10.1 Uses verbal and non-verbal communication techniques to foster positive interactions and promote learning in the classroom and school environment.
- 10.2 Engages in ongoing communication and shares instructional goals, expectations, and student progress with families in a timely and constructive manner.
- 10.3 Collaborates and networks with colleagues and community to reach educational decisions that enhance and promote student learning.
- 10.4 Uses precise language, correct vocabulary and grammar, and appropriate forms of oral and written communication.
- 10.5 Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner.
- 10.6 Adheres to school and district policies regarding communication of student information.
- 10.7 Creates a climate of accessibility for parents and students by demonstrating a collaborative and approachable style.
- 10.8 Listens and responds with cultural awareness, empathy, and understanding to the voice and opinions of stakeholders (parents, community, students, and colleagues).
- 10.9 Uses modes of communication that are appropriate for a given situation.
- 10.10 Engages in appropriate conversations and maintains confidentiality of information related to students, parents, faculty, and staff. Such conversations include text messaging, social media, emails, etc.

Performance Rubrics			
☐ Exemplary	☐ Proficient	☐ Needs Development	☐ Ineffective
The teacher candidate continually uses communication techniques in a variety of situations to proactively inform, network, and collaborate with stakeholders to enhance student learning. (Teacher candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)	The teacher candidate communicates effectively and consistently with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	The teacher candidate inconsistently communicates with students, parents or guardians, district and school personnel, or other stakeholders or communicates in ways that only partially enhance student learning.	The teacher candidate inadequately communicates with students, parents or guardians, district and school personnel, or other stakeholders by poorly acknowledging concerns, responding to inquiries, or encouraging involvement.
Examples of Evidence for Teacher Candidates at each performance level:			
▪ Uses both verbal and non-verbal communications, engaging students in positive and meaningful ways to promote learning in the classroom and school environment (10.1) ▪ Engages families in positive and encouraging communications about instructional goals, expectations, and student progress in a timely and constructive manner (10.2) ▪ Facilitates collaboration and networking with colleagues and community to reach educational decisions that enhance and promote student learning (10.3) ▪ Uses precise language, correct vocabulary and grammar, and appropriate forms of oral and written communication in positive and engaging ways to enhance learning and promote student growth (10.4) ▪ Uses multiple modalities to explain directions, concepts, and lesson content to students in logical, sequential, and age-appropriate ways (10.5)	▪ Uses verbal and/or non-verbal communications to promote learning in the classroom and/or the school environment (10.1) ▪ Communicates consistently with families about instructional goals, expectations, and student progress in a timely and constructive manner (10.2) ▪ Collaborates and networks with colleagues and community to reach educational decisions that enhance and promote student learning (10.3) ▪ Uses precise language, correct vocabulary and grammar, and appropriate forms of oral and written communication (10.4) ▪ Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner (10.5) ▪ Adheres to school and district policies as needed regarding communication of student information (10.6) ▪ Creates a climate of accessibility for parents and students by demonstrating a collaborative and approachable style (10.7) ▪ Listens and responds with cultural awareness, empathy, and understanding to the voice and	▪ Uses verbal and/or non-verbal communications to address learning in the classroom environment (10.1) ▪ Communicates with families about instructional goals, expectations, or student progress (10.2) ▪ Collaborates with colleagues only to reach educational decisions that enhance and promote student learning (10.3) ▪ Uses precise language, correct vocabulary and grammar, and appropriate forms of oral and written communication inconsistently (10.4) ▪ Explains directions, concepts, and lesson content to students in ways that are not logical, sequential, and/or age-appropriate (10.5) ▪ Is unaware of school and/or district policies regarding communication of student information (10.6) ▪ Is accessible, but does not demonstrate a collaborative or an approachable style (10.7) ▪ Responds to the voice and opinions of stakeholders (parents, community, students, and colleagues) (10.8) ▪ Uses a variety of appropriate modes for communication but is not	▪ Uses unclear or ambiguous verbal and/or non-verbal communications that hinder learning in the classroom environment (10.1) ▪ Makes no effort to communicate with families about instructional goals, expectations, or student progress (10.2) ▪ Makes no effort to collaborate or network with colleagues and/or community about educational decisions that enhance and promote student learning (10.3) ▪ Lacks an awareness of the need for the use of Standard English in oral and/or written communication (10.4) ▪ Uses unclear or ambiguous language to explain directions, concepts, and lesson content to students. Presentation of content is often not logical, sequential, or age-appropriate (10.5) ▪ Communicates student information that is in direct conflict with either school and/or district policies (10.6) ▪ Is not accessible for parents and/or students and does not welcome collaboration (10.7) ▪ Is unresponsive to stakeholder (parents, community, students, and colleagues) voice and opinions (10.8)

- Seeks to understand all school and district policies regarding communication of student information and adheres to above policies (10.6) - Encourages parent and student involvement by collaborating with parents and students and being consistently available to them (10.7) - Seeks the voice and opinions of stakeholder in positive ways by listening, responding with cultural awareness and empathy (10.8) - Selects mode of communication that enhances understanding amongst all involved. Uses a variety of appropriate modes for communication and shifts among modes as necessary (10.9) - All communication with all parties is appropriate showing awareness of audience, tone, cultural sensitivity, and ethical concerns. Adheres strictly to professional guidelines for confidentiality and applies caution when communicating electronically. Consistently checks for understanding to guard against miscommunication (10.10) Student Evidence: - Students reciprocate respectful communications with the teacher candidate (10.1) - Students understand directions, concepts, and content due to the teacher candidate's logical, sequential, and age-appropriate communications (10.5)	opinions of stakeholders (parents, community, students, and colleagues) (10.8) - Selects mode of communication with awareness for enhancing understanding between teacher candidate and student, teacher candidate and colleagues, and teacher candidate and parents. Uses a variety of appropriate modes for communication (10.9) - Consults and adheres to communication guidelines for professional educators particularly with regard to issues of confidentiality and the use of electronic media. Checks for understanding infrequently yet is rarely insensitive to the communication norms of others (10.10) Student Evidence: - Students communicate with the teacher candidate about their performance and progress (10.7) - Students may have questions about directions, concepts, and/or content (10.5) - Students have questions about teacher candidate communications and/or feedback about their performance and progress (10.7)	intentional in selection with regard to audience or purpose (10.9) - Is aware of communication guidelines for professional educators and follows them when communicating with students and parents. May treat communication venues informally showing a lack of awareness for the possibility for miscommunication, especially communication with those outside of the classroom (10.10) Student Evidence: - Students appear to have difficulty understanding the teacher candidate (10.1) - Students ask multiple questions about directions, concepts, and/or content (10.5) - Students ask peers for assistance with directions, concepts, and/or content (10.5)	- Relies on a single or few modes of communication and as a result the mode is often inappropriate for the situation and is ineffective (10.9) - Is not aware of or does not adhere to communication guidelines for professional educators. Violates confidentiality rules or does not exercise caution when communicating through electronic media. Frequent miscommunication with students, parents, or faculty occurs as there is no check for understanding (10.10) Student Evidence: - Students appear to have “tuned out” the teacher candidate by drawing, daydreaming, or talking to others during teacher candidate communications (10.1) - Students ask multiple questions about directions, concepts, and/or content (10.5) - Students have difficulty with tasks after discussing them with the teacher candidate (10.5) - Students do NOT ask the teacher candidate about their performance and progress (10.7)
---	---	--	--

▪ Students are regularly engaged by the teacher candidate and feel comfortable asking questions about instructional goals and expectations (10.7) ▪ Students regularly receive feedback regarding their performance and progress (10.7)			
Evidence/Documentation ▪ Blogs ▪ Code of Ethics training signatures ▪ Communication logs ▪ Emails ▪ FERPA training signatures ▪ Informal/formal observation notes ▪ Meeting logs ▪ Mentor teacher candidate notes ▪ Newsletters ▪ Parent letters ▪ School and district communication policies ▪ Teacher candidate-made content activities ▪ Worksheets, etc. ▪ Unit plans ▪ Websites/web pages.			

Georgia Intern Keys Effectiveness System (Teacher Candidate TAPS Observation Form) Candidate Assessment on Performance Standards (CAPS)

The preceding performance standards and performance rubrics are taken from the Teacher Assessment on Performance Standards (TAPS), a component of the official teacher evaluation system in Georgia. Additional performance indicators at the proficient level have been added for some standards and are in *italics* and **highlighted**. The rubrics have NOT been modified; however, examples of evidence for teacher candidates have been provided.

Teacher candidates are expected to perform at a minimum at the *Needs Development* level and should aspire to perform at the *Proficient* level for most standards. It is expected that teacher candidates will develop during the induction years and continue to move up the continuum of performance.

Key Assessment #3: Professional Behaviors and Dispositions Assessment (PBDA)

Professional Behaviors and Dispositions	Exceeds Expectations (4)	Meets Expectations (3)	Developing (2)	Does Not Meet Expectations (1)
Collaboration	Actively seeks opportunities to collaborate with others AND makes positive contributions to collaborative work	Collaborates with others AND makes positive contributions toward productive, collaborative work	Acknowledges verbally or in writing the need for or the importance of collaboration but does not engage in productive, collaborative work	Acknowledges verbally or in writing a reluctance or unwillingness to collaborate with others OR is confrontational, argumentative, or unwilling to cooperate with other in collaborative settings
Attitude	Demonstrates a positive attitude in typical and challenging situations AND is proactive in promoting positive attitudes among others.	Demonstrates a positive attitude in typical AND challenging situations	Demonstrates a positive attitude under typical circumstances, but response to challenging situations is often unpredictable	Demonstrates a negative attitude
Relationships with Adults	Always maintains positive relationships with adults AND is proactive in creating and promoting an environment that is mutually respectful	Always maintains positive relationships with adults	Generally, maintains positive relationships with adults, with few lapses	Acts toward others in ways that are disrespectful or inappropriate
Communication	Communicates effectively with all stakeholders and uses verbal, non-verbal, and written communication techniques to foster positive interactions and promote learning in the classroom and school environment; AND communicates with individuals outside the school environment to promote awareness of education related issues	Communicates effectively with all stakeholders AND uses verbal, non-verbal, and written communication techniques to foster positive interactions and promote learning in the classroom and school environment	Acknowledges verbally or in writing the importance of effective communication BUT sometimes lacks the verbal, non-verbal, and written communication techniques that foster positive interactions and promote learning in the classroom and school environment	Acknowledges verbally or in writing a reluctance or unwillingness to use effective and appropriate communications with others OR lacks the verbal, non-verbal, and written communication techniques that foster positive interactions and promote learning in the classroom and school environment
Attendance	Knows and adheres to university, school, and/or district policies regarding attendance and punctuality AND attends school related events that are not required such as extracurricular school activities, parent organization meetings, community events related to the school	Knows and adheres to university, school, and/or district policies regarding attendance and punctuality	Works towards becoming knowledgeable of university, school, and/or district policies regarding attendance and punctuality AND attempts to comply with policies	Absences and/or late arrivals violate university, school, and/or district policies regarding attendance and punctuality

Relationships with Students	Interacts appropriately and positively with students and provides instruction that respects and aligns with the intellectual, social, cultural, emotional, and physical needs of the age group AND is proactive in promoting respect for and understanding of students' needs and interests	Interacts appropriately and positively with students and provides instruction that respects and aligns with the intellectual, social, cultural, emotional, and physical needs of the age group	Interacts appropriately and positively with students BUT provides instruction that disregards, disrespects or is not aligned with the intellectual, social, cultural, emotional, and physical needs of the age group	Interacts inappropriately or negatively towards students OR provides instruction that disregards, disrespects or is not aligned with the intellectual, social, cultural, emotional, and physical needs of the age group
Initiative	Initiates and completes responsibilities without prompting AND seeks opportunities to take on new responsibilities and challenges	Initiates and completes responsibilities without prompting	Completes assigned responsibilities when prompted	Avoids opportunities to initiate and/or complete responsibilities
Professional Appearance	Is clean and neat AND consistently exceeds university, school, and/or district minimum standards for professional appearance	Is clean and neat AND adheres to university, school, and/or district minimum standards for professional appearance	Is clean and neat BUT occasionally fails to adhere to university, school, and/or district minimum standards for professional appearance	Does not meet minimum expectations for personal hygiene OR violates university, school, and/or district minimum standards for professional appearance
Legal and Ethical Conduct	Knowledgeable of and adheres to university, school, and/or district policies related to legal and ethical standards of behavior and upholds the State Code of Ethics for Educators AND advocates for equitable treatment of others AND develops preventative methods to protect students and/or teachers from conditions that interfere with learning or are harmful to their health and safety	Knowledgeable of and adheres to university, school, and/or district policies related to legal and ethical standards of behavior and upholds the State Code of Ethics for Educators	Reviews and seeks guidance for gaining knowledge of and adhering to university, school, and/or district policies related to legal and ethical standards of behavior AND asks questions for pursues information to increase understanding of the State Code of Ethics for Educators	Does not adhere to university, school, and/or district policies OR deliberately fails to uphold the State Code of Ethics for Educators
Diversity	Listens and responds appropriately to others' opinions and exhibits respect for those of different cultural backgrounds, cognitive and physical abilities, and personal ideologies AND advocates for fair and equitable treatment for all	Listens and responds appropriately to others' opinions AND exhibits respect for those of different cultural backgrounds, cognitive and physical abilities, and personal ideologies	Listens and responds appropriately to others' opinions AND seek guidance on how to exhibit respect for those of different cultural backgrounds, cognitive and physical abilities, and personal ideologies	Does not listen and respond appropriately to others' opinions OR demonstrates a lack of respect for or insensitivity to those of different cultural backgrounds, cognitive and physical abilities, and personal ideologies
Learning Environment	Demonstrates a commitment to creating a positive, low risk learning environment by providing students with choices, making relevant connections, building	Demonstrates a commitment to creating a positive, low risk learning environment by providing students with	Demonstrates progress towards creating a positive, low risk learning environment AND provides students with	Does not demonstrate a willingness to create a positive, low-risk learning environment OR allows

	understanding, and developing relationships that create a sense of belonging between and among learners AND is proactive in disseminating information with others about how to create a positive learning environment	choices, making relevant connections, building understanding, and developing relationships that create a sense of belonging between and among learners	choices, making relevant connections, building understanding, and developing relationships that create a sense of belonging between and among learners	disruptive behavior to interfere with learning
Time Management	Demonstrates effective use of time through thoughtful planning, thorough preparation, and efficient organization AND supports others in helping them to learn time management skills	Demonstrates effective use of time through thoughtful planning, thorough preparation, and efficient organization	Demonstrates progress toward development of a reliable system for planning and scheduling	Demonstrates no evidence of a reliable system for planning and scheduling
Commitment to Student Learning	Demonstrates commitment to student learning by evaluating student strengths and needs AND advocates for optimal student learning opportunities based on the latest research and, if applicable, using the latest technology	Demonstrates commitment to student learning by evaluating student strengths AND needs	Demonstrates commitment to student learning by identifying student strengths OR needs based on evaluations, assessments	Demonstrates little or no evidence of commitment to student learning
Commitment to Continuous Improvement	Demonstrates commitment to continuous improvement as an educator through intentional use of information, feedback, and research related to professional practice to guide instruction in the classroom AND engages in professional learning opportunities, seeks feedback from others, holds memberships in professional organizations	Demonstrates commitment to continuous improvement as an educator through intentional use of information and feedback related to professional practice	Demonstrates evidence of a developing commitment to continuous improvement as an educator through intentional use of information and feedback related to professional practice	Demonstrates little or no evidence of commitment to continuous improvement as a professional educator

Key Assessment #4: Unit Plan

Overview

Many of the items in this unit plan were based on the Teacher Work Sample created by The Renaissance Partnership for Improving Teacher Quality.

<https://www.fitchburgstate.edu/sites/default/files/documents/2021-04/RenaissanceTWSJune2002promptandrubic.pdf>

Successful teacher candidates support learning by designing a unit plan that employs a range of strategies and builds on each student's strengths, needs, and prior experiences. Through this performance assessment, teacher candidates provide credible evidence of their ability to facilitate learning by meeting the following standards. The teacher candidate:

- Gathers information about the learning-teaching context and student individual differences to consider learning objectives, instructional strategies and assessment methods.
- Sets significant, challenging, varied, and appropriate learning objectives based on Georgia Standards of Excellence.
- Uses multiple assessment modes and approaches aligned with learning objectives to assess student learning before, during, and after instruction.
- Designs instruction for specific learning objectives, student characteristics and needs, and learning contexts.
- Uses regular and systematic evaluations of student learning to make instructional decisions.
- Uses assessment data to profile student learning and communicate information about student progress and achievement.
- Analyzes the relationship between instruction and student learning in order to improve teaching practice.

The Assignment:

- The unit plan contains seven parts.
- The teaching processes are research based and designed to improve student learning.
- Each teaching process consists of the following sections:
 - A standard
 - A task
 - A prompt
 - A rubric
 - The standards and rubrics will be used to evaluate the unit plan.

Rationale:

- Teacher candidates are required to teach a 10-day comprehensive unit.
- Before teaching the unit, candidates will
 - describe contextual factors
 - identify learning objectives based on the Georgia Standards of Excellence
 - create an assessment plan designed to measure student performance
 - before (preassessment)
 - during (formative assessment)
 - after (postassessment)
 - plan for instruction
 - analyze student learning
 - reflect upon and evaluate teaching related to student learning.

Format:

- **APA Formatted Title Page:** Use the template provided to create a title sheet
- **Charts, Graphs, and Attachments:** Charts, graphs and assessment instruments are required as part of the unit plan. Teacher candidates may also want to provide other attachments such as student work. All attachments should provide clear, concise evidence of the performance related to the unit plan standards and the students' learning progress.
- **Narrative Format:** Pages should be double-spaced in 12-point font with 1-inch margins.
- **Templates:** Templates exist for each part of the unit plan. **Use them.**
- **Headings and Subheadings:** When completing each part of the unit plan, the narrative should include headings and subheadings correlated to each indicator bulleted in the instructions.
- **References:** References to another person's ideas or materials, require citations.
- **Anonymity:** the APA Manual suggests the following to secure anonymity
 1. **Use Pseudonyms or Codes (APA 7th, Section 1.10)**
 - To protect privacy, you can use **pseudonyms** or **randomly assigned codes** for students. This is especially important when reporting data on student performance in a way that might allow them to be identified.
 - For example, use "**Student A**" or "**Participant 1**" in the text, tables, or figures, to avoid any identifying characteristics.

2. Remove Identifiers from Data (APA 7th, Section 1.10)

- When reporting **quantitative data** (like test scores, grades, or other numerical measures), make sure you **remove any identifying information** that could link the data back to an individual student.

Scoring:

570 is the total number of possible points teacher candidates can receive on this assignment. A passing score is a C. The following chart explains the points and corresponding letter grade.

Semester 3 (ED 340) and 4 (ED 441):

A	531-570	B	471-498	417-439	C
A-	515-530	B-	455-470	399-416	C-
B+	497-514	C+	440-454	398 and below	F

Unit Plan Part 1: Directions

Part 1: Contextual Factors

Points: 50

Length 2-4 pages (no more and no less)

Standard: The candidate gathers information about the learning-teaching context and individual student differences to consider learning objectives, instructional strategies and assessment methods.

Task: Write a narrative that discusses relevant factors and how they may affect the teaching-learning process. Include any supports and challenges that affect instruction and student learning.

Prompt: Write a narrative describing the demographics for this field placement.

1. Community, District, and School Factors

Describe where the school is located, who lives in the community and attends the school, and general information about income levels, cultures, and races/ethnicities in the area.

2. Classroom Factors

Describe the classroom's arrangement, what technology and learning tools are available, and the level of parental and familial involvement.

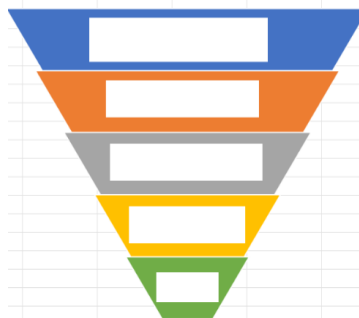
3. Student Characteristics

Explain what you need to know about your students to help them learn. Include things like their ages, backgrounds, learning needs, languages spoken, skill levels, interests, and how they learn best.

4. Instructional Implications

Explain how what you know about the school, classroom, and students will guide how you plan lessons and check for understanding.

Hint: Consider how Part 1 impacts what will happen in the classroom. Research the statistics for the current year. Funnel down from the county, to the school system, to the school, to the classroom, and eventually to the students.



Unit Plan Part 1 : Rubric

Part 1: Contextual Factors (50 Points)

Standard: The candidate gathers information about the learning-teaching context and individual student differences to consider learning objectives, instructional strategies and assessment methods.

Code	Criteria	10 – Meets	7 – Partially Meets	5 – Does Not Meet
1a	Knowledge of Community, District, and School	Shows clear and thorough understanding of these factors.	Shows general understanding of these factors.	Shows little or inaccurate knowledge of community, district, or school factors.
1b	Knowledge of Classroom Factors	Shows clear and thorough understanding of classroom factors.	Shows general understanding of classroom factors.	Shows little or inaccurate knowledge of classroom environment or dynamics.
1c	Knowledge of Student Characteristics	Shows detailed understanding of both general and specific student differences.	Shows general understanding of student diversity.	Shows limited or biased understanding of student differences (culture, ability, etc.).
1d	Instructional Implications	Offers specific, relevant strategies tied to student and school context.	Offers general strategies based on student and school context.	Offers no or inappropriate teaching strategies based on student and school context.
1e	Writing and Research	Well organized and professional, with 2 or fewer APA or GUM writing errors.	Somewhat organized and professional, with 3-4 APA or GUM errors.	Disorganized or unprofessional; 5 or more APA or GUM writing errors.

Unit Plan Part 2: Directions

- Part 2:** Learning Objectives Points: 50
- Length** 2-3 pages (no more and no less)
- Standard:** The candidate sets significant, challenging, varied, and appropriate learning objectives based on the Georgia Performance Standards.
- Task:** Provide and justify the learning objectives for the unit.
- Prompt:** Write a narrative describing the demographics for this field placement.

1. List the Learning Objectives (not the activities)

Learning objectives guide the planning, delivery, and assessment of the unit. These objectives should define what students will know and be able to do at the end of the unit. Number the objectives so that you can match them in other sections of the unit plan.

2. Discuss learning objective levels using Bloom's Revised Taxonomy. The objectives should be significant (reflect the big ideas or structure of the discipline), challenging, varied, and appropriate.

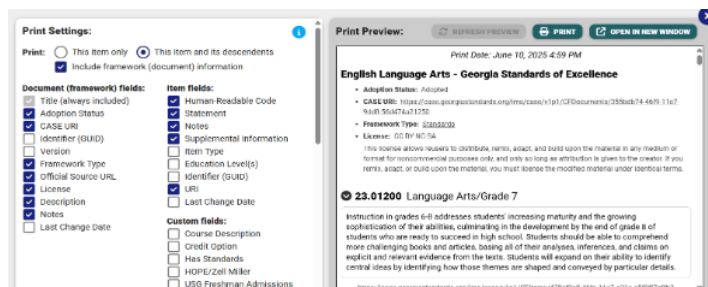
3. Discuss the Appropriateness of the Learning Objectives

Discuss why the learning objectives are appropriate in terms of students' development, pre-requisite knowledge, and skills

4. Align Objectives to Appropriate Georgia State Standard

Align objectives to match the state standards and include the appropriate code. Include a copy of the appropriate standards from georgiastandards.org, and highlight the specific standards addressed.

Hint: This is a relatively easy part of the unit plan. Simply put: **Can the teacher candidate follow directions?** Focus on #4. Instructions state to include a copy of the appropriate standards. That means a copy of the standards from the website. If the copy of the standards is not obtained through this process, it is not correct.



Unit Plan Part 2: Rubric

Part 2: Learning Objectives (50 Points)

Standard: The candidate sets significant, challenging, varied, and appropriate learning objectives based on the Georgia Performance Standards.

Code	Criteria	10 – Meets	7 – Partially Meets	5 – Does Not Meet
2a	Clarity	All objectives are clear, numbered, and written as learning outcomes.	Most objectives are clear, numbered, and written as learning outcomes.	Objectives are unclear, not numbered, or just list activities.
2b	Depth and Challenge	Objectives cover multiple Bloom's levels and are meaningful and challenging.	Objectives cover several Bloom's levels but may lack depth or challenge.	Objectives only cover one level of Bloom's or don't show challenge.
2c	Appropriateness for Students	All objectives fit students' development, skills, and background.	Most objectives are appropriate for student level and readiness.	Objectives do not match students' age, skills, or background.
2d	Alignment with Standards	All objectives clearly align with standards and are properly documented.	Most objectives align with standards and standards are included.	Objectives do not align with standards or standards are missing.
2e	Writing	Well organized and professional, with 2 or fewer APA or GUM writing errors.	Somewhat organized and professional, with 3-4 APA or GUM errors.	Disorganized or unprofessional; 5 or more APA or GUM writing errors.

Unit Plan Part 3: Directions

- Part 3:** Assessment Plan **Points:** 140
- Length:** 2-4 pages (no more and no less)
- Standard:** The candidate uses multiple assessment modes and approaches aligned with learning to assess student learning before, during, and after instruction.
- Task:** Using the assessment plan example at the bottom of this page to show how you plan to monitor student progress toward learning objective(s). Teacher candidate must be able to identify each student met each separate learning objective.
- Prompt:** Write a narrative describing the demographics for this field placement
- 1. Provide an overview of the assessment plan.**

For each learning objective, include assessments used to judge student performance, format of each assessment, and adaptations of the assessments for the individual needs of students based on pre-assessment and contextual factors.
 - 2. Link learning objectives.**

Code every question on the pretest and the posttest with your learning objectives. For every objective, indicate how mastery of the objective will be determined (e.g., a score of 25 on the rubric, three out of four questions correct, etc.). An overall score on a test does not determine whether the student met all the objectives.
 - 3. Discuss the formative assessment plan and how it will indicate student progress**

Describe the formative assessments used to check student progress and comment on the importance of collecting that evidence. Although formative assessment may change during the unit, predict at what points in teaching it will be important to assess students' progress toward learning objectives. Include multiple modes of assessment (including performance assessments, lab reports, research projects, etc.).
 - 4. Describe the preassessment and postassessment that are aligned with the learning objectives.**

Clearly explain the process for scoring preassessments and postassessments, including criteria used to determine if the students' performance meets the learning objectives. The assessments should be closely aligned if not identical. Include copies of assessments, prompts, and/or student directions (e.g., rubrics, observation checklists, rating scales, item weights, test blueprint, answer key). All rubrics need to include the score or performance that achieves the objective.
 - 5. Adapt assessments based on individual needs of students.**

Make adaptations, as necessary, to assessments that are appropriate to meet the individual needs of all students. The adaptations are based on information obtained from preassessment and contextual factors.

- Hints:**
1. This is often viewed as the most difficult aspect of the unit plan.
 2. The assessment plan has lots of moving parts, but it is doable! Think of this part as a puzzle.
 3. Use multiple assessment modes and approaches.
 4. Align the assessment modes with the learning objectives.
 5. Assess student learning before, during, and after instruction.
 6. Assessments should authentically measure student learning.
 7. Think about using a variety of assessments:
 - a. Performance-based tasks
 - b. paper-and-pencil tasks
 - c. personal communication
 - d. authentic assessments
 8. Describe why the assessments are appropriate to measure learning.

Chart: Examine the chart below. Create a similar chart for the assessments used in this unit plan. Notice how the chart lines up the learning objective all the way across under the three headings. This is how the chart created for this part must look. There can be no confusion about what assessments are used with each learning objective, how will it be assessed, the format used, or the adaptations made.

Sample Assessment Plan Chart for a Kindergarten Unit on Animals and their Habitats

Learning Objectives	Assessments	Format of Assessment	Adaptations
LO 1 Example: The student will link wild animals with their habitats.	Preassessment	Checklist: game with animal masks and centers representing habitats (tree, lake, burrow, cave)	Repeat and modify instructions, as needed. Demonstrate and assist with cutting, gluing, etc. Provide a model of a mask and model how to move to habitat centers. Keep all activities high-interest and brief. Provide concrete models and assistance with fine motor tasks, as needed. Provide verbal cues and plenty of wait time for Q & A.
	Formative Assessment	1. Animal puppets and habitats 2. Anecdotal records	
	Summative Assessment	Checklist: game with animal masks and centers representing habitats	

Practice Chart

Use this section to practice creating the chart. Add a learning objective you plan to use and write in the appropriate information for the section.

Learning Objectives	Assessments	Format of Assessment	Adaptations
LO 1:	Preassessment		
	Formative Assessment		
	Summative Assessment		

Unit Plan Part 3: Rubric

Part 3: Assessment Plan (140 Points)

Standard: The candidate uses multiple assessment modes and approaches aligned with learning objectives to assess student learning before, during, and after instruction.

Code	Criteria	20 – Meets	15 – Partially Meets	10 – Does Not Meet
3a	Alignment with Objectives	All assessments clearly match the objectives and their level of difficulty.	Some assessments match objectives, but not all are a good fit.	Assessments do not match objectives or are too simple.
3b	Clear Criteria for Success	Clear, specific criteria are directly tied to each objective.	Some criteria are provided but not clearly linked to objectives.	No clear way to measure how well students meet objectives.
3c	Variety of Assessments	A mix of assessment types is used before, during, and after instruction, including performance-based tasks.	Multiple types are used but lack variety or depth.	Only one type of assessment is used and/or only at one point in time.
3d	Quality and Clarity	Assessments are well-written, clear, and closely aligned with learning goals. A copy of each assessment is included.	Some assessments are clear and aligned; others need improvement. A copy of each assessment may or may not be included.	Assessments are confusing, poorly written, or misaligned. A copy of each assessment may or may not be included.
3e	Student Adaptations	Clear, appropriate adaptations are made for all students, based on their needs.	Some adaptations are made for most students.	No adaptations are made for student needs or pre-assessment data is ignored.
3f	Content Accuracy	Content is fully accurate.	Mostly accurate, but with some errors.	Many errors in the content.
3g	Writing	Well organized and professional, with 2 or fewer APA or GUM writing errors.	Somewhat organized and professional, with 3-4 APA or GUM errors.	Disorganized or unprofessional; 5 or more APA or GUM writing errors.

Unit Plan Part 4: Directions

Part 4: Instructional Design **Points:** 140

Length: 4 pages (no more and no less)

Standard: The teacher candidate designs instruction for specific learning objectives, student characteristics and needs, and learning contexts.

Task: Write a narrative that describes the instructional design of the unit related to objectives students' characteristics and needs, and the specific learning context.

Prompt: Write a narrative describing the instructional design for this field placement.

1. Unit Overview

Make a table outlining the unit plan day-by-day. Include the topic/activity planned for each day/period. Also indicate the objective or objectives (coded from Part 2) that will be addressed in each activity. Ensure that every objective is addressed by at least one activity and every activity relates to at least one objective.

2. Results of Preassessment

After administering the preassessment, analyze student performance relative to the learning objectives. Depict the results of the pre assessment in a format that allows the teacher candidate to find patterns of student performance relative to each learning objective. Use a table, graph, or chart. Describe the pattern that will guide the instruction or modification of the learning objectives.

3. Activities

Describe more fully at least three of the unit activities that reflect a variety of instructional strategies/techniques and explain the choice behind planning those specific activities. In the explanation for each activity, include:

- a. how the content relates to the instructional objective(s)
- b. how the activity stems from the pre-assessment information and contextual factors
- c. the materials and/or technology needed to be implemented for the activity
- d. the plan to assess student learning during and/or following the activity (i.e., formative assessment)

4. Technology

Describe how technology will be used in the planning and/or instruction. If technology will not be used, provide a clear rationale for its omission

5. Lesson Plans

Candidates must submit **all** lesson plans for the unit.

Unit Plan Part 4: Rubric

Part 4: Instructional Design (140 Points)

Standard: The candidate uses ongoing analysis of student learning to make instructional decisions.

Code	Criteria	20 – Meets	15 – Partially Meets	10 – Does Not Meet
4a	Alignment with Objectives	All lessons and activities are clearly linked to objectives; all objectives are included.	Most lessons and activities are linked to objectives; most objectives are addressed.	Few lessons or activities connect clearly to learning objectives; not all objectives are included.
4b	Lesson and Unit Structure	Lessons are logically ordered and clearly support the learning objectives. All lesson plans are uploaded or linked within this section.	Some organization is present; lessons somewhat support learning objectives. Some lesson plans are uploaded or linked within this section.	Lessons are not clearly organized or sequenced. No lesson plans are uploaded or linked within this section.
4c	Instructional Variety	Strong variety in methods and materials that clearly support learning.	Some variety, but limited impact on learning.	Little variety; overuse of one type of resource or method (e.g., worksheets).
4d	Use of Student Data and Context	Instruction is clearly based on data/context; activities are appropriate; plan and resources are complete.	Some use of data/context; some activities fit student needs; plan or resources may be incomplete.	No use of student data or context to plan instruction; activities are not appropriate for all learners.
4e	Technology Use	Technology is used meaningfully to enhance learning OR strong rationale for not using it.	Technology is used but adds little value OR weak rationale for not using it.	Technology is not used or is used inappropriately; no valid reason is given.
4f	Content Accuracy and Depth	Fully accurate; emphasizes key concepts and structure of the subject.	Mostly accurate; shows some understanding of big ideas in the subject.	Multiple content errors; treats content as disconnected facts.
4g	Writing	Well organized and professional, with 2 or fewer APA or GUM writing errors.	Somewhat organized and professional, with 3-4 APA or GUM errors.	Disorganized or unprofessional; 5 or more APA or GUM writing errors.

Unit Plan Part 5: Directions

- Part 5:** Instructional Decision-Making **Points:** 40
- Length** 2-3 pages (no more and no less)
- Standard:** The candidate uses ongoing analysis of student learning to make instructional decisions.
- Task:** Write a narrative that describes the instructional decision-making of the unit related to objectives, students' characteristics and needs, and the specific learning context.
- Prompt:** Write a narrative describing the instructional decision-making for this unit plan.

Decision-Making in Design Modification

Think of two separate times during the unit when a learning response created a need to modify the original instructional design. The resulting modification may affect other students as well. Cite specific evidence to support responses to the following:

a. Rethinking the Plan

Describe each learning response that created a situation when it was necessary to rethink the plan. Each learning response may come from a planned formative assessment or another source (not the preassessment)

b. Response to Modifications

Describe steps taken and explain the reasoning behind why this would improve student progress toward the learning objective.

- Hint:** This part of the unit plan focuses on the instructional decision-making skills needed to effectively teach a unit. Often, teachers must change instructional design because of the student responses to the instruction. Think about two instances that required a change from the original plan. Provide evidence to support why the change was needed. Use the template provided to make this section easier to write. This section discusses the teacher candidate's decisions **NOT** the student learning issues or behaviors.

Unit Plan Part 5: Rubric

Part 5: Instructional Decision-Making (40 Points)

Standard: The candidate uses ongoing analysis of student learning to make instructional decisions.

Score	Criteria	10 – Meets	7 – Partially Meets	5 – Does Not Meet
5a	Sound Professional Practice	All instructional decisions are thoughtful and likely to support student learning.	Some choices are appropriate, but a few are not effective for learning.	Instructional choices are mostly inappropriate and unlikely to support learning.
5b	Using Student Data to Adjust Instruction	Clear, well-reasoned adjustments are made based on data, student needs, or best practices.	Some adjustments are made but not based on student learning data or best practices.	No adjustments are made for individual students, or focus is only on behavior.
5c	Alignment of Modifications with Objectives	Instructional changes clearly support the learning objectives.	Some instructional changes match the objectives.	Instructional changes do not align with learning objectives.
5d	Writing	Well organized and professional, with 2 or fewer APA or GUM writing errors.	Somewhat organized and professional, with 3-4 APA or GUM errors.	Disorganized or unprofessional; 5 or more APA or GUM writing errors.

Unit Plan Part 6: Directions

Part 6: Analysis of Student Learning

Points: 120

Length: 4 pages, excluding charts (no more and no less)

Standard: The candidate uses assessment data to profile student learning and communicate information about student progress and achievement.

Task: Analyze assessment data, including preassessments, postassessments, and formative assessments to determine students' progress related to the unit learning objectives. Use visual representations and a narrative to communicate the performance of the whole class, subgroups, and two individual students. Conclusions drawn from this analysis should be provided in the Reflection and Self-Evaluation section.

Prompt: In this section, you will analyze data to explain progress and achievement toward learning objectives demonstrated by your whole class, subgroups of students, and individual students' learning for this unit plan.

1. Whole Class Analysis

To analyze the progress of the whole class, **create a table that shows preassessment and postassessment data on every student for every learning objective.** Then, create a graphic summary that shows the extent to which students made progress (from pre to post) toward the identified learning criterion for each learning objective. These criteria were identified in Part 3: Assessment Plan. Write a paragraph summarizing the students' learning data collected during this unit (e.g., the number of students mastering each objective).

2. Subgroup Analysis

Select a **group characteristic** (e.g., performance level, socio-economic status, language proficiency) **to analyze for one learning objective.** Provide a rationale for the selection of this characteristic to form subgroups. **For example, a teacher candidate might choose to examine the performance of ELL versus non-ELL learners. Create a graphic representation that compares preassessment and postassessment results for the subgroups on this learning objective.** Summarize what these data show about the student learning of each subgroup.

3. Individual Analysis

Select **two students** who demonstrated different levels of performance. Explain why it is important to understand the learning of these students. Use preassessment, formative, and postassessment data with examples of the students' work to draw conclusions about the extent to which these students attained the learning objectives. **Graphic representations are not necessary for this subsection.**

Hint: This is action research at its finest! In Part 6, teacher candidates will provide possible reasons explaining student performance related to the learning objectives. Teacher candidates will discuss why students mastered or did not master learning objectives. This part provides the analysis that informs Part 7: Reflection and Self-Evaluation. Discuss these analyses in terms of student learning. This section is not about the teacher candidate's teaching.

Unit Plan Part 6: Rubric

Part 6: Analysis of Student Learning (120 Points)

Standard: The candidate uses assessment data to profile student learning and communicate information about student progress and achievement.

Score	Criteria	20 – Meets	15 – Partially Meets	10 – Does Not Meet
6a	Individual Student Learning	Clear and accurate evidence shows how each student met each objective.	Analysis is present but inaccurate or incomplete.	No clear evidence of how each student met the objectives.
6b	Whole-Class Learning	Clear and accurate analysis of class performance on each objective.	Some analysis is given but is inaccurate or unclear.	No analysis of whether the class met the learning objectives.
6c	Subgroup Learning	Subgroups are correctly identified and data is accurately analyzed.	Subgroups are partly correct, but data analysis is inaccurate.	Subgroups are misidentified or data is not correctly analyzed.
6d	Impact on Two Students	Clear understanding of how student background and context influenced learning.	Limited understanding of how student background and/or context affected learning.	No understanding of how student background and/or context affected learning.
6e	Graphics	Graphics are accurate, easy to understand, and properly labeled.	Graphics are mostly accurate, with minor errors in labels or titles.	Graphics are unclear, inaccurate, or missing key labels/titles.
6f	Writing	Well organized and professional, with 2 or fewer APA or GUM writing errors.	Somewhat organized and professional, with 3-4 APA or GUM errors.	Disorganized or unprofessional; 5 or more APA or GUM writing errors.

Unit Plan Part 7: Directions

Part 7: Reflection and Self-Evaluation

Points: 30

Length: 2 pages (no more and no less)

Standard: The candidate analyzes the relationship between his or her instruction and student learning to improve teaching practice.

Task: Reflect on the teacher candidates performance and link the performance to student learning results. Evaluate the performance and identify future actions for improved practice and professional growth

Prompt: Write narrative that reflects upon learning objectives and professional learning goals.

1. Evaluating the Most Successful Learning Objective

Select the learning objective in which your students were most successful. Provide two or more possible reasons for this success. Consider the objectives, instruction, and assessments along with student characteristics and other contextual factors.

2. Evaluating the Least Successful Learning Objective

Select the learning objective in which your students were least successful. Provide two or more possible reasons for this lack of success. Consider the objectives, instruction, and assessments along with student characteristics and other contextual factors. Discuss what could be done differently or better in the future to improve the students' performance.

3. Learning Goals Self-Reflection

After self-reflection, describe at least two professional learning goals that emerged from the insights and experiences with the unit plan process. Identify two **specific and practical** steps that will be taken to improve the identified performance area(s). Use the **SMART** Goals acronym as a guide in helping you create this. **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**imely.

Hint: In this part, teacher candidates will reflect upon the success of the learning objectives created for this unit. Teacher candidates will also describe professional learning goals.

Unit Plan Part 7: Rubric

Part 7: Reflection and Self-Evaluation (30 Points)

Standard: The candidate analyzes the relationship between his or her instruction and student learning to improve teaching practice.

Score	Criteria	5 – Met	3 – Partially Met	1 – Not Met
7a	Interpreting Student Learning	Evidence is used well, with thoughtful reasons for results, including why some students struggled.	Some evidence is used, but little explanation is given.	No evidence or explanation for student learning results.
7b	Understanding What Worked	Identifies what worked or did not and explains why using specific details.	Identifies what worked or did not but gives weak or no reasons.	Does not explain why some teaching strategies worked or did not.
7c	Alignment of Objectives, Instruction and Assessment	Clearly connects learning goals, teaching methods, and assessment results.	Makes some connections, but with errors or gaps in understanding.	Does not show connections between what was taught, assessed, and learned.
7d	Planning for Future Teaching	Offers improvement ideas and explains how they would support better learning.	Offers improvement ideas but does not explain why they'd help.	No or poor suggestions for improving teaching.
7e	Professional Growth Goals	Two clear goals based on reflection, with two specific steps to reach them.	Goals are vague or not clearly tied to the reflection; plan is unclear.	No goals or goals are unrelated to the reflection.
7f	Writing	Well organized and professional, with 2 or fewer APA or GUM writing errors.	Somewhat organized and professional, with 3-4 APA or GUM errors.	Disorganized or unprofessional; 5 or more APA or GUM writing errors.

Key Assessment #5: GACE

Georgia Assessments for the Certification of Educators

Teacher Candidate Testing Guide

What is the GACE?

The Georgia Assessments for the Certification of Educators (GACE) are state-required examinations that measure the knowledge and skills necessary for educator certification in Georgia. Most teacher candidates are required to successfully complete the appropriate GACE content assessment(s) before recommendation for certification.

Step 1: Determine Your Required Assessment

Although you will meet with your academic advisor to determine which GACE assessment(s) are required for your certification field, this chart indicates those offered at TMU.

Georgia Required GACE Testing Chart			
License Code	Certification Field	Required GACE	Test Code
808	Early Childhood Education (P-5)	Elementary Education	001, 002
Early Childhood Education fields require applicants to take the Application of Science of Reading		Application of the Science of Reading	418
853	Middle Grades (4-8) ELA	Middle Grades Language Arts	011
854	Middle Grades (4-8) Social Science	Middle Grades Social Science	015
851	Middle Science Grades (4-8) Mathematics	Middle Grades Mathematics	013
852	Middle Grades (4-8) Science	Middle Grades Science	014
767	Music Education (P-12)	Music	111, 112
730	Secondary Education (6-12) English	English	020, 021
755	Secondary Education (6-12) History	History	034, 035
Middle Grades, Music, and Secondary fields require applicants to take the Fundamentals of the Science of Reading		Fundamentals of the Science of Reading	350

Step 2: Create a GACE Account

Create an account through the GACE testing system. Your account allows you to:

- Register for exams
- View testing appointments
- Access admission tickets
- Receive score reports and send scores to institutions

Step 3: Review the Assessment Information

Before registering, carefully review:

- Test structure
- Test content
- Number of selected-response and constructed-response questions
- Testing time
- Passing score requirements
- Testing policies

Become familiar with the assessment objectives and study companion materials.

Step 4: Register for the Exam

Once you are prepared to take the test **and** are cleared to register:

- Select your assessment.
- Choose a testing date.
- Select an available testing center or approved remote testing option (if offered).
- Pay the required testing fee.

Register early, as testing appointments may fill quickly.

Step 5: Prepare for Success

Develop a study plan that includes:

- Reviewing the official assessment objectives
- Using official practice tests when available
- Reviewing coursework and instructional materials
- Completing practice questions
- Participating in faculty-led review sessions
- Studying with classmates

Avoid waiting until the final weeks before your test date to begin preparing.

Step 6: Prepare for Test Day

Before your exam:

- Verify your testing location or remote testing requirements.
- Confirm your appointment time.
- Review acceptable identification requirements.
- Arrive early if testing in person.
- Follow all testing policies and procedures.

Failure to follow testing procedures may result in dismissal from the testing session.

Step 7: Access Your Scores

Scores are typically released according to the published score reporting schedule.

Log in to your testing account to:

- View unofficial scores (when available)

- Access official score reports
- Verify that your scores have been reported appropriately

Step 8: Notify Your Advisor

After receiving your scores:

- Keep a copy of your score report.
- Notify your academic advisor if required by your program.
- Consult your advisor if you need to retake any assessment.

All faculty members are available to help you develop a plan for additional preparation if needed.

Helpful Tips

- Register early.
- Study consistently over time.
- Use official study materials.
- Focus on understanding concepts rather than memorizing facts.
- Take advantage of university support resources.
- Ask faculty members for guidance if you have questions.

Remember that successful teachers prepare intentionally. The GACE is one important step in your journey toward professional certification.

Statement of Commitment to Dispositions

Truett McConnell University

Dispositions are defined as the values, commitments, and professional ethics that influence the behavior of educators toward students, families, colleagues, and communities and affect student learning, motivation, and development, as well as the educator's own professional growth.

To be an accomplished teacher who is a servant leader, you must strive to make everyone around you better for your presence. Robert Greenleaf defines Servant Leadership this way: ...a servant first, beginning with the natural feeling that one wants to serve, to serve *first*. Then conscious choice brings one to aspire to lead... The difference (between servant-first and leader-first) manifests itself in the care taken by the servant-first to make sure that other people's highest prioritized needs are being served. The best test, and most difficult to administer is: Do those being served grow as persons? *While being served*, do they become healthier, wiser, freer, more autonomous, more likely themselves to become servants? And, what is the effect on the least privileged in society; will they benefit...? We are instructed to follow Jesus' example that whoever wants to become great among you must be your servant, and whoever wants to be first must be your slave-just as the Son of Man did not come to be served, but to serve, and to give His life as a ransom for many (Matthew 20-26-28).

The dispositions defined below are those that enable one to serve and lead in the classroom.

Collaboration	One who can work effectively with others to accomplish joint goals
Attitude	One who demonstrates a positive outlook.
Relationships with Adults	One who maintains positive relationships with other adults (parents, colleagues, guardians, staff, administration, etc.)
Communication	One who communicates professionally through written, oral, and body language, demonstrating sensitivity to different audiences and a strong command of standard English conventions.
Attendance	One who adheres to policies regarding attendance and punctuality
Relationships with Students	One who interacts appropriately and positively with others.
Initiative	One who is responsible, dependable, organized, and accountable in all matters. One who anticipates potential situations and takes proactive steps to prepare for, intervene in, or manage them
Professional Appearance	One who adheres to good hygiene and follows university, school, and/or district policies for professional appearance
Legal and Ethical Conduct	One who is in accordance with the accepted principles of right or wrong that govern the conduct of the profession of education
Diversity	One who demonstrates respect for, and appreciation of, a wide variety of individual differences.
Learning Environment	One who demonstrates a commitment to creating a positive, low-risk learning environment.
Time Management	One who uses time effectively
Commitment to Student Learning	One who demonstrates a commitment to students' learning.
Commitment to Continuous Improvement	One who demonstrates a commitment to continuous improvement as an educator

As a Truett McConnell University Teacher Education Candidate, I strive to display these dispositions in my classes, with my cohort members, and in the schools that I serve. I strive to remember the words of Paul from Ephesians 4:1, "I urge you to live a life worthy of the calling you have received."

Signed: _____

Date: _____

STUDENT GROWTH PLAN for _____

4 - Exceeds Expectations 3 - Meets Expectations 2 - Developing 1 - Does Not Meet Expectations

Dispositions	Semester 1	Semester 2	Semester 3	Semester 4
Collaboration				
Attitude				
Relationship with Adults				
Communication				
Attendance				
Relationship with Students				
Initiative				
Professional Appearance				
Legal And Ethical Conduct				
Diversity				
Learning Environment				
Time Management				
Commitment to Student Learning				
Commitment to Continuous Improvement				
CAPS/Intern Keys	Semester 1	Semester 2	Semester 3	Semester 4
Professional Knowledge				
Instructional Planning				
Instructional Strategies				
Differentiated Instruction				
Assessment Strategies				
Assessment Uses				
Positive Learning Environment				
Academically Challenging				
Professionalism				
Communication				
Positive Placement Recommendations	Semester 1	Semester 2	Semester 3	Semester 4
Mentor Teacher				
Supervising Teacher				
Professor's Signatures				
Semester 1	Semester 2	Semester 3	Semester 4	
Student Signature				
Semester 1	Semester 2	Semester 3	Semester 4	

Field Placement Notebook

For courses ED 301, ED 309, LA 303, LA 304, ED 340, ED 341, ED 440, ED 440, MU 3743, MU 3754. Field placement notebooks will be scored at the end of the month for a grade in the above courses. The grade is based on the following information:

- **Notebook Check**

- At least once a month, your supervising professor will perform a notebook check
- You will upload the signed timesheets, the Weekly Conference Form, the Weekly Reflections, and any lesson plans you taught.
- You will be scored Proficient, Developing, or Needs Improvement.
- You will receive points according to the overall evaluation of your notebook as explained below.
- The grade from your monthly notebook checks will be entered into the appropriate course

- **Grading Scale**

- Proficient = Everything is up to date
- Developing = Behind in timesheet, daily log/weekly form, reflections, lesson plans, and/or teacher signature
- Needs Improvement = In addition to being behind in multiple areas, the submissions are subpar, and specific feedback will be provided

- **Points Scale**

- Proficient = 100 points
 - Developing = 80 points
 - Needs Improvement = 0-60 points based on the issue in question
- If you are consistently behind on ANY portion of the field placement notebook, or if you consistently exhibit Developing/Needs Improvement on the same area, you attend a meeting with your supervising professor, field placement coordinator, and/or chair. In this meeting you may be placed on a Professional Development Plan (PDP). Refer to Field Experience Policies and Procedures in Teacher Education Handbook for information.
 - Students will have notebook checks at the end of the months listed below.

Fall Semester		Spring Semester	
Seniors	Juniors	Seniors	Juniors
August	September	December	January
September	October	January	February
October	November	February	March
November		March	



Weekly Conference Report

Teacher Candidate's Name _____

Week of _____

Candidate Self-Evaluation				Mentor Teacher's Evaluation		
1	2	3	Proficient: 3 Developing: 2 Unacceptable: 1	1	2	3
			Has been prompt to school			
			Has fulfilled expected duties, including beyond the classroom			
			Has been prompt in handling paperwork			
			Lesson plans were complete and thorough			
			Lesson plans were handed in with sufficient time for evaluation			
			Rapport with students reflects appropriate classroom management			
			All school related responsibilities were handled professionally			
			No outside responsibilities are interfering with teaching duties			

Candidates Comments (strengths and areas for improvement):

Mentor Teacher's Comments (strengths and areas for improvement):

Mentor Teacher: _____ Date: _____



Weekly Reflections

Teacher Candidate: _____ **Mentor Teacher:** _____

Reflections for the week beginning: _____ **and ending:** _____

(Each reflection should be written in complete sentences)

Classroom Management Reflection <i>In the box to the right, write a 3-5 sentence reflection on a classroom management strategy you saw in action this week. Did it work or not work? How could you use this in your future classroom?</i>	
Technology Usage Reflection <i>In the box to the right, write 3-5 sentence reflection about technology you have seen used this week in your placement. What is the benefit of using this technology? Would you use it in your classroom, if not, why? How could you make it better?</i>	
Self-Disposition Reflection <i>In the box to the right, write a 3-5 sentence self-reflection incorporating the dispositions.</i> Collaboration, Attitude, Relationship with Adults, Communication, Attendance, Relationship with Students, Initiative, Professional Appearance, Legal and Ethical Conduct, Diversity, Learning Environment, Time Management, Commitment to Student Learning, Commitment to Continuous Improvement)	
Weekly Conference Reflection <i>In the box to the right, reflect upon the weekly meeting with your mentor teacher. What went well this week? How can you improve? What areas would your mentor teacher like to see you work to improve?</i>	

TRUETT MCCONNELL UNIVERSITY
TEACHER CANDIDATE DISPOSITION CHECKLIST

Teacher Candidate: _____ Date: _____

Scale: Exceeds Expectations = 4 Meets Expectations = 3 Developing = 2 Does Not Meet = 1

Dispositions	4	3	2	1
Collaboration – The student is able to work with others to accomplish joint goals.				
Attitude – The student demonstrates a positive attitude.				
Relationship with Adults – The student maintains positive relationships with other adults (parents, colleagues, guardians, staff, administration, etc.)				
Communication – The student's written, oral, and body language is appropriate for professional situations, is sensitive to each audience, and shows mastery of the conventions of standard English. The student gives clear expectations are evident and communicated for positive behavior.				
Attendance – the student adheres to policies regarding attendance and punctuality.				
Relationship with Students – The student interacts appropriately and positively with others. The student has consistent use of both positive verbal and nonverbal feedback and warnings / redirection of behavior.				
Initiative – The student is responsible, dependable, organized, and accountable in all matters; also anticipates all situations, trying to prepare for, intervene in, or control occurrences or situations.				
Professional Appearance – The student adheres to good hygiene and follows university, school, and/or district policies for professional appearance.				
Legal and Ethical Conduct – The student is in accordance with the accepted principles of right or wrong that govern the conduct of the profession of education.				
Diversity – The student demonstrates respect for, and appreciation of, a wide variety of individual differences.				
Learning Environment – The student demonstrates a commitment to creating a positive, low-risk learning environment.				
Time Management – The student uses time effectively.				
Commitment to Student Learning – The student demonstrates a commitment to students' learning. Active engagement is embedded within and throughout lesson(s). Student involvement in instruction is expected.				
Commitment to Continuous Improvement – The student demonstrates a commitment to continuous improvement as an educator.				

I recommend this teacher candidate

_____ without reservation _____ with reservation _____ not to continue

to the next field placement level.

Mentor Teacher Signature _____

Truett McConnell University **Field Placement Timesheet**

Please indicate all holidays, teacher workdays, snow days, and TMU seminar days on the timesheet. Total each week and then total the weeks on the page.

Teacher Candidate						
Your Name		Week				
Mentor teacher		Teacher Name		Semester		
				1	2	3
				4		
Day	Date	Time In	Time Out			
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Signature of Mentor Teacher						
Total Number of Hours for the Week						
Day	Date	Time In	Time Out			
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Signature of Mentor Teacher						
Total Number of Hours for the Week						
Day	Date	Time In	Time Out			
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Signature of Mentor Teacher						
Total Number of Hours for the Week						
Day	Date	Time In	Time Out			
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Signature of Mentor Teacher						
Total Number of Hours for the Week						
Day	Date	Time In	Time Out			
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Signature of Mentor Teacher						
Total Number of Hours for the Week						
Total Hours for this Page						
Total Hours for Semester						

**Timesheet must be totaled for the page and the semester to receive full credit in the notebook checks.*

Digital Progression Portfolio Explanation

The Digital Progression Portfolio documents progression through the education program and demonstrates technology use in the classroom. The portfolio is designed to promote the integration of theory and knowledge into practice, to link required course work to professional standards, and to improve the candidate's technological proficiencies. Both the Google Site template and the rubric are provided in Google Classroom. The grade for this is given during Semester 4.

Requirements	Description
Home Page	This contains a welcome message and a quote that represents your educational or life philosophy. You may choose to include a professional photograph of yourself, but do not include photos of significant others.
Biography	Include a general biographical introduction. You may choose to include a professional photograph of yourself, but do not include photos of significant others.
Resume and Curriculum Vitae	Include an updated, one-page educational resume. Include a separate page of references. Do not include a photo on your resume. Include a Curriculum Vitae that contains information that will not fit on the resume.
Call to Teach	Include an updated Call to Teach from ED 301, ED 309, or MU 374.
Updated Transcript	Include an updated transcript obtained through self-service at the end of each semester.
Content Area GPA Table	This is a GPA Table showing your content areas. It is up-dated each semester, and for those classes you may not have a GPA for yet, you simply put IP (in progress). A template is provided.
GACE Scores	Include your most recent GACE scores (basic skills/content area). Although those of you who will be seniors will have a GACE Admission score, that may not be true for the juniors . The earliest upcoming seniors will be able to take GACE content assessments is during the summer at the end of the junior year because you cannot take it until you have taken the specific courses providing the content.
Updated Degree Checklist	This is the official degree check sheet for your area of study. You will need to update it at the end of each semester.
Clinical Experiences	Include a field experience placement chart and update it at the end of every semester to include the most recent field placement. A template is provided.
Hours Log	Upload the actual hours log with the mentor teacher's signature to the correct semester.
Technology Activities	Following the guidelines for the technology projects and activities, upload updated materials to this section of the portfolio.
Candidate Observation Instrument (COI)	Upload ONLY the COIs from your supervising professor for this section of the portfolio.
Professional Standards	Upload the professional standards that apply to your teaching area.

Technology Activities Aligned to ISTE Standards

The standards from the International Society for Technology in Education (ISTE) serve as a framework for innovation and excellence in learning, teaching, and leading. They set out a holistic and comprehensive approach to advancing educator practice and professional growth for using technology in the service of learning, and support planning for digital learning, curriculum mapping, and school improvement (iste.org/standards). Specific courses incorporate activities to ensure teacher candidates demonstrate technological competencies. These skills are showcased as part of the Digital Progression Portfolio.

Activities and Course Connections

Activity			Course Connection		
#	Title	ISTE Alignment	Elementary	Middle	Music
1.	Teach a Mini-Lesson Using Nearpod or Pear Deck Technology	2.5.b. Design authentic learning activities that align with educational standards and use digital tools and resources to maximize learning.	LA 303	LA 304	MU 374
2.	Digital Assessment Design	2.7.b. Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.	ED 341	ED 341	ED 340
3.	EdTech Curation and Evaluation	2.2.c. Model for colleagues the identification, experimentation, evaluation, curation and adoption of new digital resources and tools for learning	LA 303	LA 304	MU 374
4.	Interest Inventory	2.5.a. Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs	LA 303	LA 304 PS 302	ED 340

5.	Newsletter	2.6.c. Create learning opportunities that challenge students to use a design process and/or computational thinking to innovate and solve problems.	LA 303	LA 304	MU 374
6.	Technology Reflection Blog Post	2.5.b. Design authentic learning activities that align with educational standards and use digital tools and resources to maximize learning.	LA 301	LA 301	ED 340
7.	Classroom Management Plan	2.2.a. Shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders.	ED 301	ED 309	MU 375
8.	Online Classroom Layout	1.4.b. Select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.	ED 301	ED 309	MU 375

Technology Activities Explained

The required technological activities are listed below with an explanation of the task. Course instructors will provide details as indicated.

1. Teach a Mini-Lesson Using Tech

Task: Deliver a mini-lesson using Nearpod or Pear Deck as the interactive tech tool.

2. Digital Assessment Design

Task: Design a formative assessment using tools like Google Forms, Quizizz, or Edulastic aligned to a reading/literacy objective. Include feedback options, data-tracking explanation, and differentiation/UDL features.

3. EdTech Curation and Evaluation

Task: Research 3–5 tech tools for reading instruction, create a comparison chart, and recommend which would work best in a specific grade/classroom. The course instructor will provide specific requirements for this activity.

4. Interest Inventory

Task: Create an interest inventory to use with the students in your class. The course instructor will provide specific requirements for this activity.

5. Newsletter

Task: Create a newsletter to send home at the beginning of the year. The course instructor will provide specific requirements for this activity.

6. Technology Reflection Blog Post

Task: Write a blog-style reflection or discussion board post:

“How can technology support (and not replace) effective reading instruction aligned with the Science of Reading?”

7. Classroom Management Plan

Task: Create a classroom management plan. The course instructor will provide specific requirements for this activity.

8. Classroom Layout

Task: Create a classroom layout. The course instructor will provide specific requirements for this activity.

Digital Progression Portfolio Timeline			
Semester	Task	Person Responsible	Grade
Semester 1	Create DPP	N/A	N/A
Semester 2	Initial Feedback	N/A	N/A
Semester 3	Final Score	DPP Professor	Practicum Course

General Information and Scoring

Resources for completing the Digital Progression Portfolio are in the Field Placement Google Classroom. The Google Site will be uploaded into the Google Classroom at the end of Semester 2.

The DPP professor will share the due date at the end of Semester 1. Written feedback will be provided by the beginning of Semester 3. The deadline for the final DPP upload will be shared during the seminars at the beginning of the year. The rubric for the DPP is in Google Classroom, and the final grade will be part of the Semester 3 practicum course.

These changes will make the DPP an effective tool to use when applying for teaching positions during the senior year. The link for the DPP will be added to the teacher candidates' resumes making it accessible to prospective principals and department chairs.

Science of Reading Legislation and EPPs

In Georgia, Educator Preparation Providers (EPPs) are guided by the Georgia Professional Standards Commission (GaPSC) to ensure that preservice teachers develop both mastery and exposure to key concepts within the Science of Reading. This dual approach is designed to balance deep expertise in foundational literacy skills with broader awareness of related instructional practices.

Mastery vs. Exposure: What is the Difference?

- **Mastery:** Preservice teachers are expected to demonstrate a high level of proficiency in specific areas, often through assessments, coursework, and clinical experiences.
- **Exposure:** Preservice teachers are introduced to certain concepts to build awareness and understanding, even if not to the depth required for mastery.

Key Areas of Mastery

EPPs are required to ensure that candidates achieve mastery in the following Science of Reading components. These areas align with the **Big Five** components identified by the National Reading Panel and are emphasized in Georgia's educator preparation standards

- **Phonemic Awareness:** The ability to hear, identify, and manipulate individual sounds (phonemes) in spoken words.
- **Phonics:** Understanding the relationship between sounds and their spellings.
- **Fluency:** Reading with speed, accuracy, and proper expression.
- **Vocabulary:** The body of words students must understand to read effectively.
- **Comprehension:** The ability to understand and gain meaning from what has been read.

Areas of Exposure

In addition to mastery, EPPs provide exposure to broader concepts that support reading development:

- **Oral Language Development:** Understanding how spoken language skills contribute to reading success.
- **Written Expression:** Recognizing the connection between reading and writing skills.
- **Pragmatic Language:** Awareness of language use in social contexts, which can impact comprehension.
- **Cultural and Linguistic Diversity:** Appreciating how diverse backgrounds influence language and reading development.

These exposures ensure that preservice teachers are prepared to meet the needs of all learners, including English Language Learners and students with diverse linguistic backgrounds.

In Georgia, the preparation of preservice teachers in the Science of Reading is guided by the Georgia Professional Standards Commission (GaPSC). The GaPSC delineates specific requirements for educator preparation programs (EPPs) concerning the depth of knowledge—**mastery** versus **exposure**—that candidates must attain in various reading-related competencies.

Mastery Requirements

Preservice teachers seeking certification in fields that involve direct reading instruction are required to **demonstrate mastery** in the Science of Reading components. These components include phonemic awareness, phonics, fluency, vocabulary, and comprehension. Such mastery ensures that educators are equipped to deliver effective, evidence-based reading instruction (GaPSC Rule 505-3-.03). Fields requiring this level of proficiency typically include:

- **Early Childhood Education (P-5)**
- **Elementary Education**

Exposure Requirements

Candidates in certification fields that do not primarily focus on reading instruction are expected to have **exposure** to the Science of Reading concepts. While not requiring the same depth as mastery, this exposure ensures that educators are aware of foundational reading principles and can support literacy development within their content areas. Fields where exposure is emphasized include:

- **Middle Grades Education (4-8)**
- **Secondary Education (6-12)**
- **P-12 Fields (e.g., Art, Music, Physical Education)**

These candidates are introduced to reading strategies pertinent to their subject areas, enabling them to reinforce literacy skills across the curriculum (gapsc.com). All teacher candidates will complete a Science of Reading Portfolio. This portfolio will be completed by the end of Semester 3.

Although specific courses align with the activities, this can be completed separately from the course. Doing so allows for mastery for those who are elementary education majors while providing exposure to concepts for the teacher candidates who are middle grade or music education majors.

Foundation of Reading Portfolio Requirements

The chart indicates the organization of the Foundation of Reading Portfolio. Teacher candidates will complete four activities, and within those headings are assignments based on mastery or exposure competencies.

Teacher Candidate	Portfolio Requirements	Portfolio Evidence
Elementary	Quizlet Vocabulary Activity <i>Science of Reading in Action</i> All Cox Modules and Exam Literacy Seminar	Quizlet Screenshot Activities in LA 301 Certificates and Notes Literacy Graffiti Board
Middle Grades ELA Social Studies	Quizlet Vocabulary Activity <i>Science of Reading in Action</i> Specific Cox Modules Literacy Seminar	Quizlet Screenshot Activities in LA 301 Certificates and Notes Literacy Graffiti Board
Middle Grades Math Science	Quizlet Vocabulary Specific Cox Modules Literacy Seminar	Quizlet Screenshot Certificates and Notes Literacy Graffiti Board
Music	Quizlet Vocabulary Specific Cox Modules Literacy Seminar	Quizlet Screenshot Certificates and Notes Literacy Graffiti Board

Portfolio Assignments and Course Connections

Activity			Course Connection		
#	Title	Alignment	Elementary (mastery)	Middle (exposure)	Music (exposure)
1.	Quizlet Vocabulary Activity	505-3-.03 Foundations of Reading, Literacy, and Language; (2) (a-q)	LA 301	LA 301	ED 341
2.	<i>Science of Reading in Action</i> – Malia Hollowell	505-3-.03: Foundations of Reading, Literacy, and Language (c)(1)(i–v, viii–x)	LA 301	LA 301	ED 341

3.	Cox Campus K-3rd Modules for Structured Literacy Program	Aligned to 505-3-03 Foundations of Reading, Literacy, and Language	Required	Specific Cox Module Courses	Specific Cox Module Courses
	Oral Language is the Foundation for Literacy 4 Training Hours		LA 303		
	GaDOE Dyslexia Video Series 1.5 Training Hours		LA 302	LA 304	ED 341
	Early Literacy: Print Awareness, Phonological Awareness, and Alphabet Knowledge 2.5 Training Hours		LA 302		ED 341
	Systematic and Explicit Phonics Instruction 2 Training Hours		LA 303		
	Meaningful Read Alouds for Vocabulary and Oral Language Comprehension 2 Training Hours		LA 402 LA 403	LA 304	ED 341
	Vocabulary Instruction 4 Training Hours		LA 302		
	Reading Fluency 2.5 Training Hours		LA 302		
	Reading Comprehension 4 hours Training Hours		LA 302	LA 304	
	Teaching Writing to K-3 1.5 Training Hours		LA 303		
	Data-Driven Instruction 3 Training Hours		ED 301	LA 304	ED 341
	Response to Intervention 1.5 Training Hours		ED 301	LA 304	ED 341
	Cox Campus Structured Literacy Certificate Exam 2.5 Training Hours		LA 303 Final Exam		
4.	Literacy Seminar Graffiti Board as a Ticket out the Door	505-3-.03 Foundations of Reading, Literacy, and Language; (2) (a-q)	Required	Required	Required

Quizlet Vocabulary

Rationale: There is a specific vocabulary in literacy. To create a vocabulary foundation for the Science of Reading, work through the Quizlet Flashcard Set and earn a score of 100 percent. Players have four free attempts, so make them count! Review the definitions here.

<https://quizlet.com/1047498852/science-of-reading-basic-vocabulary-flash-cards/?i=bpymf&x=1qqt>

1. Alphabetic Principle

The understanding that **letters and letter patterns represent the sounds of spoken language**. It's the foundation for decoding words in print.

2. Comprehension

The ability to **understand and make meaning** from text. It involves integrating background knowledge, vocabulary, and text structures.

3. Explicit Instruction

A **direct, clear, and structured approach** to teaching. Skills are taught step-by-step with modeling, guided practice, and feedback.

4. Fluency

The ability to **read with accuracy, appropriate rate, and expression**. Fluent readers read smoothly and understand what they read.

5. Grapheme

The **written representation of a sound** (phoneme). It can be one or more letters (e.g., "s," "sh," "igh").

6. Expressive Language

The ability to **communicate thoughts, ideas, or feelings through speaking, writing, or other forms of expression**.

7. Receptive Language

The ability to **understand and process language** that is heard or read. It precedes expressive language developmentally.

8. Pragmatic Language

The **social use of language**, including conversational rules, tone, taking turns, and understanding context or implied meaning.

9. Literacy

The ability to **read, write, speak, and listen** effectively. It involves both foundational skills and higher-level comprehension and communication.

10. Morpheme

The **smallest unit of meaning** in language. For example, "cats" has two morphemes: "cat" (animal) and "s" (plural).

11. Phoneme

The **smallest unit of sound** in spoken language. For example, the word "ship" has three phonemes: /ʃ/ /ɪ/ /p/.

12. Phonemic Awareness

The ability to **hear, identify, and manipulate phonemes** in spoken words. It's an auditory skill and a critical part of phonological awareness.

13. Phonics

The relationship between **sounds (phonemes) and their written symbols (graphemes)**. Phonics instruction helps children decode words.

14. Phonological Awareness

An umbrella term that includes **recognizing and manipulating sounds** in spoken language: rhymes, syllables, onsets, rimes, and phonemes.

15. Science of Reading / Scientific Reading Instruction

An evidence-based approach to reading instruction grounded in **cognitive science, linguistics, and education research**. It integrates the five pillars: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

16. Spelling

The process of **encoding spoken words into written form** using knowledge of sound-letter patterns, morphology, and orthographic rules.

17. Systematic Instruction

Instruction that follows a **logical, sequential order**, building from simple to complex skills, and ensuring cumulative review and reinforcement.

18. Vocabulary

The body of words a person knows and understands. Vocabulary knowledge is essential for **reading comprehension** and language development.

19. Written Expression

The ability to **convey thoughts and ideas through writing**. It includes sentence construction, grammar, spelling, organization, and coherence.

Foundations of Reading Portfolio Rubric

Teacher Candidate	Portfolio Requirements	Portfolio Evidence	Single-Point Rubric
Elementary	Quizlet Vocabulary Activity	Quizlet Screenshot	___ Yes ___ No
	<i>Science of Reading in Action</i>	Activities in LA 301	___ Yes ___ No
	All Cox Modules and Exam	Certificates – Notes	___ Yes ___ No
	Literacy Seminar	Literacy Graffiti Board	___ Yes ___ No
Middle Grades ELA Social Studies	Quizlet Vocabulary Activity	Quizlet Screenshot	___ Yes ___ No
	<i>Science of Reading in Action</i>	Activities in LA 301	___ Yes ___ No
	Specific Cox Modules	Certificates – Notes	___ Yes ___ No
	Literacy Seminar	Literacy Graffiti Board	___ Yes ___ No
Middle Grades Math Science	Quizlet Vocabulary	Quizlet Screenshot	___ Yes ___ No
	Specific Cox Modules	Certificates - Notes	___ Yes ___ No
	Literacy Seminar	Literacy Graffiti Board	___ Yes ___ No
Music	Quizlet Vocabulary	Quizlet Screenshot	___ Yes ___ No
	Specific Cox Modules	Certificates - Notes	___ Yes ___ No
	Literacy Seminar	Literacy Graffiti Board	___ Yes ___ No
Secondary English and History	Quizlet Vocabulary	Quizlet Screenshot	___ Yes ___ No
	Specific Cox Modules	Certificates - Notes	___ Yes ___ No
	Literacy Seminar	Literacy Graffiti Board	___ Yes ___ No

Truett McConnell University

Family and Community Portfolio Directions (Completed in ED 310)

The Teacher Education Handbook contains a list of the elementary and middle grade standards that you are expected to meet before you complete a teacher education program. The Family and Community Portfolio contains eight (8) standards. You will compile a portfolio to demonstrate that you are making progress toward meeting all those standards as you progress through the program.

This portfolio should contain a piece of evidence for each standard. Some items may relate to more than one standard; however, a single item of evidence may only be used twice in the portfolio. The items should show (1) that you understand the standard and (2) that your work addresses the standard. The items you choose may be college assignments, journal reflections, or materials from your field experiences and internship.

Directions:

- The portfolio should be organized sequentially by standard number. See rubric.
- The portfolio should contain artifacts demonstrating your understanding of at least two standards.
- For each standard, place a typed explanation of **how** and **why** this artifact provides evidence that you meet this standard. Your reflection and justification are as important as the item you choose.
- Ensure your explanation is labeled with the complete standard number and descriptor.
- Portfolio will be submitted before the End of Semester Conference.
- Select artifacts for two additional standards.
- Place all evidence and typed explanation in order of the standard numbers.
- Address any feedback and change any evidence that was previously not marked proficient.
- Portfolio will be submitted before the End of Semester Conference.
- Complete all remaining standards using evidence from your senior internship.
- All evidence should be in order by the standard numbers.
- By the final semester, you must have evidence demonstrating mastery of all 8 standards.
- Portfolio will be submitted before the End of Semester Conference.

*To meet the requirements for the TMU Community Portfolio, you must complete the entire assignment with a grade of 90 or above.

Truett McConnell University

Family and Community Portfolio Rubric

Candidate Name: _____

Item #	Standard	Descriptor	Evidence Name	100	50	0
	3.1 Relationships with families	Candidate establishes and maintains positive, collaborative relationships with families.				
	3.2 Communicating with parents	Candidate respects parents' choices and goals for children and communicates effectively with parents about curriculum and children's progress.				
	3.3 Involving families	Candidate involves families in assessing and planning for individual children, including children with disabilities, developmental delays, or special abilities.				
	3.4 Child development and parenting	Candidate supports parents in making decisions related to their child's development and parenting.				
	3.5 Sensitivity to differences in families and cultures	Candidate demonstrates sensitivity to differences in family structures and social and cultural backgrounds.				
	3.6 Application of family systems	Candidate applies family systems theory, knowledge of the dynamics, roles, and relationships within families and communities.				
	3.7 Linking families with resources	Candidate links families with a range of family-oriented services based on identified resources, priorities, and concerns.				
	3.8 Communicating with other professionals	Candidate communicates effectively with other professionals concerned with children and with agencies in the larger community to support children's development, learning, and well-being.				

Code of Ethics for Educators

Effective January 1, 2024

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

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

(2) Definitions.

- (a) “Breach of contract” occurs when an educator fails to honor a signed contract for employment with a school/school system by resigning in a manner that does not meet the guidelines established by the GaPSC.
- (b) “Certificate” refers to any teaching, service, or leadership certificate, license, or permit issued by the authority of the GaPSC.
- (c) “Child endangerment” occurs when an educator disregards a substantial and/or unjustifiable risk of bodily harm to the student.
- (d) “Complaint” is any written and signed statement from a local board, the state board, or one or more individual residents of this state filed with the GaPSC alleging that an educator has breached one or more of the standards in the Code of Ethics for Educators. A “complaint” will be deemed a request to investigate.
- (e) “Educator” is a teacher, school or school system administrator, or other education personnel who holds a certificate issued by the GaPSC and persons who have applied for but have not yet received a certificate. For the purposes of the Code of Ethics for Educators, “educator” also refers to paraprofessionals, aides, and substitute teachers.
- (f) “Inappropriate” is conduct or communication not suitable for an educator to have with a student. It goes beyond the bounds of an educator-student relationship.
- (g) “Physical abuse” is physical interaction resulting in a reported or visible bruise or injury to the student.
- (h) “Student” is any individual enrolled in the state’s public, or private schools from preschool through grade 12 or any individual under the age of 18. For the purposes of the Code of Ethics for Educators, the enrollment period for a graduating student ends on August 31 of the school year of graduation.

(3) Standards.

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

guilt pursuant to the charge was granted; and a situation where an adjudication of guilt or sentence was otherwise withheld or not entered on the charge or the charge was otherwise disposed of in a similar manner in any jurisdiction.

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

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

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

1. Being on school or Local Unit of Administration (LUA)/school district premises or at a school or a LUA/school district-related activity while under the influence of, possessing, using, or consuming illegal or unauthorized drugs; and
2. Being on school or LUA/school district premises or at a school-related activity involving students while under the influence of, possessing, or consuming alcohol. A school-related activity includes, but is not limited to, any activity sponsored by the school or school system (booster clubs, parent-teacher organizations, or any activity designed to enhance the school curriculum (i.e., Foreign Language trips, etc.).

- (i) For the purposes of this standard, an educator shall be considered "under the influence" if the educator exhibits one or more of the following indicators, including but not limited to: slurred speech, enlarged pupils, bloodshot eyes, general personality changes, lack of physical coordination, poor motor skills, memory problems, concentration problems, etc.

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

1. Professional qualifications, criminal history, college or staff development credit and/or degrees, academic award, and employment history;
2. Information submitted to federal, state, local school districts and other governmental agencies;
3. Information regarding the evaluation of students and/or personnel;

4. Reasons for absences or leaves;
 5. Information submitted in the course of an official inquiry/investigation; and
 6. Information submitted in the course of professional practice.
- (e) Standard 5: **Public Funds and Property** - An educator entrusted with public funds and property shall honor that trust with a high level of honesty, accuracy, and responsibility. Unethical conduct includes but is not limited to:
1. Misusing public or school-related funds;
 2. Failing to account for funds collected from students or parents;
 3. Submitting fraudulent requests or documentation for reimbursement of expenses or for pay (including fraudulent or purchased degrees, documents, or coursework);
 4. Co-mingling public or school-related funds with personal funds or checking accounts; and
 5. Using school or school district property without the approval of the local board of education/governing board or authorized designee.
- (f) Standard 6: **Remunerative Conduct** - An educator shall maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation. Unethical conduct includes but is not limited to:
1. Soliciting students or parents of students, or school or LUA/school district personnel, to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local board of education/governing board or authorized designee;
 2. Accepting gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest;
 3. Tutoring students assigned to the educator for remuneration unless approved by the local board of education/governing board or authorized designee; and
 4. Coaching, instructing, promoting athletic camps, summer leagues, etc. that involves students in an educator's school system and from whom the educator receives remuneration unless approved by the local board of education/governing board or authorized designee. These types of activities must be in compliance with all rules and regulations of the Georgia High School Association.
- (g) Standard 7: **Confidential Information** - An educator shall comply with state and federal laws and state school board policies relating to the confidentiality of student and personnel records, standardized test material and other information. Unethical conduct includes but is not limited to:
1. Sharing of confidential information concerning student academic and disciplinary records, health and medical information, family status and/or income, and assessment/testing results unless disclosure is required or permitted by law;
 2. Sharing of confidential information restricted by state or federal law;
 3. Violation of confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing

test items, violating local school system or state directions for the use of tests or test items, etc.; and

4. Violation of other confidentiality agreements required by state or local policy.
- (h) **Standard 8: Required Reports** - An educator shall file with the Georgia Professional Standards Commission reports of a breach of one or more of the standards in the Code of Ethics for Educators, child abuse (O.C.G.A. §19-7-5), or any other required report. Unethical conduct includes but is not limited to:
1. Failure to report to the GaPSC all requested information on documents required by the Commission when applying for or renewing any certificate with the Commission;
 2. Failure to make a required report of an alleged or proven violation of one or more standards of the Code of Ethics for educators of which they have personal knowledge as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner; and
 3. Failure to make a required report of any alleged or proven violation of state or federal law as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. These reports include but are not limited to: murder, voluntary manslaughter, aggravated assault, aggravated battery, kidnapping, any sexual offense, any sexual exploitation of a minor, any offense involving a controlled substance and any abuse of a child if an educator has reasonable cause to believe that a child has been abused.
- (i) **Standard 9: Professional Conduct** - An educator shall demonstrate conduct that follows generally recognized professional standards and preserves the dignity and integrity of the education profession. Unethical conduct includes but is not limited to a resignation that would equate to a breach of contract; any conduct that impairs and/or diminishes the certificate holder's ability to function professionally in his or her employment position; behavior or conduct that is detrimental to the health, welfare, discipline, or morals of students; or failure to supervise a student(s).
- (j) **Standard 10: Testing** - An educator shall administer state-mandated assessments fairly and ethically. Unethical conduct includes but is not limited to:
1. Committing any act that breaches Test Security; and
 2. Compromising the integrity of the assessment.

(4) Reporting.

- (a) Educators are required to report a breach of one or more of the Standards in the Code of Ethics for Educators as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. Educators should be aware of legal requirements and local policies and procedures for
- reporting unethical conduct. Complaints filed with the GaPSC must be in writing and must be signed by the complainant (parent, educator, or other LUA/school district employee, etc.).
- (b) The Commission notifies local and state officials of all disciplinary actions. In addition, suspensions and revocations are reported to national officials, including the NASDTEC Clearinghouse.

(5) Disciplinary Action.

- (a) The GaPSC is authorized to suspend, revoke, or deny certificates, to issue a reprimand or warning, or to monitor the educator's conduct and performance after an investigation is held and notice and opportunity for a hearing are provided to the certificate holder. Any of the following grounds shall be considered cause for disciplinary action against the educator:
 - 1. Unethical conduct as outlined in The Code of Ethics for Educators, Standards 1-10 (GaPSC Rule [505-6-.01](#));
 - 2. Disciplinary action against a certificate on grounds consistent with those specified in the Code of Ethics for Educators, Standards 1-10 (GaPSC Rule [505-6-.01](#));
 - 3. Order from a court of competent jurisdiction or a request from the Department of Human Resources that the certificate should be suspended or the application for certification should be denied for non-payment of child support (O.C.G.A. §19-6- 28.1 and §19-11-9.3);
 - 4. Suspension or revocation of any professional license or certificate;
 - 5. Violation of any other laws and rules applicable to the profession (O.C.G.A. §16- 13-111); and
 - 6. Any other good and sufficient cause that renders an educator unfit for employment as an educator.
- (b) An individual whose certificate has been revoked, denied, or suspended may not serve as a volunteer or be employed as an educator, paraprofessional, aide, substitute teacher or, in any other position during the period of his or her revocation, suspension or denial for a violation of The Code of Ethics. The superintendent and the educator designated by the superintendent/Local Board of Education shall be responsible for assuring that an individual whose certificate has been revoked, denied, or suspended is not employed or serving in any capacity in their district. Both the superintendent and the superintendent's designee must hold GaPSC certification. Should the superintendent's certificate be revoked, suspended, or denied, the Board of Education shall be responsible for assuring that the superintendent whose certificate has been revoked, suspended, or denied is not employed or serving in any capacity in their district.
- (c) The GaPSC is authorized to determine no probable cause as provided in O.C.G.A. § 20-2- 984.4(e) and § 20-2-984.5(e) if:
 - 1. After a preliminary investigation is concluded it is unlikely that there exists a preponderance of the evidence necessary to prove at a hearing that a violation occurred; or
 - 2. After a hearing the administrative law judge makes a determination that there is not a preponderance of the evidence necessary to prove that a violation occurred.
- (d) The GaPSC is authorized to determine no further action is necessary pursuant to O.C.G.A. § 20-2-984.5(a) if after review of the report of the preliminary investigation, sanctions should not be imposed.
- (6) Sanctions.
- (a) As outlined in O.C.G.A. 20-2-984.5(c), the GaPSC has the discretion to issue a probable cause sanction against an educator. Common violations and associated sanctions can be found in the accompanying [GaPSC Guidance](#).
 - 1. Denial is the refusal to grant initial certification to an applicant for a certificate.

2. Monitoring is the quarterly appraisal of the educator's conduct by the GaPSC through contact with the educator and his or her employer. As a condition of monitoring, an educator may be required to submit *periodic* criminal background check (GCIC). The Commission specifies the length of the monitoring period;
3. Reprimand admonishes the certificate holder for his or her conduct. The reprimand cautions that further unethical conduct will lead to a more severe action;
4. Revocation is the permanent invalidation of any certificate held by the educator. A Voluntary Surrender is equivalent to and has the same effect as a revocation. A Voluntary Surrender shall *be accepted and* becomes effective upon receipt by the GaPSC;
5. Suspension is the temporary invalidation of any certificate for a period of time specified by the GaPSC; and
6. Warning informs the certificate holder that his or her conduct is unethical. The warning cautions that further unethical conduct will lead to a more severe action.

(7) Application Procedures.

- (a) "Yes" answers to Personal Affirmation Questions (PAQs) require submission of information identified in the accompanying [GaPSC Guidance](#).
- (b) With respect to an initial applicant, an application and corresponding ethics case that is initiated pursuant to O.C.G.A. § 20-2-984.3(c) will automatically close and be placed on hold if the applicant fails to submit requested documentation to the Ethics Division within 45 days of the request to the applicant. The application will be placed on hold in anticipation of the submission of a new application and the applicant's responding to any requests for documentation in a timely fashion.

Authority O.C.G.A. § 20-2-20

Elementary Education Program Goals and Objectives

The TMU Elementary Education Program seeks to prepare teachers of young children (preschool through grade 5). Graduates of this program seek to become accomplished teachers who advocate for the rights and needs of young children while collaborating and establishing partnerships with parents, schools and communities. They bring to this task the perspectives and disciplines of a servant-leader who has experienced and wishes to emulate a caring Christian community.

Upon completion of the Elementary Education Program, the candidate will:

- Understand the development and learning processes of a young child.
- Use that knowledge to construct and implement an integrated, developmentally appropriate curriculum for children, exhibiting both organization and flexibility in the process.
- Understand that learning is a lifelong process for children and teachers alike and continually seek to develop new knowledge and skills.
- Appreciate the importance of community in working with diverse children and families in ways that are respectful, responsive and proactive.
- Create learning environments and communities with children, peers and parents that are characterized by caring, communication and collaboration.
- Use a wide variety of assessment strategies to enhance the learning and development of children and be willing to reflectively assess their own teaching to enhance the development of their own skills.
- Integrate technological advances as a routine part of the curriculum.
- Behave as a professional, exhibiting responsibility and ethical behavior and taking initiative and leadership as the task at hand requires.

Elementary Education

505-3-.14 ELEMENTARY EDUCATION (P-5) PROGRAM

Effective June 30, 2026

(1) Purpose. This rule states field-specific content standards for approving programs that prepare individuals to teach any subject in grades P-5 and supplements requirements in GaPSC Rule 505-3-.01 REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS and GaPSC Rule 505-3-.03 FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.

(2) Requirements.

(a) To receive approval, a GaPSC-approved educator preparation provider shall offer an educator preparation program described in program planning forms, catalogs, and syllabi addressing the standards and requirements delineated below. The standards are adapted from the standards published in 2019 by the National Association for the Education of Young Children (NAEYC), the standards published in 2018 by the Council for the Accreditation of Educator Preparation (CAEP), and the standards published in 2007 by the Association for Childhood Education International (ACEI). A guidance document accompanying this rule provides supporting explanations for the scope and focus of each standard.

(b) The program shall prepare elementary education professionals to meet the following indicators based on content standards published by the Association for Childhood Education International (2007):

1. Reading, Writing, and Oral Language: Candidates demonstrate a high level of competence in the use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;
2. Science: Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science;
3. Mathematics: Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation;
4. Social Studies: Candidates know, understand, and use the major concepts and modes of inquiry from the social studies, the integrated study of history, geography, the social sciences, and other related areas, to promote elementary students' abilities to make informed decisions as citizens of a democratic society and interdependent world;
5. The Arts: Candidates know, understand, and use, as appropriate to their own understanding and skills, the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;
6. Health Education: Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health; and
7. Physical Education: Candidates know, understand, and use, as appropriate to their own understanding and skills, human movement and physical activity as central elements to foster active, healthy lifestyles and enhanced quality of life for elementary students.

(c) The program shall prepare elementary education professionals to meet the following pedagogical standards adapted from the standards published in 2019 by the National Association for the Education of Young Children (NAEYC) and the standards published in 2018 by the Council for the Accreditation of Educator Preparation (CAEP).

1. Understanding and Addressing Each Child's Developmental and Learning Needs:

Candidates use their understanding of child growth and development, individual differences, and different families, and communities to plan and implement learning environments that provide each child with access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children's strengths and needs and how to motivate their learning.

(i) Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that take into account the individual strengths and needs of children across early learning centers, elementary classrooms, and digital learning environments.

2. Working with Families and Communities: Candidates use their understanding of individual differences and different families, and communities to plan and implement learning experiences and environments that build on children's strengths and address their individual needs across early learning centers, elementary classrooms, and digital learning environments.

(i) Candidates work respectfully and reciprocally with families to gain insight into each child in order to maximize his/her development, learning and motivation across early learning centers, elementary classrooms, and digital learning environments.

(ii) Candidates get to know the unique contexts of children and families to appropriately plan and program experiences.

(iii) Candidates work to respectfully and reciprocally work with families to gain insight into each child in order to maximize development, learning, and motivation.

(iv) Candidates communicate with families in ways which foster respect, partnerships, and engagement.

3. Understanding and Applying Content and Curricular Knowledge for Teaching: To support a coherent curriculum, candidates demonstrate and apply understandings of major concepts, skills, and practices, as they interpret disciplinary curricular standards and related expectations within and across language and literacy, mathematics, science, social studies, approaches to learning, and social emotional learning. Candidates know the essential concepts, inquiry tools, and structure of content areas, including all academic subjects, and can identify resources to deepen their learning. Candidates know how particular content topics and expectations are connected to each other throughout the early learning (Preschool-Kindergarten), primary (1-3), and intermediate (4-5) grades. Candidates demonstrate understandings related to learning, curricular practices and standards, the academic language of the disciplines, and assessment as they consider within and across grade level progressions. Candidates include digital learning opportunities within and across the core disciplines, including the knowledge base and practices of other content areas of fine and performing arts, and physical education.

(i) Candidates demonstrate and apply understandings of the elements of language and literacy critical for purposeful oral, print, and digital communication.

(ii) Candidates demonstrate and apply understandings of major mathematics concepts, algorithms, procedures, applications and mathematical practices in varied contexts,

and connections within and among mathematical domains.

(iii) Candidates demonstrate and apply understandings and integration of the three dimensions of science and engineering practices, cross-cutting concepts, and major disciplinary core ideas, within the major content areas of science.

(iv) Candidates demonstrate understandings, capabilities, and practices associated with the central concepts and tools in Civics, Economics, Geography, and History, within a framework of informed inquiry.

(v) Candidates demonstrate understanding, capabilities, and practices associated with approaches to learning such as initiative and exploration, attentiveness and persistence, and play for young learners.

(vi) Candidates demonstrate and apply understandings and integration of social emotional development and learning including self-awareness, self-management, responsible decision making, relationship skills, and social awareness.

4. Assessing, Planning, and Designing Contexts for Learning: Candidates assess students, plan instruction, and design classroom contexts for learning. Candidates use developmentally appropriate formative and summative assessment to monitor students' learning and guide instruction. Candidates plan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and activities to address learner differences. Candidates foster engagement in learning by establishing and maintaining social norms for classrooms. Candidates build interpersonal relationships with students that generate motivation, and promote students' social and emotional development.

(i) Candidates use content knowledge, appropriate content standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

(ii) Candidates administer formative and summative assessments regularly to determine students' competencies and learning needs.

(iii) Candidates use assessment results to improve instruction and monitor learning.

(iv) Candidates plan instruction including goals, materials, learning activities , and assessments.

(v) Candidates differentiate instructional plans to meet the unique needs of each student in the classroom.

(vi) Candidates demonstrate competency in a variety of assessment techniques and tools for young children including observation, work samples, and screening.

(vii) Candidates demonstrate the ability to assess learning and development through play for young learners.

5. Guidance, Classroom Management and Challenging Behaviors: Candidates explicitly support motivation and engagement in learning through a variety of evidence-based practices.

(i) Candidates implement developmentally appropriate positive direct guidance practices with young children.

(ii) Candidates utilize developmentally appropriate indirect guidance strategies to foster positive and healthy relationships with young children.

(iii) Candidates manage the classroom by establishing and maintaining social norms and developmentally appropriate behavioral expectations.

(iv) Candidates understand how to manage challenging behaviors using developmentally appropriate evidence-based practices.

(v) Candidates use developmentally appropriate strategies to promote classroom community and prosocial skills.

6. Supporting Each Child's Learning Using Effective Instruction: Candidates make informed decisions about instruction guided by knowledge of children and assessment of children's learning that result in the use of a variety of effective instructional practices and modalities that employ print and digital appropriate resources. Instruction is delivered using a cohesive sequence of lessons and employing effective instructional practices. Candidates use explicit instruction and effective feedback as appropriate, and use whole class discussions to support and enhance children's learning. Candidates use flexible grouping arrangements, including small group and individual instruction to support effective instruction and improved learning for every child.

(i) Candidates use a variety of instructional practices that support the learning of every child.

(ii) Candidates teach a cohesive sequence of lessons to ensure sequential and developmentally appropriate learning opportunities for each child.

(iii) Candidates explicitly teach concepts, strategies, and skills, as developmentally appropriate, to guide learners as they think about and learn academic content.

(iv) Candidates provide constructive feedback to guide children's learning, increase motivation, and improve student engagement.

(v) Candidates lead whole class discussions to investigate specific content, strategies, or skills and ensure the participation of every child in the classroom.

(vi) Candidates effectively organize and manage small group instruction to provide more focused, intensive instruction and differentiate teaching to meet the learning needs of each child.

(vii) Candidates effectively organize and manage individual instruction to provide targeted, focused, intensive instruction that improves or enhances each child's learning.

(viii) Candidates teach concepts and support development through child selected play utilizing developmentally appropriate strategies for young learners.

505-3-.14 Page 5

7. Developing as a Professional: Candidates promote learning and development of every child through participation in collaborative learning environments, reflective self-study and professional learning, and involvement in their professional community.

(i) Candidates work collaboratively with colleagues, mentors, and other school personnel to work toward common goals that directly influence every learner's development and growth.

(ii) Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; professional standards, research and contemporary practices; and standards of ethical professional practice.

(iii) Candidates participate in peer and professional learning communities to enhance

student learning.

8. Teaching of Reading: The program shall prepare elementary education professionals to meet the Elementary Education (P-5) standards specified in GaPSC Rule 505-3-.03 FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.

(d) The program shall assure field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills, and professional dispositions necessary to promote the development and learning of pre-Kindergarten through fifth grade children in all three age groups (PK-K, 1-3, and 4-5), and in a variety of settings that offer elementary education. The indicators are as follows:

1. Observe and participate under supervision of qualified professionals in a variety of settings and grade levels in which children are served (such as public and private settings, centers, schools, and community agencies);
2. Work effectively over time with P-5 students with varying abilities from a variety of family systems;
3. Demonstrate ability to work effectively during full-time supervised residency (student teaching) and/or practical experiences in at least two different settings, serving children of three different age groups (PK-K, 1-3, and 4-5) and with varying abilities; and
4. Analyze and evaluate field experiences, including supervised experiences working with parents, and supervised experiences working with interdisciplinary

Authority O.C.G.A. § 20-2-2

Middle Grades Education Program Goals and Objectives

The middle grades education program at Truett McConnell University seeks to prepare teachers of adolescent learners (grades 4-8). Graduates of this program seek to become accomplished teachers who advocate for the rights and needs of young children while collaborating and establishing partnerships with parents, schools and communities. They bring to this task the perspectives and disciplines of a servant-leader who has experienced and wishes to emulate a caring Christian community.

Upon completion of the Middle Grades Education Program, the candidate will:

- Understand the development and learning processes of an adolescent learner.
- Use that knowledge to construct and implement an integrated, developmentally appropriate curriculum for grades 4-8, exhibiting both organization and flexibility in the process.
- Understand that learning is a lifelong process for adolescents and teachers alike and continually seek to develop new knowledge and skills.
- Appreciate the importance of community in working with diverse learners and families in ways that are respectful, responsive and proactive.
- Create learning environments and communities with students, peers and parents that are characterized by caring, communication and collaboration.
- Use a wide variety of assessment strategies to enhance the learning and development of adolescents and be willing to reflectively assess their own teaching to enhance the development of their own skills.
- Integrate technological advances as a routine part of the curriculum.
- Behave as a professional, exhibiting responsibility and ethical behavior and taking initiative and leadership as the task at hand requires.

Middle Grades Education

Effective June 30, 2026

505-3-.19 MIDDLE GRADES EDUCATION PROGRAM

(1) **Purpose.** This rule states field-specific content standards for approving programs that prepare individuals to teach Middle Grades, grades 4-8, and supplements requirements in GaPSC Rule [505-3-.01 REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS](#) and GaPSC Rule 505-3-.03, FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.

(2) **Requirements.** To receive approval, GaPSC-approved educator preparation providers shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the standards delineated below.

- (a) Middle Level Teacher Preparation Standards. The program shall prepare candidates who meet the following standards adapted from the standards published by the Association for Middle Level Education (AMLE) for Middle Level Teacher Preparation (2022).
 - 1. Middle Level Philosophy and School Organization. Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within middle level organizational components as indicated by the following:
 - (i) Middle Level Philosophical Foundations: Middle level teacher candidates demonstrate an understanding of the philosophical foundations of developmentally responsive middle level programs and schools.
 - (ii) Middle Level Organization and Practices: Middle level teacher candidates use their knowledge of the effective components of middle level programs and schools to foster fair educational practices and to enhance learning for all students. They demonstrate their ability to apply this knowledge and to function successfully, regardless of grade configurations (e.g., grades K-8, 6-8, 7-12). Middle level teacher candidates perform successfully using middle level practices (e.g., interdisciplinary teaming, advisory programs, flexible block schedules, common teacher planning time).
 - 2. Young Adolescent Development. Middle level teacher candidates understand and reflect on the major concepts, principles, theories, and research related to young adolescent development and use that knowledge in their practice. They demonstrate their ability to apply this knowledge when creating healthy, respectful, safe, supportive, and challenging learning environments for each young adolescent they teach. They successfully model middle level practices that affirm the unique differences of all young adolescents as indicated by the following:
 - (i) Knowledge of Young Adolescent Development: Middle level teacher candidates demonstrate a comprehensive knowledge of young adolescent development. Knowledge of young adolescent development includes the cognitive, physical, social, emotional, and moral characteristics, needs, and interests of young adolescents, inclusive of the central roles technology has in their lives.
 - (ii) Implications of Young Adolescent Development for Responsive Learning Environments: Middle level teacher candidates use their comprehensive knowledge of young adolescent development to create healthy, respectful, safe, supportive, and technologically rich and challenging learning environments for all young adolescents, including those whose languages, identities, and backgrounds differ from their own or others. Candidates establish relationships with young adolescents in order to understand the uniqueness of each

adolescent, especially as it concerns the pervasive role of technology.

- (iii) **Implications of Individual Differences for Young Adolescent Development:** Middle level teacher candidates demonstrate their knowledge that individual differences have implications for the development of young adolescents. They are responsive to young adolescents' individual experiences and identities. They successfully model middle level practices that affirm the individual differences of all young adolescents.

3. **Middle Level Curriculum.** Middle level teacher candidates use their knowledge of the distinct nature and identities of young adolescents when planning and implementing curriculum and instruction. They understand and use concepts, standards, and research to design, implement, and evaluate curriculum. Candidates' understanding covers the broad scope of content standards within their subjects and reflects a thorough grasp of those standards and major concepts. Middle level teacher candidates demonstrate their ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge and skills as indicated by the following:

- (i) **Context for Middle Level Curriculum:** Middle level teacher candidates use their knowledge of the distinct nature and identities of young adolescents when planning and implementing middle level curriculum and when selecting and using instructional strategies.
- (ii) **Subject Matter Content Knowledge:** Middle level teacher candidates demonstrate a depth and breadth of content knowledge in the subjects they teach. Candidates demonstrate competence with the broad scope of content standards corresponding to the subjects they teach. Candidates also have a sufficiently deep understanding of the major concepts of content standards such that they are equipped to teach in an engaging manner and to guide students in applying knowledge and skills to real-world problems and transferring knowledge and skills across disciplines.
- (iii) **Middle Level Curriculum Standards:** Middle level teacher candidates use their knowledge of local, state, national, and international standards to frame their teaching. These standards include academic content standards as well as other standards that address the holistic needs of young adolescents (e.g., socio-emotional learning, college and career readiness, technology skill development). They draw on their knowledge of these standards to design, implement, and evaluate developmentally responsive, meaningful, challenging, exploratory, integrative, and diverse curriculum for all young adolescents.
- (iv) **Interdisciplinary Nature of Knowledge and Skills:** Middle level teacher candidates demonstrate the interdisciplinary nature of knowledge by helping all young adolescents make connections among subject areas. They facilitate relationships among content, ideas, interests, and experiences by developing and implementing challenging, exploratory, integrative, and diverse curriculum. They model and develop in young adolescents the skills needed for success across diverse settings. These skills include such things as written and oral communication, collaboration, critical thinking, creativity, problem solving, resiliency, digital literacy, information literacy, and citizenship

4. **Middle Level Instruction and Assessment.** Middle level teacher candidates successfully use their knowledge of instruction and assessment strategies in the subjects they teach. They employ a wide variety of effective teaching, learning, and assessment strategies. Middle level teacher candidates develop and administer formal and informal assessments that are both formative and summative to create and guide meaningful learning experiences as indicated by the following:

- (i) **Content Pedagogy:** Middle level teacher candidates use their knowledge of instruction and assessment strategies that are effective in the subjects they teach and understand that instruction and assessment are interrelated.

- (ii) **Middle Level Instructional Strategies:** Middle level teacher candidates employ a wide variety of effective, developmentally responsive, and fair teaching, learning, and assessment strategies. They do this in ways that encourage cognitive exploration, creativity, and relevant digital literacy and information literacy skills (e.g., critical thinking, problem solving, evaluation of information gained).
 - (iii) **Middle Level Assessment that Advances Learning:** Middle level teacher candidates develop and administer formal and informal assessments that are both formative and summative to create and guide meaningful learning experiences. They do this by assessing prior learning, monitoring progress with the use of technology and data, implementing effective lessons, collaborating with young adolescents to reflect on their learning, and adjusting instruction based on the knowledge gained. Assessment should be fair.
5. **Middle Level Professional Roles.** Middle level teacher candidates are successful in their various roles as middle level professionals. They serve as informed advocates for all young adolescents and for responsive schooling practices. They engage with families and community members to form collaborative relationships. Middle level teacher candidates demonstrate positive dispositions and engage in ethical professional behaviors as indicated by the following:
- (i) **Professional Roles of Middle Level Teachers:** Middle level teacher candidates understand, critically reflect on, and are successful in their various roles as middle level professionals (e.g., members of interdisciplinary teams, advisors to young adolescents).
 - (ii) **Advocacy for Young Adolescents and Responsive Schooling Practices:** Middle level teacher candidates serve as advocates for all young adolescents and for responsive schooling practices. They are informed advocates for effective middle level educational practices and policies, and use their professional leadership responsibilities to create fair and just opportunities for all young adolescents.
 - (iii) **Engaging with Family and Community Members:** Middle level teacher candidates value family and community members as assets. They understand the ways unique structures and backgrounds influence and enrich learning. They enact practices and participate in activities that build positive, collaborative relationships with families and community members, leveraging technological tools to enhance engagement.
 - (iv) **Dispositions and Professional Behaviors:** Middle level teacher candidates demonstrate positive dispositions toward teaching young adolescents and model high standards of ethical behavior, including the use of technology, and professional competence. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, critical perspectives on their teaching.
- (b) **Literacy.** The program shall prepare candidates who understand and apply scientific principles of teaching literacy at the middle grades level and who meet the following elements of the Standards for Literacy Professionals—Middle/High School Classroom Teacher, published in 2017 by the International Literacy Association (ILA), as well as the applicable standards delineated in GaPSC Rule 505-3-.03 FOUNDATIONS OF READING, LITERACY, AND LANGUAGE. This requirement may be met in a separate three (3) semester-hour course, or content may be embedded in courses and experiences throughout the preparation program.
1. **ILA Standards for Literacy Professionals, Middle/High School Classroom Teacher.**
- (i) Candidates demonstrate knowledge of the major critical theoretical, conceptual, and evidence-based foundations of adolescent literacy and language development and the ways in which they interrelate;

- (ii) Candidates apply foundational knowledge to critically examine, select, and evaluate curriculum; and design, implement, adapt, and evaluate contextualized instruction to meet the discipline-specific literacy needs of middle school learners;
- (iii) Candidates understand, select, and use appropriate, dynamic assessments to gather evidence on middle school students' content knowledge and literacy processes within a discipline to understand strengths and differences among learners, inform instruction and ensure student participation;
- (iv) Candidates examine their own backgrounds, identities and opinions, set high expectations for their students, and learn about and appreciate the backgrounds of their students, families, and communities to inform instruction;
- (v) Candidates apply knowledge of learner development and learning differences to create a welcoming learning environment anchored in digital and print literacies; and
- (vi) Candidates are lifelong learners who reflect upon the social, political, and cultural nature of their practice; use ongoing inquiry to improve their professional practice and enhance students' literacy learning; advocate for students and their families to enhance student' literacy learning.

2. GaPSC Rule 505-3-.03 FOUNDATIONS OF READING, LITERACY, AND LANGUAGE Standards for Middle Grades Teachers of English language arts, mathematics, science, and social science.

- (i) Knowledge: Literacy Acquisitions.
 - (I) Candidates demonstrate awareness of language processes required for proficient reading and writing: phonological, orthographic, semantic, syntactic, and discourse.
 - (II) Candidates demonstrate an awareness that learning to read requires explicit, structured, and cumulative instruction.
 - (III) Candidates demonstrate awareness of the reciprocal relationships among the foundations of reading (i.e., phonological awareness, phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge).
 - (IV) Candidates demonstrate an awareness of how aspects of cognition and behavior can affect reading and writing development.
 - (V) Candidates demonstrate an awareness of how environmental and social factors can contribute to literacy development.
 - (VI) Candidates demonstrate an awareness of major research findings on the contribution of linguistic and cognitive factors to literacy outcomes.
 - (VII) Candidates demonstrate awareness of the most common intrinsic differences between proficient and struggling readers, including linguistic, cognitive, and neurobiological factors.
 - (VIII) Candidates demonstrate an awareness of oral language development, phonemic awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.

- (IX) Candidates demonstrate awareness of evidence-based instructional approaches that support the development of reading and writing skills, including concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension, and producing writing appropriate to task.
 - (X) Candidates demonstrate awareness of the integration of literacy skills across different subject areas.
 - (XI) Candidates demonstrate an awareness of the typical developmental progression of oral language, phoneme awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.
 - (XII) Candidates demonstrate awareness of the reciprocal relationships between decoding, word recognition, spelling, morphology, and vocabulary knowledge.
 - (XIII) Candidates demonstrate awareness of evidence-based instructional approaches that support the development of listening, speaking, viewing, and visually representing, and their centrality to literacy learning.
 - (XIV) Candidates demonstrate an awareness of the most common intrinsic differences between strong and striving readers, including linguistic, cognitive, and neurobiological factors.
- (ii) Application: Curriculum and Instruction.
- (I) Candidates demonstrate an awareness of the principles and practices of scientific reading instruction and apply this knowledge to critically examine literacy curricula; select high-quality literary, multimedia, and informational texts; and provide a coherent, integrated, and motivating literacy program for all learners
 - (II) Candidates apply adolescent literacy in reading and writing for vocabulary development, word recognition, reading comprehension and fluency. Key terms or concepts related to this area include:
 - I. Reading grade-level texts from a variety of genres with greater focus on higher-order skills such as analyzing texts and developing perspective
 - II. Reading comprehension for text complexity
 - III. Writing for a range of authentic purposes and genres
 - IV. Morphology for understanding multisyllabic words
 - V. Oral and silent reading fluency
 - VI. Systematically teach the decoding of multisyllabic words
 - (III) Candidates apply adolescent literacy development to develop disciplinary literacy and content area literacy; developing academic vocabulary and writing for research. Key terms or concepts related to this area include:
 - I. Demonstrate skill in integrating literacy into specific disciplinary studies

II. Develop awareness and skill in utilizing a range of content area literacy strategies across the curriculum.

(iii) Assessment and Evaluation.

- (I) Candidates understand the purposes, strengths, limitations, reliability/validity, and appropriateness of various types of informal and formal assessments, including screening, progress monitoring, diagnostic, and outcome assessments, for gathering evidence on students' language acquisition and literacy development.
- (II) Candidates utilize results of various assessment measures to inform and modify instruction and understand and apply basic principles of test construction and formats, including reliability, validity, criterion, and normed.
- (III) Candidates use assessment data in an ethical manner, interpret data to explain student progress, and inform families and colleagues about the function and purpose of assessments.
- (IV) Candidates integrate, summarize, and communicate (orally and in writing) the meaning of educational assessment data for sharing with students, parents, and other teachers.

(c) Areas of Concentration. Baccalaureate degree programs shall require preparation of candidates in at least two of the following areas of concentration: reading, language arts, mathematics, science, or social science. Post-baccalaureate programs shall require preparation of candidates in at least one of the following areas of concentration: reading, language arts, mathematics, science, or social science.

- 1. An area of concentration shall be defined as a minimum of fifteen semester hours of content that meet the standards of the appropriate national specialized professional association, as described below.
- 2. A course taken to meet the requirements of paragraph (b) Literacy, may be counted toward the fifteen semester hours required for the reading concentration.
- 3. A course taken to meet the requirements of paragraph (b) Literacy, may be counted toward the fifteen semester hours required for the language arts concentration.
- 4. Reading Concentration. Programs that prepare middle grades teachers in the concentration area of reading shall meet the following standards from Rule 505-3-.03, FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.

(i) Knowledge: Literacy Acquisition.

- (I) Candidates demonstrate knowledge of language processes required for proficient reading and writing: phonological, orthographic, semantic, syntactic, and discourse.
- (II) Candidates demonstrate an understanding that learning to read requires explicit, structured, and cumulative instruction.
- (III) Candidates demonstrate knowledge of the reciprocal relationships among the foundations of reading (i.e., phonological awareness, phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge).
- (IV) Candidates demonstrate the ability to identify and explain how aspects of cognition and behavior can affect reading and writing development.

- (V) Candidates demonstrate an understanding of how environmental and social factors can contribute to literacy development.
 - (VI) Candidates demonstrate an understanding of major research findings on the contribution of linguistic and cognitive factors to literacy outcomes.
 - (VII) Candidates demonstrate knowledge of the most common intrinsic differences between proficient and struggling readers, including linguistic, cognitive, and neurobiological factors.
 - (VIII) Candidates demonstrate an understanding of the oral language development, phonemic awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.
 - (IX) Candidates demonstrate knowledge of evidence-based instructional approaches that support the development of reading and writing skills, including concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension, and producing writing appropriate to task.
 - (X) Candidates demonstrate knowledge of the integration of literacy skills across different subject areas.
- (ii) Application: Methods and Assessment.
- (I) Curriculum and Instruction.
 - I. Candidates demonstrate an understanding of the principles and practices of scientific reading instruction and apply this knowledge to critically examine literacy curricula; select high-quality literary, multimedia, and informational texts; and provide a coherent, integrated, and motivating literacy program for all learners.
 - II. Candidates design, adapt, implement, and evaluate instructional approaches and materials that are evidence-based, developmentally appropriate, and integrated across literacy domains related to the following areas: phonological and phonemic awareness, phonics, word recognition, reading fluency, vocabulary, listening and reading comprehension, and written expression.
 - III. Candidates plan, modify, and implement explicit, systematic, cumulative, and teacher-directed instruction in the foundational skills of reading, including phonological and phonemic awareness, phonics, word recognition, reading fluency, and listening and reading comprehension. Candidates scaffold instruction to support all learners in reading, including those with different learning needs. Concepts related to this area include:
 - A. Phonological and phonemic awareness
 - (A) Consonant and vowel phonemes
 - (B) Phonological sensitivity
 - (C) Phonemic-awareness difficulties
 - (D) Progression of phonemic-awareness skill development across age

and grade

- (E) Rhyming
 - (F) Segmenting, deleting, manipulating phonemes
 - (G) Syllabication
- B. Phonics and word recognition
- (A) Alphabetic principle
 - (B) Phoneme-grapheme correspondence
 - (C) English orthography
 - (D) Systematic, cumulative, and explicit teaching of basic decoding and encoding rules and letter patterns (digraphs, diphthongs, blends, onset-rime, etc.)
 - (E) Teaching regular and irregular words
 - (F) Teaching decoding of multisyllabic words
 - (G) Decodable texts and sound walls in teaching beginning readers
- C. Reading fluency
- (A) Automatic word reading
 - (B) Oral reading fluency including accuracy, automaticity, and prosody
 - (C) Varied techniques and methods for building reading fluency
 - (D) Appropriate uses of assistive technology
 - (E) Repeated and echo readings
- D. Listening and reading comprehension
- (A) Background knowledge
 - (B) Inferencing
 - (C) Factors that contribute to deep comprehension
 - (D) Instructional routines appropriate for each major genre: informational text, narrative text, and argumentation
 - (E) Role of sentence comprehension in listening and reading comprehension
 - (F) Teacher's role as an active mediator of text-comprehension processes

- IV. Candidates design, adapt, implement, and evaluate evidence-based and developmentally appropriate instruction and materials to develop writing processes and orthographic knowledge for all learners. They use a structured approach to explicitly teach skills related to written expression. Key terms or concepts related to this area include:
 - A. Written expression
 - (A) Handwriting skills in print and cursive
 - (B) Motor skills and letter/word formation
 - (C) Transcription and writing fluency
 - (D) Major skill domains that contribute to written expression
 - (E) Planning, translating (drafting), reviewing, and revising
 - (F) Genre
 - (G) Research-based principles for teaching letter formation, both manuscript and cursive
 - (H) Research-based principles for teaching written spelling and punctuation
 - (I) Developmental phases of the writing process
 - (J) Appropriate uses of assistive technology in written expression.
- V. Candidates plan, modify, and implement evidence-based and integrated instruction and materials to develop vocabulary knowledge for all learners. They use a range of instructional approaches, including direct instruction, context-based instruction, and word-learning strategies. Key terms or concepts related to this area include:
 - A. Vocabulary
 - (A) Role of vocabulary development and vocabulary knowledge in oral and written language comprehension
 - (B) Sources of wide differences in students' vocabularies
 - (C) Indirect (contextual) methods of vocabulary instruction and their role and characteristics
 - (D) Direct, explicit methods of vocabulary instruction and their role and characteristics
 - (E) Morphological awareness
- VI. Candidates apply knowledge of learner development and learning differences to create a positive, literacy-rich learning environment anchored in digital and

print literacies.

(II) Assessment and Evaluation.

- I. Candidates understand the purposes, strengths, limitations, reliability/validity, and appropriateness of various types of informal and formal assessments, including screening, progress monitoring, diagnostic, and outcome assessments, for gathering evidence on students' language acquisition and literacy development.
- II. Candidates use observational skills and results of student work to determine students' reading, literacy, and language strengths and needs, and select and administer other appropriate formal and informal assessments for assessing students' language and literacy development.
- III. Candidates utilize results of various assessment measures to inform and modify instruction and understand and apply basic principles of test construction and formats, including reliability, validity, criterion, and normed.
- IV. Candidates use assessment data in an ethical manner, interpret data to explain student progress, and inform families and colleagues about the function and purpose of assessments.
- V. Candidates understand and utilize well-validated screening tests designed to identify students at risk for reading difficulties and characteristics of dyslexia and understand and apply the principles of progress monitoring and reporting with Curriculum-Based Measures (CBMs), including graphing techniques.
- VI. Candidates understand and utilize informal diagnostic surveys of phonological and phonemic awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing.
- VII. Candidates read and interpret the most common diagnostic tests used by psychologists, speech-language professionals, and educational evaluators.
- VIII. Candidates integrate, summarize, and communicate (orally and in writing) the meaning of educational assessment data for sharing with students, parents, and other teachers.

(iii) Literacy Professional Dispositions and Practices.

- (I) Candidates promote high-quality literacy learning for all students by using responsive practices and engaging in ethical and effective practices that honor all students' linguistic backgrounds.
- (II) Candidates act in the best interests of struggling readers and maintain the public trust by providing accurate and scientifically supported best practices in the field.
- (III) Candidates continuously reflect on their practices, engage in ongoing inquiry, and advocate for students and their families to enhance literacy learning.

5. Language Arts Concentration. Programs that prepare middle grades teachers in the concentration area of language arts shall meet the following standards adapted from the standards published by the National Council of Teachers of English (2021).

- (i) Learners and Learning in English Language Arts. Candidates apply and demonstrate knowledge of learners and learning to foster learning environments that support coherent, relevant, 6-12 standards-aligned, and differentiated instruction to engage all 6-12 learners in ELA.
 - (I) Candidates gather and interpret comprehensive data on learners' individual differences, identities, and funds of knowledge to foster learning environments that actively engage all learners in ELA;
 - (II) Candidates apply and demonstrate knowledge of how the constructs of adolescence/adolescents and learners' identities affect learning experiences to foster coherent, relevant instruction that critically engages all learners in ELA; and
 - (III) Candidates apply and demonstrate knowledge of learning processes that involve individually, collaboratively, and critically accessing, consuming, curating, and creating texts (e.g., print, non-print, digital, media).
- (ii) English Language Arts Content Knowledge. Candidates apply and demonstrate knowledge and theoretical perspectives pertaining to texts (e.g., print, non-print, digital, media), composition, language, and languaging practices, and crosscutting concepts to develop deep understandings of the core disciplinary ideas in their instructional planning.
 - (I) Candidates apply and demonstrate knowledge and theoretical perspectives about a variety of literary and informational texts (e.g., young adult, classic, contemporary, and media) representing a range of world literatures, historical traditions, genres, and lived experiences;
 - (II) Candidates apply and demonstrate knowledge and theoretical perspectives of the relationships among form, audience, context, and purpose by composing and critically curating a range of texts (e.g., print, non-print, digital, media); and
 - (III) Candidates apply and demonstrate knowledge and theoretical perspectives of language and languaging, including language acquisition, conventions, dialect, grammar systems, and the impact of languages on society as they relate to various rhetorical situations (e.g., journalism, social media, popular culture) and audiences.
- (iii) Instructional Practice and Planning for Instruction in ELA. Candidates apply and demonstrate knowledge of theories, research, and ELA to plan coherent, relevant, 6-12 standards-aligned, differentiated instruction and assessment.
 - (I) Candidates use a variety of resources and technologies to plan coherent, relevant, standards-aligned, and differentiated instruction that incorporates theories, research, and knowledge of ELA to support and engage all learners in meeting learning goals; and
 - (II) Candidates identify and/or design formative and summative assessments that reflect ELA research, align with intended learning outcomes, and engage all learners in monitoring their progress toward established goals.
- (iv) Instructional Practice and Planning for Assessment in ELA. Candidates implement coherent, relevant, 6-12 standards-aligned, and differentiated ELA instruction and assessment to motivate and engage all learners.
 - (I) Candidates implement coherent, relevant, 6-12 standards-aligned, and differentiated instruction that uses a variety of resources and technologies and incorporates theories,

research, and knowledge of ELA to support and engage all learners in meeting learning goals;

- (II) Candidates implement formative and summative assessments that reflect ELA research, align with intended learning outcomes, engage all learners in monitoring their progress toward established goals, and guide the next steps of ELA instruction; and
 - (III) Candidates communicate with learners about their performance in ELA in multiple ways that actively involve them in their own learning (e.g., learning management systems, digital communication tools, conferencing, and written feedback).
- (v) Professional Responsibility for ELA teachers. Candidates reflect on their ELA practice, use knowledge and theoretical perspectives to collaborate with educational community members, and demonstrate readiness for leadership, professional learning, and advocacy.
- (I) Candidates reflect on their own identities and experiences and how they frame their practices and impact their teaching of ELA;
 - (II) Candidates use feedback and evidence from a range of sources to reflect upon and inform their practice;
 - (III) Candidates apply and demonstrate knowledge in collaboration with learners, families, colleagues, and ELA-related learning communities; and
 - (IV) Candidates demonstrate readiness for leadership, professional learning, and advocacy for learners, themselves, and ELA.
6. Mathematics Concentration. Programs that prepare middle level teachers in the concentration area of mathematics shall meet the following standards adapted from the standards published by the National Council of Teachers of Mathematics (NCTM) (2020).
- (i) Knowing and Understanding Mathematics. Candidates demonstrate and apply understandings of major mathematics concepts, procedures, knowledge, and applications within and among mathematical domains of Number and Operations; Algebra and Functions; Statistics and Probability; Geometry, Trigonometry, and Measurement.
 - (I) Essential Concepts in Number and Operations. Candidates demonstrate and apply understandings of major mathematics concepts, procedures, knowledge, and applications of number including flexibly applying procedures, using real and rational numbers in contexts, developing solution strategies, and evaluating the correctness of conclusions. Major mathematical concepts in Number include number theory; ratio, rate, and proportion; and structure, relationships, operations, and representations.
 - (II) Essential Concepts in Algebra and Functions. Candidates demonstrate and apply understandings of major mathematics concepts, procedures, knowledge, and applications of algebra and functions including how mathematics can be used systematically to represent patterns and relationships including proportional reasoning, to analyze change, and to model everyday events and problems of life and society. Essential Concepts in Algebra and Functions include algebra that connects mathematical structure to symbolic, graphical, and tabular descriptions; connecting algebra to functions; and developing families of functions as a fundamental concept of mathematics.

- (III) Essential Concepts in Statistics and Probability. Candidates demonstrate and apply understandings of major mathematics concepts, procedures, knowledge, and applications of statistics and probability, including how statistical problem solving and decision making depend on understanding, explaining, and quantifying the variability in a set of data to make decisions. They understand the role of randomization and chance in determining the probability of events. Essential Concepts in Statistics and Probability include quantitative literacy, visualizing and summarizing data, statistical inference, probability, exploratory data analysis, and applied problems and modeling.
 - (IV) Essential Concepts in Geometry, Trigonometry, and Measurement. Candidates demonstrate and apply understandings of major mathematics concepts, procedures, knowledge, and applications of geometry, including using visual representations for numerical functions and relations, data and statistics, and networks, to provide a lens for solving problems in the physical world. Essential Concepts in Geometry, Trigonometry, and Measurement include measurement, transformations, scale, graph theory, geometric arguments, reasoning and proof, applied problems and modeling, development of axiomatic proof, and the Pythagorean Theorem.
- (ii) Knowing and Using Mathematical Processes. Candidates demonstrate, within or across mathematical domains, their knowledge of and ability to apply the
- mathematical processes of problem solving; reason and communicate mathematically; and engage in mathematical modeling. Candidates apply technology appropriately within these mathematical processes.
- (I) Problem Solving. Candidates demonstrate a range of mathematical problem-solving strategies to make sense of and solve non-routine problems (both contextual and non-contextual) across mathematical domains.
 - (II) Reasoning and Communicating. Candidates organize their mathematical reasoning and use the language of mathematics to express their mathematical reasoning precisely, both orally and in writing, to multiple audiences.
 - (III) Mathematical Modeling and Use of Mathematical Models. Candidates understand the difference between the mathematical modeling process and models in mathematics. Candidates engage in the mathematical modeling process and demonstrate their ability to model mathematics.
- (iii) Knowing Students and Planning for Mathematical Learning. Candidates use knowledge of students and mathematics to plan rigorous and engaging mathematics instruction supporting students' access and learning. The mathematics instruction developed provides fair, developmentally responsive opportunities for all students to learn and apply mathematics concepts, skills, and practices.
- (I) Student Differences. Candidates identify and use students' individual and group differences when planning rigorous and engaging mathematics instruction that supports students' meaningful participation and learning.

- (II) **Students' Mathematical Strengths.** Candidates identify and use students' mathematical strengths to plan rigorous and engaging mathematics instruction that supports students' meaningful participation and learning.
- (III) **Positive Mathematical Identities.** Candidates understand that teachers' interactions impact individual students by influencing and reinforcing students' mathematical identities, positive or negative, and plan experiences and instruction to develop and foster positive mathematical identities.
- (iv) **Teaching Meaningful Mathematics.** Candidates implement effective and equitable teaching practices to support rigorous mathematical learning for a full range of students. Candidates establish rigorous mathematics learning goals, engage students in high cognitive demand learning, use mathematics-specific tools and representations, elicit and use student responses, develop conceptual understanding and procedural fluency, and pose purposeful questions to facilitate student discourse.
 - (I) **Establish Rigorous Mathematics Learning Goals.** Candidates establish rigorous mathematics learning goals for students based on mathematics standards and practices.
 - (II) **Engage Students in High Cognitive Demand Learning.** Candidates select or develop and implement high cognitive demand tasks to engage students in mathematical learning experiences that promote reasoning and sense making.
 - (III) **Incorporate Mathematics-Specific Tools.** Candidates select mathematics-specific tools, including technology, to support students' learning, understanding, and application of mathematics and to integrate tools into instruction.
 - (IV) **Use Mathematical Representations.** Candidates select and use mathematical representations to engage students in examining understandings of mathematics concepts and the connections to other representations.
 - (V) **Elicit and Use Student Responses.** Candidates use multiple student responses, potential challenges, and misconceptions, and they highlight students' thinking as a central aspect of mathematics teaching and learning.
 - (VI) **Develop Conceptual Understanding and Procedural Fluency.** Candidates use conceptual understanding to build procedural fluency for students through instruction that includes explicit connections between concepts and procedures.
 - (VII) **Facilitate Discourse.** Candidates pose purposeful questions to facilitate discourse among students that ensures each student learns rigorous mathematics and builds a shared understanding of mathematical ideas.
- (v) **Assessing Impact on Student Learning.** Candidates assess and use evidence of students' learning of rigorous mathematics to improve instruction and subsequent student learning. Candidates analyze learning gains from formal and informal assessments for individual students, the class as a whole, and subgroups of students disaggregated by demographic categories, and they use this information to inform planning and teaching.
 - (I) **Assessing for Learning.** Candidates select, modify, or create both informal and formal assessments to elicit information on students' progress toward rigorous mathematics learning goals.

- (II) **Analyze Assessment Data.** Candidates collect information on students' progress and use data from informal and formal assessments to analyze progress of individual students, the class as a whole, and subgroups of students disaggregated by demographic categories toward rigorous mathematics learning goals.
 - (III) **Modify Instruction.** Candidates use the evidence of student learning of individual students, the class as a whole, and subgroups of students disaggregated by demographic categories to analyze the effectiveness of their instruction with respect to these groups. Candidates propose adjustments to instruction to improve student learning for each and every student based on the analysis.
- (vi) **Social and Professional Context of Mathematics Teaching and Learning.** Candidates are reflective mathematics educators who collaborate with colleagues and other stakeholders to grow professionally, to support student learning, and to create more equitable mathematics learning environments.
- (I) **Promote Equitable Learning Environments.** Candidates seek to create more equitable learning environments by identifying beliefs about teaching and learning mathematics, and associated classroom practices that produce equitable or inequitable mathematical learning for students.
 - (II) **Promote Positive Mathematical Identities.** Candidates reflect on their impact on students' mathematical identities and develop professional learning goals that promote students' positive mathematical identities.
 - (III) **Engage Families and Community.** Candidates communicate with families to share and discuss strategies for ensuring the mathematical success of their children.
 - (IV) **Collaborate with Colleagues.** Candidates collaborate with colleagues to grow professionally and support student learning of mathematics.
7. **Science Concentration.** Programs that prepare middle grades teachers in the concentration area of science shall meet the following standards adapted from the National Science Teaching Association (NSTA) and American Science Teachers Association (ASTA) (2020) and Framework for K-12 Science Education (2012).
- (i) **Content Knowledge.** Effective teachers of science understand and articulate the knowledge and practices of contemporary science and engineering. They connect important disciplinary core ideas, crosscutting concepts, and science and engineering practices for their fields of certification. Preservice teachers will:
 - (I) Use and apply the major concepts, principles, theories, laws, and interrelationships of their fields of licensure and supporting fields. Explain the nature of science and the norms and values inherent to the current and historical development of scientific knowledge;
 - (II) Demonstrate knowledge of how to implement science standards, learning progressions, and sequencing of science content for teaching their certificate 4-8 students; and
 - (III) Demonstrate knowledge of crosscutting concepts, disciplinary core ideas, practices of science and engineering, the supporting role of science-specific technologies, and contributions of diverse populations to science.

- (ii) Content Pedagogy. Effective teachers of science plan learning units of study and equitable, developmentally responsive opportunities for all students based upon their understandings of how students learn and develop science knowledge, skills, and habits of mind. Effective teachers also include appropriate connections to science and engineering practices and crosscutting concepts in their instructional planning. Preservice teachers will:
- (I) Use science standards and a variety of appropriate, student-centered, and relevant science disciplinary-based instructional approaches that follow safety procedures and incorporate science and engineering practices, disciplinary core ideas, and crosscutting concepts;
 - (II) Incorporate appropriate differentiation strategies, wherein all students develop conceptual knowledge and an understanding of the nature of science. Lessons should engage students in applying science practices, clarifying relationships, and identifying natural patterns from scientific phenomena and empirical experiences;
 - (III) Use engineering practices in support of science learning wherein all students design, construct, test and optimize possible solutions to a problem;
 - (IV) Align instruction and assessment strategies to support instructional decision making that identifies and addresses student misunderstandings, prior knowledge, and naïve conceptions; and
 - (V) Integrate science-specific technologies to support all students' conceptual understanding and application of science and engineering.
- (iii) Learning Environments. Effective teachers of science are able to plan for engaging all students in science learning by identifying appropriate learning goals that are consistent with knowledge of how students learn science and are aligned with standards. Plans reflect the selection of phenomena appropriate to the social context of the classroom and community, and safety considerations, to engage students in the nature of science and science and engineering practices. Effective teachers create a learning environment to achieve these goals. Preservice teachers will:
- (I) Plan a variety of lessons based on science standards that employ strategies that demonstrate their knowledge and understanding of how to select appropriate teaching and motivating learning activities that foster a fair and welcoming learning environment;
 - (II) Plan learning experiences for all students in a variety of environments (e.g., the laboratory, field, virtual, and community) within their fields of certification;
 - (III) Plan lessons in which all students have a variety of opportunities to obtain information, evaluate, communicate, investigate, collaborate, learn from mistakes, and defend their own explanations of scientific phenomena, observations, and data. This includes the proposal and defense of potential solutions to real-world, authentic, scientific and engineering problems; and
 - (V) Plan and implement instruction incorporating universal technologies that support and enhance virtual learning either in person or digitally to include all students in investigation and application of science content, engineering practices, and crosscutting concepts.

- (iv) Safety. Effective teachers of science demonstrate biological, chemical, and physical safety protocols in their classrooms and workspace. They also implement ethical treatment of living organisms and maintain equipment and chemicals as relevant to their fields of certification. Preservice teachers will:
 - (I) Implement activities appropriate for the abilities of all students that demonstrate safe techniques for the procurement, preparation, use, storage, dispensing, supervision, and disposal of all chemicals/materials/equipment used within their fields of certification;
 - (II) Demonstrate an ability to: recognize hazardous situations including overcrowding; implement emergency procedures; maintain safety equipment; provide adequate student instruction and supervision; and follow policies and procedures that comply with established state and national guidelines, appropriate legal state and national safety standards (e.g., Occupational Safety and Health Administration, National Fire Protection Association, Environmental Protection Agency), and best professional practices (e.g., National Science Teaching Association, Georgia Science Teachers Association, National Science Education Leadership Association). This would include awareness of personal liability, duty of care as it relates to students (face-to-face and remote), fellow staff, and visitors to the classroom;
 - (III) Demonstrate ethical decision-making with respect to safe and humane treatment of all living organisms in and out of the classroom, and comply with the legal restrictions and best professional practices on the collection, care,

and use of living organisms as relevant to their fields of certification; and
 - (IV) Demonstrate an awareness of safety-implications associated with remote- learning. This would include awareness of personal responsibility for instructing students on safety-precautions for remote-learning.
- (v) Impact on Student Learning. Effective teachers of science provide evidence that students have learned and can apply disciplinary core ideas, crosscutting concepts, and science and engineering practices as a result of instruction. Effective teachers analyze learning gains for individual students, the class as a whole, and subgroups of students disaggregated by demographic categories, and use these to inform planning and teaching. Preservice teachers will:
 - (I) Design and implement diverse and balanced assessments that allow all students to demonstrate their knowledge and ability to apply, synthesize, evaluate, and communicate their understanding of disciplinary knowledge, nature of science, science and engineering practices, and crosscutting concepts in practical, authentic, and real-world situations;
 - (II) Collect, organize, analyze, evaluate and reflect on a variety of formative and summative evidence and use those data to inform future planning and teaching; and
 - (III) Analyze science-specific assessment data based upon student demographics, categorizing the levels of learner knowledge, and reflect on results for subsequent lesson plans.

- (vi) Professional Knowledge and Skills. Effective teachers of science strive to continuously improve their knowledge of both science content and pedagogy, including approaches for ensuring fairness for all students in science. Teachers will also possess a deeper understanding of how to apply science and engineering practices for their discipline. They identify with and conduct themselves as part of the science education community. Preservice teachers will:
- (I) Engage in critical reflection on their own science teaching to continually improve their instructional effectiveness;
 - (II) Participate in professional learning opportunities to deepen their science content knowledge, and knowledge of science and engineering practices; and
 - (III) Participate in professional learning opportunities to expand their science- specific pedagogical knowledge.
- (vii) Commitment to Three-dimensional Learning. Effective teachers of K-12 science and engineering should focus on a limited number of disciplinary core ideas and crosscutting concepts that are designed so that students continually build on and revise their knowledge and abilities over multiple years while supporting the integration of such knowledge and abilities with the practices needed to engage in scientific inquiry and engineering design. There are three major dimensions, Scientific and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts. All three dimensions need to be integrated into standards, curriculum, instruction, and assessment. Preservice teachers will:
- (I) Emphasize Science and Engineering Practices in their planning and implementation of lessons and units for all science students.
 - I. Asking questions (for science) and defining problems (for engineering);
 - II. Developing and using models;
 - III. Planning and carrying out investigations;
 - IV. Analyzing and interpreting data;
 - V. Using mathematics and computational thinking;
 - VI. Constructing explanations (for science) and designing solutions (for engineering);
 - VII. Engaging in argument from evidence; and
 - VIII. Obtaining, evaluating, and communicating information.
 - (II) Focus deeply on a limited number of Disciplinary Core Ideas within each major category of science disciplines.
 - I. Life Sciences
 - A. From Molecules to organisms: Structures and processes
 - (A) Structure and function

- (B) Growth and development of organisms.
 - (C) Organization for matter and energy flow in organisms
 - (D) Information processing
 - B. Ecosystems: Interactions, energy, and dynamics
 - (A) Interdependent relationships in ecosystems
 - (B) Cycles of matter and energy transfer in ecosystems
 - (C) Ecosystem dynamics, functioning, and resilience
 - (D) Social interactions and group behavior
 - C. Heredity: inheritance and variation of traits
 - (A) Inheritance of traits
 - (B) Variation of traits
 - D. Biological Evolution: Unity and diversity
 - (A) Evidence of common ancestry and diversity
 - (B) Natural selection
 - (C) Adaptation
 - (D) Biodiversity and humans
- II. Chemistry
- A. Matter and its interaction
 - (A) Structure and properties of matter
 - (B) Chemical reactions
 - (C) Nuclear processes
 - B. Energy
 - (A) Definitions of energy
 - (B) Conservation of energy and energy transfer
 - (C) Electromagnetic radiation
- III. Earth Space Science
- A. Earth's place in the Universe
 - (A) The universe and its stars

- (B) Earth and the solar system
 - (C) History of planet Earth
 - B. Earth's systems
 - (A) Earth materials and systems
 - (B) Plate tectonics and large system interactions
 - (C) The roles of water in Earth's surface processes
 - (D) Weather and climate
 - (E) Biogeology
 - C. Earth and Human Activity
 - (A) Natural resources
 - (B) Natural hazards
 - (C) Human impacts on earth's systems
 - (D) Global climate change
- IV. Physics
- A. Matter and its interactions
 - (A) Nuclear processes
 - B. Motion and stability
 - (A) Forces and motion
 - (B) Types of interactions
 - (C) Stability and instability in physical systems
 - C. Energy
 - (A) Definitions of energy
 - (B) Conservation of energy and energy transfer
 - (C) Relationship between energy and forces
 - (D) Energy in chemical processes and everyday life
 - D. Waves and their applications in technologies for information transfer

- (A) Wave properties
- (B) Electromagnetic radiation
- (C) Information technologies and instrumentation. Consistently bear in mind crosscutting concepts as a means to provide linkages between science disciplines across multiple grades

- V. Patterns
- VI. Cause and effect: mechanism and explanation
- VII. Systems and system models
- VIII. Energy and matter; flows, cycles and conservation
- IX. Structure and function
- X. Stability and change

8. Social Studies Concentration. Programs that prepare middle grades teachers in the concentration area of social studies shall meet the following standards adapted from the standards published by the National Council for the Social Studies (2018):

- (i) Content Knowledge. Candidates demonstrate knowledge of social studies disciplines. Candidates are knowledgeable of disciplinary concepts, facts, and tools; structure of inquiry; and forms of representation.
 - (I) Candidates are knowledgeable about the concepts, facts, and tools in civics, economics, geography, and history;
 - (II) Candidates are knowledgeable about disciplinary inquiry in civics, economics, geography, and history.
 - (III) Candidates are knowledgeable about disciplinary forms of representation in civics, economics, geography, and history.
- (ii) Application of Content Through Planning. Candidates plan learning sequences that leverage social studies knowledge and literacies, technology, and theory and research to support the civic competence of learners.
 - (I) Candidates plan learning sequences that demonstrate social studies knowledge aligned with the C3 (College, Career and Civic Life) Framework, state-required content standards, and theory and research;
 - (II) Candidates plan learning sequences that engage learners with disciplinary concepts, facts and tools from the social studies disciplines to facilitate social studies literacies for civic life. Learning sequences should involve experiences that engage students in evaluating accuracy of print and electronic resources, discerning fact vs. opinion and drawing evidence-based conclusions;

- (III) Candidates plan learning sequences that engage learners in disciplinary inquiry to develop social studies literacies for civic life;
 - (IV) Candidates plan learning sequences where learners create disciplinary forms of representation that convey social studies knowledge and civic competence;
 - (V) Candidates plan learning sequences that use technology to foster civic competence.
- (iii) Design and Implementation of Instruction and Assessment. Candidates design and implement instruction and authentic assessments, informed by data literacy and learners' self-assessment, that promote civic competence.
- (I) Candidates design and implement a range of authentic assessments that measure learners' master of disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state- required content standards.
 - (II) Candidates design and implement learning experiences that engage learners in disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state required content standards.
 - (III) Candidates use theory and research to implement a variety of instructional practices and authentic assessments featuring disciplinary knowledge, inquiry, and forms of representation for civic competence.
 - (IV) Candidates exhibit data literacy by using assessment data to guide instructional decision-making and reflect on student learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.
- (iv) Social Studies Learners and Learning. Candidates use knowledge of learners to plan and implement developmentally relevant and responsive pedagogy, create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for a fair and welcoming society.
- (I) Candidates use knowledge of learners' socio-cultural assets, learning demands, and individual identities to plan and implement relevant and responsive pedagogy that ensures learning opportunities for all students in social studies.
 - (II) Candidates facilitate collaborative, interdisciplinary learning environments in which learners use disciplinary facts, concepts, and tools, engage in disciplinary inquiry, and create disciplinary forms of representation.
 - (III) Candidates engage learners in ethical reasoning to deliberate social, political, and economic issues, communicate conclusions, and take informed action toward achieving a more fair and welcoming society.
- (v) Professional Responsibility and Informed Action. Candidates reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities.
- (I) Candidates use theory and research to continually improve their social studies knowledge, inquiry skills, and civic dispositions, and adapt practice to meet the needs of each learner.

- (II) Candidates explore, interrogate, and reflect upon their own backgrounds to attend to issues of fairness, access, power, and human rights within their schools and/or communities.
- (III) Candidates take informed action in schools and/or communities and serve as advocates for learners, the teaching profession, and/or social studies.

[Authority O.C.G.A. 20-2-200](#)

Music Education Program Goals and Objectives

The music education program at Truett McConnell University seeks to prepare individuals for a career teaching general music principle, or instrumental or choral music, in grades P-12. This degree program meets national and state standards for the preparation of public-school music teachers. In addition to the extensive music preparation, significant classroom observation experiences are included in the program, and a significant portion of coursework is devoted to education courses and preparation.

Graduates of this program further seek to become accomplished teachers who advocate for the rights and needs of young children while collaborating and establishing partnerships with parents, schools, and communities. They bring to this task the perspectives and disciplines of a servant-leader who has experienced and wishes to emulate a caring Christian community.

Upon completion of the Music Education program, the candidate will demonstrate the skills and dispositions outlined above from the conceptual framework. In addition, the candidate will be able to demonstrate the following concepts musically (knowledge):

- Demonstrate an understanding of and knowledge of music terminology.
- Demonstrate an understanding and knowledge of the cultural and historical contexts of exemplary works of Western art music.
- Read and interpret the contextual notation of exemplary works of Western art music at an acceptable level with a view towards the satisfactory analysis and performance of those works.
- Perform upon a major applied instrument, both as a soloist and as a member of a music ensemble, appropriate musical works at an acceptable level of artistry.
- Demonstrate acceptable performance proficiency upon a secondary applied instrument.

Music Education Program

Effective June 30, 2026

505-3-.50 Music Education Program Standards

- (1) **Purpose.** This rule states field-specific content standards for approving programs that prepare individuals to teach music in grades P-12, and supplements requirements in GaPSC Rule [505-3-.01](#) REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS, and in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.
- (2) **Requirements.**
 - (a) To receive approval, a GaPSC-approved educator preparation provider shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the following standards based on the competencies published in 2025 by the National Association of Schools of Music (NASM):
 1. Performance.
 - (i) Programs shall prepare candidates who demonstrate technical skills requisite for artistic self-expression in one or more major performance areas at a level appropriate for the particular music concentration.
 - (ii) Programs shall prepare candidates who demonstrate a working understanding of the repertory in their major performance area and the ability to perform from a cross section of that repertory.
 - (iii) Programs shall prepare candidates who demonstrate the ability to read at sight with fluency, demonstrating both general musicianship and, in the major performance area, a level of skill relevant to professional standards appropriate for the particular music concentration.
 - (iv) Programs shall prepare candidates who demonstrate knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation. Rehearsal and conducting skills are required as appropriate to the particular music concentration.
 - (v) Programs shall prepare candidates who demonstrate keyboard or an equivalent chordal accompaniment competency.
 - (vi) Programs shall prepare candidates who demonstrate growth in artistry, technical skills, collaborative competence, and knowledge of repertory through regular ensemble experiences. Ensembles should be varied both in size and nature.
 2. Musicianship Skills and Analysis.
 - (i) Programs shall prepare candidates who demonstrate an understanding of the common elements and organizational patterns of music and their interactions, the ability to employ this understanding in aural, verbal, and visual analyses, and the ability to take aural dictation.
 - (ii) Programs shall prepare candidates who demonstrate sufficient understanding of and capability with musical forms, processes, and structures to use this knowledge and skill in compositional, performance, analytical, scholarly, and pedagogical applications according to the requisites of their specializations.

- (iii) Programs shall prepare candidates who demonstrate the ability to place music in historical, cultural, and stylistic contexts.

3. Composition and Improvisation.

- (i) Programs shall prepare candidates who demonstrate a working ability to compose, arrange, and improvise in one or more musical languages. These may include, but are not limited to, the creation of original compositions or improvisations, variations or improvisations on existing materials, experimentation with various sound sources, including digital/electronic, the imitation of various musical styles, and manipulation of the common elements in non-traditional ways.

4. History, Culture, and Repertory.

- (i) Programs shall prepare candidates who demonstrate a working knowledge of music history through the present time.
- (ii) Programs shall prepare candidates who demonstrate an acquaintance with repertoires beyond the area of specialization. All students must be exposed to a large and varied body of music through study and attendance at recitals, concerts, opera, and musical theater productions, and other performances.

5. Technology.

- (i) Programs shall prepare candidates who demonstrate a working understanding of how technology serves the field of music as a whole. These may include, but are not limited to, digital recording, sound engineering, and music production.
- (ii) Programs shall prepare candidates who demonstrate a working knowledge of the technological developments applicable to their area of specialization.

6. Synthesis.

- (i) Programs shall prepare candidates who work on musical problems by combining, as appropriate to the issue, their capabilities in performance; aural, verbal, and visual analysis; composition/improvisation; and history and repertory.
- (ii) Programs shall prepare candidates who demonstrate a working understanding of interrelationships and interdependencies among various professions and activities that constitute the music enterprise.

7. Music Competencies for Teachers.

- (i) Programs shall prepare candidates who are competent in conducting or facilitating both formal and informal musical experiences, able to create accurate and musically expressive performances with various types of performing groups, and in general classroom situations. Instruction in conducting may include score reading and the integration of analysis, style, performance practices, instrumentation, and conducting techniques.
- (ii) Programs shall prepare candidates who are able to arrange and adapt music from a variety of sources to meet the needs and ability levels of individuals, school performing groups, and classroom situations.

- (iii) Programs shall prepare candidates who demonstrate functional performance abilities in a chordal accompaniment instrument and voice appropriate to the candidate's teaching specialization.
- (iv) Programs shall prepare candidates who demonstrate the ability to apply analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities.

8. Teaching Competencies for Teachers.

- (i) Programs shall prepare candidates who teach music at various levels to different age groups and in a variety of classroom and ensemble settings in ways that develop knowledge of how music works syntactically as a communication medium and developmentally as an agent of civilization. This competency includes effective classroom and rehearsal management.
 - (ii) Programs shall prepare candidates who demonstrate an understanding of child growth and development and an understanding of age-appropriate principles of learning as they relate to music.
 - (iii) Programs shall prepare candidates who demonstrate the ability to assess aptitudes, experiential backgrounds, orientations of individuals and groups of students, and the nature of subject matter, and to plan educational programs to meet assessed needs.
 - (iv) Programs shall prepare candidates who demonstrate knowledge of current methods, materials, and repertoires available in various fields and levels of music education appropriate to the teaching specialization.
 - (v) Programs shall prepare candidates who demonstrate the ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations.
 - (vi) Programs shall prepare candidates who demonstrate an understanding of evaluative techniques and the ability to apply them in assessing both the musical progress of students and the objectives and procedures of the curriculum.
 - (vii) Programs shall prepare candidates who demonstrate knowledge of content, methodologies, pedagogies, materials, technologies, and curriculum development in music education.
- (b) Field Experiences/Clinical Practice. Programs shall prepare candidates who complete field experiences or clinical practice in choral, instrumental, and general music.
- (c) The program shall prepare candidates who meet the P-12 standards for the teaching of reading as specified in Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE (paragraph (3) (g))

Authority O.C.G.A. § 20-2-200

Foundations of Reading, Literacy, and Language

Effective June 30, 2026

505-3-.03 FOUNDATIONS OF READING, LITERACY, AND LANGUAGE

(1) **Purpose.** This rule states reading, literacy, and language content standards for approving programs that prepare individuals to teach children aged birth through kindergarten and children in any subject in grades P-12, and it supplements requirements in GaPSC Rule [505-3-.01 REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS](#).

(2) **Definitions.**

- (a) **Alphabetic Principle:** The idea that letters and letter patterns represent the sounds of spoken language.
- (b) **Comprehension:** Comprehension is the cognitive process of understanding and interpreting information, usually in the context of language, both spoken and written. It involves the ability to extract meaning from words, sentences, and larger units of text or speech, as well as making connections between ideas, drawing inferences, and synthesizing information.
- (c) **Explicit Instruction:** Instruction that is taught directly and clearly, leaving little to chance. Teachers begin by modeling the objective, ensuring that students know what is expected. Students then practice along with the teacher, and finally, they complete the task individually (e.g., I do, we do, you do). Explicit instruction includes practice with immediate corrective feedback.
- (d) **Fluency:** The ability to act (speak, read, write) with ease, accuracy, automaticity/appropriate rate, and prosody. It is an essential component of reading because it permits the reader to focus on constructing meaning from the text rather than on decoding words.
- (e) **Grapheme:** A letter or letter combination that spells a phoneme; it can be one, two, three, or four letters in English (e.g., i, ou, igh, ough).
- (f) **Language (expressive, receptive, and pragmatic language):** (1) Expressive Language: Sharing thoughts and feelings through body language, gestures, facial expressions, vocalizations, or words. (2) Receptive Language: Understanding what others are communicating; understanding the intents of others. (3) Pragmatic Language: The social use of verbal and nonverbal communication.
- (g) **Literacy:** The capacity to engage with and skillfully utilize various forms of communication, including reading, writing, speaking, listening, and digital media, to effectively express, interpret, and interact with a variety of ideas and perspectives.
- (h) **Morpheme:** The smallest meaningful unit of a language that cannot be further divided. A "base," or "root" is a morpheme in a word that gives the word its principle meaning.
- (i) **Phoneme:** The smallest unit of sound in a spoken word; an individual speech sound.
- (j) **Phonemic Awareness:** The ability to detect and manipulate the smallest units (i.e., phonemes) of spoken language. For example, recognition that the word cat includes three distinct sounds or phonemes represents phonemic awareness. Individuals with phonemic awareness can blend phonemes to form spoken words, segment spoken words into their constituent phonemes, delete phonemes from spoken words, add phonemes, and substitute phonemes.
- (k) **Phonics:** An approach to teaching reading that emphasizes the systematic relationship between the sounds of language and the graphemes (i.e., letters or letter combinations) that represent those sounds. Learners apply this knowledge to decode printed words.

- (l) Phonological Awareness: Phonological awareness is the ability to recognize and manipulate the sound structures within spoken language. This skill encompasses the identification and manipulation of various linguistic components, including (1) syllables, such as /bō ok/, (2) onsets and rimes, such as /b/ and /ō ok/, and (3) individual phonemes, such as /b/, /ō o/, and /k/.
- (m) Science of Reading/Scientific Reading Instruction: An evidence-based approach to teaching reading and writing that is rooted in the understanding of cognitive science and its connection to educational outcomes. This method trains educators to teach reading by addressing syllables, morphology, sound-symbol correspondence, semantics, and syntax in a clear, systematic, and diagnostic manner. The approach holistically integrates speaking, listening, reading, and writing by offering explicit, systematic, and tailored instruction in areas such as phonological and phonemic awareness, phonics, syllable patterns, morphology, semantics, and syntax, ensuring a comprehensive and inclusive literacy development experience.
- (n) Spelling: The process of representing a language by means of a writing system.
- (o) Systematic Instruction: The use of a planned, logical sequence to introduce elements taught, building from the simplest to those that are more complex.
- (p) Vocabulary: The collection of words that an individual knows, understands, and actively employs in both written and oral communication. This personalized set of words is dynamic and evolves through exposure to diverse sources and experiences. This definition differs from lexicon, which encompasses the entire set of words within a language.
- (q) Written Expression: A complex process of using various cognitive operations to translate ideas and thoughts into a written language.

(3) Requirements.

- (a) To receive approval, a GaPSC-approved educator preparation provider shall ensure candidates meet the standards specified below for programs leading to initial teacher certification. The standards are adapted from the standards published in 2017 by the International Literacy Association (ILA), the Georgia Early Learning and Development Standards (GELDS) published in 2013, the Knowledge and Practice Standards published in 2018 by the International Dyslexia Association (IDA), and the standards published in 2017 by the National Association for the Education of Young Children (NAEYC). GaPSC-approved programs shall incorporate these standards by Fall 2024.
- (b) Programs that prepare Birth Through Kindergarten and Special Education Preschool teachers shall meet the following standards.
 - 1. Knowledge: Language and Literacy Acquisition.
 - (i) Candidates demonstrate knowledge that the development of language is the foundation for literacy development.
 - (ii) Candidates demonstrate knowledge that language is developed within the context of relationships.
 - (iii) Candidates demonstrate knowledge that social engagement is the means by which we proactively gauge language development.
 - (iv) Candidates demonstrate knowledge that engagement through frequent, social interactions with adults and peers as evidenced by investment, independence, and initiation is the fuel for language development.

- (v) Candidates demonstrate knowledge that when children are engaged their use of language is frequent, functional, socially oriented, and fluid across settings.
- (vi) Candidates will know and be able to explain indicators and phases of typical language development including expressive, receptive, and pragmatic language across the birth to kindergarten continuum.
- (vii) Candidates demonstrate knowledge that language development is essential for individuals to communicate needs, formulate ideas, develop and maintain relationships, and solidify understanding of concepts.
- (viii) Candidates are able to cite evidence and give practical examples showing how phonological awareness skills affect attainment of future literacy skills.
- (ix) Candidates will be able to identify and explain how language development influences cognitive and emotional development, which contributes to literacy and writing development. Candidates will be able to cite examples in practice and explain how to continuously notice, support, and nurture language development across the developmental continuum.
- (x) Candidates understand and explain research describing the effects of communication styles and dialects on foundational early language and literacy learning.
- (xi) Candidates will know and be able to explain that language development is vital to the use of one's "inner dialogue" required for self-regulation.
- (xii) Candidates understand the various ways in which infants and young children communicate their needs, wants, feelings through the use of language (e.g., gestures, body language, facial expressions, vocalizations, or words).
- (xiii) Candidates understand the ways in which infants and young children experiment with expressive language to enhance their communication (e.g., spontaneous vocal play, crying).
- (xiv) Candidates demonstrate knowledge of the ways in which all domains of development impact language development (e.g., fine motor, gross motor, cognitive, and emotional development).

2. Application: Methods and Assessment.

- (i) Curriculum and Instruction.
 - (I) Candidates will implement developmentally responsive practices that meet the instructional needs of students who are at different points of language and literacy development.
 - (II) Candidates select high-quality literary, multimedia, and informational texts; and provide a coherent, integrated, and motivating literacy program for all learners.
 - (III) Candidates design, adapt, implement, and evaluate instructional approaches and materials that are evidence-based, developmentally responsive, and integrated across language and literacy domains with an

emphasis on individual, small, and large group conversations, play, storytelling, rhyming, singing, and writing activities.

- (IV) Candidates plan, modify, and implement developmentally responsive explicit, systematic, cumulative, and teacher-directed and child-directed instruction in the foundational skills of language and literacy, including phonological awareness, alphabetic principle, phonics, reading fluency, vocabulary development, listening and reading comprehension, print awareness, and written expression.
- (V) Candidates scaffold instruction to support learners based on their development, including those with different learning needs. Concepts across the age bands include:
 - I. Phonological and phonemic awareness
 - A. Progression of sound and phonological-awareness skill development across age
 - B. Sound awareness
 - C. Phonological sensitivity
 - D. Rhyming
 - E. Syllabication
 - F. Segmenting, deleting, manipulating phonemes
 - G. Consonant and vowel phonemes
 - II. Print awareness
 - A. Recognition that print has meaning
 - B. Environmental print
 - C. Book handling skills
 - D. Recognition that print is read left to right, top to bottom
 - E. Recognition of a letter, a word, a sentence
 - III. Phonics and word recognition
 - A. Alphabetic principle
 - B. Phoneme-grapheme correspondence
 - C. English orthography
 - D. Systematic, cumulative, and explicit teaching of basic decoding and spelling rules and letter patterns (digraphs, diphthongs, blends, onset-rime, etc.)

- E. Teaching regular and irregular words
- F. Teaching decoding of multisyllabic words
- G. Decodable texts and sound walls in teaching beginning readers
- IV. Reading fluency
 - A. Automatic word reading
 - B. Oral reading fluency including accuracy, automaticity, and prosody
 - C. Varied techniques and methods for building reading fluency
 - D. Appropriate uses of assistive technology
- V. Listening and reading comprehension
 - A. Background knowledge
 - B. Use of pictures and other visual cues, props (puppets, storyboards, etc.)
 - C. Inferencing
 - D. Instructional routines appropriate for each major genre: informational text, narrative text
 - E. Teacher's role as an active mediator of text-comprehension processes (text-to-self, text-to-text, and text-to-world)
- (VI) Candidates design, adapt, implement, and evaluate evidence-based and developmentally responsive instruction and materials to develop writing processes and orthographic knowledge for all learners. They use a structured approach to explicitly teach skills related to written expression. Key terms or concepts related to this area include:
 - I. Written expression
 - A. Supports small and large muscle development needed to support writing
 - B. Developmental phases of writing (random marks, holds simple tools)
 - C. Dictation of children's drawings and thoughts (writes words to describe or name pictures)
 - D. Use of inventive spelling
 - E. Planning, translating (drafting), reviewing, and revising
 - F. Research-based principles for teaching letter formation

- G. Research-based principles for teaching written spelling and punctuation
 - H. Developmental phases of the writing process
 - I. Appropriate uses of assistive technology in written expression.
- (VII) Candidates plan, modify, and implement evidence-based and integrated instruction and materials to support and nurture expressive, receptive, and pragmatic language development. They use a range of instructional approaches, including multi-modal and multi-sensory strategies and context-based instruction. Key terms or concepts related to this area include:
- I. Expressive, receptive, and pragmatic language development
 - A. Adult and peer interaction
 - B. Uses developmentally responsive strategies to support progression of language development
 - C. Role or creation of a stimulating environment including multi-modal materials to enhance engagement — as indicated by learners' investment, independence, and initiation — in supporting/nurturing language development
- (VIII) Candidates plan, modify, and implement evidence-based and integrated instruction and materials to develop vocabulary knowledge for all learners. They use a range of instructional approaches, including direct instruction, context-based instruction, and word-learning strategies. Key terms or concepts related to this area include:
- I. Vocabulary development
 - A. Adult and peer interaction
 - B. Uses strategies to support progression of vocabulary development
 - C. Role of expressive language including non-verbal (gestures, eye contact) and verbal (vocalizations, babbling) in vocabulary development
 - D. Role or creation of a stimulating environment including multi-modal materials to enhance engagement as indicated by learners' investment, independence, and initiation
 - E. Role of vocabulary development and vocabulary knowledge in oral and written language comprehension
 - F. Sources of wide differences in students' vocabularies
 - G. Indirect (contextual) methods of vocabulary instruction and their role and characteristics

H. Direct, explicit methods of vocabulary instruction and their role and characteristics

- (IX) Candidates apply knowledge of learner development and learning differences to create a positive, language and literacy-rich learning environment anchored in materials that promote play, conversation, and exploration (e.g., dramatic play materials, books, blocks) that support and nurture engagement between children and peers, and children and adults.

(ii) Assessment and Evaluation.

- (I) Candidates use observational methods for universally noticing and monitoring, screening if necessary, enhancing opportunities to scaffold students' language and literacy development.
- (II) Candidates understand the purposes, strengths, limitations, reliability/validity, and appropriateness of various types of informal and formal assessments for language and literacy development, including universal monitoring, screening, progress monitoring, diagnostic, and outcome assessments.
- (III) Candidates utilize results of all data collection methods related to language and literacy development to inform and enhance developmentally responsive practices to support learning in universal settings including everyday routines, rituals, and activities.
- (IV) Candidates integrate, summarize, and communicate (orally and in writing) the meaning of educational assessment data for sharing with caregivers, including parents, other educators, and healthcare providers.

3. Language and Literacy Professional Dispositions and Practices.

- (i) Candidates promote language and literacy development for all students by using developmentally responsive practices and engaging in ethical and effective practices that honor all students' linguistic backgrounds.
- (ii) Candidates continuously reflect on their practices, engage in ongoing appreciative inquiry and peer mentorship through collaboration with other educators and advocate for students and their families to support and nurture language and literacy development.

- (c) Programs that prepare Elementary Education (P-5), Special Education General Curriculum/Elementary Education (P-5), and Middle Grades Reading teachers shall meet the following standards.

1. Knowledge: Literacy Acquisition.

- (i) Candidates demonstrate knowledge of language processes required for proficient reading and writing: phonological, orthographic, semantic, syntactic, and discourse.
- (ii) Candidates demonstrate an understanding that learning to read requires explicit, structured, and cumulative instruction.

- (iii) Candidates demonstrate knowledge of the reciprocal relationships among the foundations of reading (i.e., phonological awareness, phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge).
- (iv) Candidates demonstrate the ability to identify and explain how aspects of cognition and behavior can affect reading and writing development.
- (v) Candidates demonstrate an understanding of how environmental and social factors can contribute to literacy development.
- (vi) Candidates demonstrate an understanding of major research findings on the contribution of linguistic and cognitive factors to literacy outcomes.
- (vii) Candidates demonstrate knowledge of the most common intrinsic differences between proficient and striving readers, including motivation, self-efficacy, linguistic, cognitive, and neurobiological factors.
- (viii) Candidates demonstrate an understanding of oral language development, phonemic awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.
- (ix) Candidates demonstrate knowledge of evidence-based instructional approaches that support the development of reading and writing skills, including concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension, and producing writing appropriate to task.
- (x) Candidates demonstrate knowledge of the integration of literacy skills across different subject areas.
- (xi) Candidates demonstrate knowledge of the typical developmental progression of oral language, phoneme awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.
- (xii) Candidates demonstrate knowledge of the reciprocal relationships between decoding, word recognition, spelling, morphology, and vocabulary knowledge.
- (xiii) Candidates demonstrate knowledge of evidence-based instructional approaches that support the development of listening, speaking, viewing, and visually representing, and their centrality to literacy learning.
- (xiv) Candidates demonstrate knowledge of the most common intrinsic differences between strong and striving readers, including linguistic, cognitive, and neurobiological factors.

2. Application: Methods and Assessment.

- (i) Curriculum and Instruction.
 - (I) Candidates demonstrate an understanding of the principles and practices of scientific reading instruction and apply this knowledge to critically examine literacy curricula; select high-quality literary, multimedia, and informational texts; and provide a coherent, integrated, and motivating literacy program for all learners.

- (II) Candidates design, adapt, implement, and evaluate instructional approaches and materials that are evidence-based, developmentally appropriate, and integrated across literacy domains related to the following areas: phonological and phonemic awareness, phonics, word recognition, reading fluency, vocabulary, listening and reading comprehension, and written expression.
- (III) Candidates plan, modify, and implement explicit, systematic, cumulative, and teacher-directed instruction in the foundational skills of reading, including phonological and phonemic awareness, phonics, word recognition, reading fluency, and listening and reading comprehension. Candidates scaffold instruction to support all learners in reading, including those with different learning needs. Concepts related to this area include:
 - I. Phonological and phonemic awareness
 - A. Consonant and vowel phonemes
 - B. Phonological sensitivity
 - C. Phonemic-awareness difficulties
 - D. Progression of phonemic-awareness skill development across age and grade
 - E. Rhyming
 - F. Segmenting, deleting, manipulating phonemes
 - G. Syllabication
 - II. Phonics and word recognition
 - A. Alphabetic principle
 - B. Phoneme-grapheme correspondence
 - C. English orthography
 - D. Systematic, cumulative, and explicit teaching of basic decoding and encoding rules and letter patterns (digraphs, diphthongs, blends, onset-rime, etc.)
 - E. Teaching regular and irregular words
 - F. Teaching decoding of multisyllabic words
 - G. Decodable texts and sound walls in teaching beginning readers
 - III. Reading fluency
 - A. Automatic word reading

- B. Oral reading fluency including accuracy, automaticity, and prosody
 - C. Varied techniques and methods for building reading fluency (e.g., repeated reading, echo reading, and Reader's Theater)
 - D. Appropriate uses of assistive technology
 - E. Repeated and echo reading strategies
- IV. Listening and reading comprehension
- A. Background knowledge
 - B. Inferencing
 - C. Factors that contribute to deep comprehension
 - D. Instructional routines appropriate for each major genre: informational text, narrative text, and argumentation
 - E. Role of sentence comprehension in listening and reading comprehension
 - F. Teacher's role as an active mediator of text-comprehension processes (text-to-self, text-to-text, and text-to-world)
- (IV) Candidates design, adapt, implement, and evaluate evidence-based and developmentally appropriate instruction and materials to develop writing processes and orthographic knowledge for all learners. They use a structured approach to explicitly teach skills related to written expression. Key terms or concepts related to this area include:
- I. Written expression
 - A. Handwriting skills in print and cursive
 - B. Motor skills and letter/word formation
 - C. Transcription and writing fluency
 - D. Major skill domains that contribute to written expression
 - E. Planning, translating (drafting), reviewing, and revising
 - F. Genre
 - G. Research-based principles for teaching letter formation, both manuscript and cursive
 - H. Research-based principles for teaching written spelling and punctuation
 - I. Developmental phases of the writing process

- J. Appropriate uses of assistive technology in written expression.
- (V) Candidates plan, modify, and implement evidence-based and integrated instruction and materials to develop vocabulary knowledge for all learners. They use a range of instructional approaches, including direct instruction, context-based instruction, and word-learning strategies. Key terms or concepts related to this area include:
 - I. Vocabulary
 - A. Role of vocabulary development and vocabulary knowledge in oral and written language comprehension
 - B. Sources of wide differences in students' vocabularies
 - C. Indirect (contextual) methods of vocabulary instruction and their role and characteristics
 - D. Direct, explicit methods of vocabulary instruction and their role and characteristics
 - E. Morphological awareness
- (VI) Candidates apply knowledge of learner development and learning differences to create a positive, literacy-rich learning environment anchored in digital and print literacies.
- (ii) Assessment and Evaluation.
 - (I) Candidates understand the purposes, strengths, limitations, reliability/validity, and appropriateness of various types of informal and formal assessments, including screening, progress monitoring, diagnostic, and outcome assessments, for gathering evidence on students' language acquisition and literacy development.
 - (II) Candidates use observational skills and results of student work to determine students' reading, literacy, and language strengths and needs, and select and administer other appropriate formal and informal assessments for assessing students' language and literacy development.
 - (III) Candidates utilize results of various assessment measures to inform and modify instruction and understand and apply basic principles of test construction and formats, including reliability, validity, criterion, and normed.
 - (IV) Candidates use assessment data in an ethical manner, interpret data to explain student progress, and inform families and colleagues about the function and purpose of assessments.
 - (V) Candidates understand and utilize well-validated screening tests designed to identify students at risk for reading difficulties and students who exhibit characteristics of dyslexia and understand and apply the principles of progress monitoring and reporting with Curriculum-Based Measures (CBMs), including graphing techniques.

- (VI) Candidates understand and utilize informal diagnostic surveys of phonological and phonemic awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing.
- (VII) Candidates read and interpret the most common diagnostic tests used by psychologists, speech-language professionals, and educational evaluators.
- (VIII) Candidates integrate, summarize, and communicate (orally and in writing) the meaning of educational assessment data for sharing with students, parents, and other teachers.

3. Literacy Professional Dispositions and Practices.

- (i) Candidates promote high-quality literacy learning for all students by using responsive practices and engaging in ethical and effective practices that honor all students' linguistic backgrounds.
 - (ii) Candidates act in the best interests of striving readers and maintain the public trust by providing accurate and scientifically supported best practices in the field.
 - (iii) Candidates continuously reflect on their practices, engage in ongoing inquiry, and advocate for students and their families to enhance literacy learning.
- (d) Programs that prepare Middle Grades (4-8) teachers of English language arts, mathematics, science, and social science shall ensure candidates meet the following standards.

1. Knowledge: Literacy Acquisition.

- (i) Candidates demonstrate awareness of language processes required for proficient reading and writing: phonological, orthographic, semantic, syntactic, and discourse.
- (ii) Candidates demonstrate an awareness that learning to read requires explicit, structured, and cumulative instruction.
- (iii) Candidates demonstrate awareness of the reciprocal relationships among the foundations of reading (i.e., phonological awareness, phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge).
- (iv) Candidates demonstrate an awareness of how aspects of cognition and behavior can affect reading and writing development.
- (v) Candidates demonstrate an awareness of how environmental and social factors can contribute to literacy development.
- (vi) Candidates demonstrate an awareness of major research findings on the contribution of linguistic and cognitive factors to literacy outcomes.
- (vii) Candidates demonstrate awareness of the most common intrinsic differences between proficient and striving readers, including linguistic, cognitive, and neurobiological factors.

- (viii) Candidates demonstrate an awareness of the oral language development, phonemic awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.
- (ix) Candidates demonstrate awareness of evidence-based instructional approaches that support the development of reading and writing skills, including concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension, and producing writing appropriate to task.
- (x) Candidates demonstrate awareness of the integration of literacy skills across different subject areas.
- (xi) Candidates demonstrate an awareness of the typical developmental progression of oral language, phoneme awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.
- (xii) Candidates demonstrate awareness of the reciprocal relationships between decoding, word recognition, spelling, morphology, and vocabulary knowledge.
- (xiii) Candidates demonstrate awareness of evidence-based instructional approaches that support the development of listening, speaking, viewing, and visually representing, and their centrality to literacy learning.
- (xiv) Candidates demonstrate an awareness of the most common intrinsic differences between strong and striving readers, including linguistic, cognitive, and neurobiological factors.

2. Application: Curriculum and Instruction.

- (i) Candidates demonstrate an awareness of the principles and practices of scientific reading instruction and apply this knowledge to critically examine literacy curricula; select high-quality literary, multimedia, and informational texts; and provide a coherent, integrated, and motivating literacy program for all learners.
- (ii) Candidates apply adolescent literacy in reading and writing for vocabulary development, word recognition reading comprehension and fluency. Key terms or concepts related to this area include:
 - (I) Reading grade-level texts from a variety of genres with greater focus on higher-order skills such as analyzing texts and developing perspective
 - (II) Reading comprehension for text complexity
 - (III) Writing for a range of authentic purposes and genres
 - (IV) Morphology for understanding multisyllabic words
 - (V) Oral and silent reading fluency
 - (VI) Systematically teach the decoding of multisyllabic words
- (iii) Candidates apply adolescent literacy development to develop disciplinary literacy and content area literacy; developing academic vocabulary and writing for research. Key terms or concepts related to this area include:

- (I) Demonstrate skill in integrating literacy into specific disciplinary studies
- (II) Develop awareness and skill in utilizing a range of content area literacy strategies across the curriculum.

3. Assessment and Evaluation.

- (i) Candidates understand the purposes, strengths, limitations, reliability/validity, and appropriateness of various types of informal and formal assessments, including screening, progress monitoring, diagnostic, and outcome assessments, for gathering evidence on students' language acquisition and literacy development.
- (ii) Candidates utilize results of various assessment measures to inform and modify instruction and understand and apply basic principles of test construction and formats, including reliability, validity, criterion, and normed.
- (iii) Candidates use assessment data in an ethical manner, interpret data to explain student progress, and inform families and colleagues about the function and purpose of assessments.
- (iv) Candidates integrate, summarize, and communicate (orally and in writing) the meaning of educational assessment data for sharing with students, parents, and other teachers.

(e) Programs that prepare Secondary (6-12) teachers shall meet the following standards.

1. Knowledge: Literacy Acquisition.

- (i) Candidates demonstrate awareness of the five language processing requirements for proficient reading and writing: phonological, orthographic, semantic, syntactic, and discourse.
- (ii) Candidates demonstrate awareness that learning to read requires explicit, structured, and cumulative instruction.
- (iii) Candidates demonstrate awareness of the reciprocal relationships between phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge.
- (iv) Candidates demonstrate an awareness of how aspects of cognition and behavior can affect reading and writing development.
- (v) Candidates demonstrate an awareness of how environmental and social factors can contribute to literacy development.
- (vi) Candidates demonstrate an awareness of major research findings on the contribution of linguistic and cognitive factors to literacy outcomes.
- (vii) Candidates demonstrate awareness of the most common intrinsic differences between proficient and striving readers, including linguistic, cognitive, and neurobiological factors.
- (viii) Candidates demonstrate an awareness of the typical developmental progression of oral language, phonemic awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.

- (ix) Candidates demonstrate an awareness of evidence-based instructional approaches that support the development of reading and writing skills, including concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension, and producing writing appropriate to task.
- (x) Candidates demonstrate awareness of the integration of literacy skills across different subject areas.

2. Application: Curriculum and Instruction.

- (i) Candidates develop disciplinary literacy and content area literacy; developing academic vocabulary and writing for research. Key terms or concepts related to this area include:
 - (I) Demonstrate skill in integrating literacy into specific disciplinary studies.
 - (II) Develop awareness and skill in utilizing a range of content area literacy strategies across the curriculum, including informational text.

3. Assessment and Evaluation.

- (i) Candidates should be familiar with the student support services available in their school or district. These may include reading specialists, writing tutors, or special education services.
 - (ii) Candidates should collaborate with student support service providers to ensure that students receive appropriate services. This may involve sharing information about the student's strengths and weaknesses, providing feedback on interventions, and monitoring the student's progress.
- (f) Programs that prepare teachers for the Special Education (P-12) fields of General Curriculum, Adapted Curriculum, Deaf Education, Physical and Health Disabilities, and Vision Impairment shall meet the following standards.

1. Knowledge: Literacy Acquisition.

- (i) Candidates demonstrate knowledge of language processes required for proficient reading and writing: phonological, orthographic, semantic, syntactic, and discourse.
- (ii) Candidates demonstrate an understanding that learning to read requires explicit, structured, and cumulative instruction.
- (iii) Candidates demonstrate knowledge of the reciprocal relationships among the foundations of reading (i.e., phonological awareness, phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge).
- (iv) Candidates demonstrate the ability to identify and explain how aspects of cognition and behavior can affect reading and writing development.
- (v) Candidates demonstrate an understanding of how environmental and social factors can contribute to literacy development.
- (vi) Candidates demonstrate an understanding of major research findings on the contribution of linguistic and cognitive factors to literacy outcomes.

- (vii) Candidates demonstrate knowledge of the most common intrinsic differences between proficient and striving readers, including linguistic, cognitive, and neurobiological factors.
- (viii) Candidates demonstrate an understanding of the oral language development, phonemic awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.
- (ix) Candidates demonstrate knowledge of evidence-based instructional approaches that support the development of reading and writing skills, including concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension, and producing writing appropriate to task.
- (x) Candidates demonstrate knowledge of the integration of literacy skills across different subject areas.

2. Application: Methods and Assessment.

- (i) Curriculum and Instruction.
 - (I) Candidates demonstrate an understanding of the principles and practices of scientific reading instruction and apply this knowledge to critically examine literacy curricula; select high-quality literary, multimedia, and informational texts; and provide a coherent, integrated, and motivating literacy program for all learners.
 - (II) Candidates design, adapt, implement, and evaluate instructional approaches and materials that are evidence-based, developmentally appropriate, and integrated across literacy domains. Key terms or concepts related to this area include:
 - I. Reading grade-level texts from a variety of genres with greater focus on higher-order skills such as analyzing texts and developing perspective
 - II. Reading comprehension for text complexity
 - III. Writing for a range of authentic purposes and genres
 - IV. Morphology for understanding multisyllabic words
 - V. Oral and silent reading fluency
 - VI. Systematically teach the decoding of multisyllabic words
 - VII. Content area literacy
 - VIII. Academic vocabulary
 - IX. Demonstrate skill in integrating literacy into specific disciplinary studies
- (ii) Assessment and Evaluation.

- (I) Candidates understand the purposes, strengths, limitations, reliability/validity, and appropriateness of various types of informal and formal assessments, including screening, progress monitoring, diagnostic, and outcome assessments, for gathering evidence on students' language acquisition and literacy development.
 - (II) Candidates should be familiar with the student support services available in their school or district. These may include reading specialists, writing tutors, or special education services.
 - (III) Candidates should collaborate with student support service providers to ensure that students receive appropriate services. This may involve sharing information about the student's strengths and weaknesses, providing feedback on interventions, and monitoring the student's progress.
 - (IV) Teachers should communicate with parents and guardians about their child's reading and writing deficiencies and the steps being taken to address them. This may involve discussing the student's progress, setting goals, and providing resources for parents to use at home.
- (g) Programs that prepare teachers for the P-12 fields of Art, Computer Science, Dance, Drama, Engineering and Technology, English to Speakers of Other Languages, Foreign Language, Health and Physical Education, and Music shall meet the following standards.

1. Knowledge: Literacy Acquisition.

- (i) Candidates demonstrate awareness of language processes required for proficient reading and writing: phonological, orthographic, semantic, syntactic, and discourse.
- (ii) Candidates demonstrate an awareness that learning to read requires explicit, structured, and cumulative instruction.
- (iii) Candidates demonstrate awareness of the reciprocal relationships among the foundations of reading (i.e., phonological awareness, phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge).
- (iv) Candidates demonstrate awareness of how aspects of cognition and behavior can affect reading and writing development.
- (v) Candidates demonstrate an awareness of how environmental and social factors can contribute to literacy development.
- (vi) Candidates demonstrate an awareness of major research findings on the contribution of linguistic and cognitive factors to literacy outcomes.
- (vii) Candidates demonstrate awareness of the most common intrinsic differences between proficient and striving readers, including linguistic, cognitive, and neurobiological factors.
- (viii) Candidates demonstrate an awareness of the oral language development, phonemic awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.

- (ix) Candidates demonstrate awareness of evidence-based instructional approaches that support the development of reading and writing skills, including concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension, and producing writing appropriate to task.
- (x) Candidates demonstrate awareness of the integration of literacy skills across different subject areas.

2. Application: Methods and Assessment.

- (i) Curriculum and Instruction.
 - (I) Candidates demonstrate an understanding of the principles and practices of scientific reading instruction and apply this knowledge to critically examine literacy curricula; select high-quality literary, multimedia, and informational texts; and provide a coherent, integrated, and motivating literacy program for all learners.
 - (II) Candidates design, adapt, implement, and evaluate instructional approaches and materials that are evidence-based, developmentally appropriate, and integrated across literacy domains. Key terms or concepts related to this area include:
 - I. Reading grade-level texts from a variety of genres with greater focus on higher-order skills such as analyzing texts and developing perspective
 - II. Reading comprehension for text complexity
 - III. Writing for a range of authentic purposes and genres
 - IV. Morphology for understanding multisyllabic words
 - V. Oral and silent reading fluency
 - VI. Systematically teach the decoding of multisyllabic words
 - VII. Content area literacy
 - VIII. Academic vocabulary
 - IX. Demonstrate skill in integrating literacy into specific disciplinary studies
- (ii) Assessment and Evaluation.
 - (I) Candidates should be familiar with the student support services available in their school or district. These may include reading specialists, writing tutors, or special education services.
 - (II) Candidates should collaborate with student support service providers to ensure that students receive appropriate services. This may involve sharing information about the student's strengths and weaknesses, providing feedback on interventions, and monitoring the student's progress.

Secondary English Education Program Goals and Objectives

The TMU Secondary English Education Program seeks to prepare teachers of English language arts for grades 6–12. Graduates of this program strive to become accomplished educators who inspire students to become thoughtful readers, effective writers, confident communicators, and critical thinkers. They are committed to creating engaging learning environments that foster literacy, creativity, collaboration, and a lifelong appreciation for language and literature. Through the integration of content knowledge, research-based instructional practices, and meaningful assessment, candidates prepare diverse learners for success in school, the workplace, and civic life. They bring to this calling the perspectives and disciplines of a servant-leader who has experienced and seeks to emulate a caring Christian community.

Upon completion of the Secondary English Education Program, the candidate will:

- Understand the development and learning processes of an adolescent to young adult learner.
- Use that knowledge to construct and implement an integrated, developmentally appropriate curriculum for grades 6-12, exhibiting both organization and flexibility in the process.
- Understand that learning is a lifelong process for adolescents and teachers alike and continually seek to develop new knowledge and skills.
- Appreciate the importance of community in working with diverse learners and families in ways that are respectful, responsive and proactive.
- Create learning environments and communities with students, peers and parents that are characterized by caring, communication and collaboration.
- Use a wide variety of assessment strategies to enhance the learning and development of adolescents and be willing to reflectively assess their own teaching to enhance the development of their own skills.
- Integrate technological advances as a routine part of the curriculum.
- Behave as a professional, exhibiting responsibility and ethical behavior and taking initiative and leadership as the task at hand requires.

Secondary English Education

Effective June 30, 2026

Rule 505-3-.24. English Education Program

- (1) **Purpose.** This rule states field-specific content standards for approving programs that prepare individuals to teach English Language Arts (ELA) in grades 6-12, and supplements requirements in Rule [505-3-.01](#) REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS and in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.
- (2) **Requirements.**
 - (a) A GaPSC-approved educator preparation provider shall offer an educator preparation program described in program planning forms, catalogs, and syllabi addressing the following standards, adapted from the standards published in 2021 by the National Council of Teachers of English.
 1. Learners and Learning in English Language Arts. Candidates apply and demonstrate knowledge of learners and learning to foster learning environments that support coherent, relevant, 6-12 standards-aligned, and differentiated instruction to engage all 6-12 learners in ELA.
 - (i) Candidates gather and interpret comprehensive data on learners' individual differences, identities, and funds of knowledge to foster learning environments that actively engage all learners in ELA;
 - (ii) Candidates apply and demonstrate knowledge of how the constructs of adolescence/adolescents and learners' identities affect learning experiences to foster coherent, relevant, responsive instruction that critically engages all learners in ELA; and
 - (iii) Candidates apply and demonstrate knowledge of learning processes that involve individually, collaboratively, and critically accessing, consuming, curating, and creating texts (e.g., print, non-print, digital, media).
 2. English Language Arts Content Knowledge. Candidates apply and demonstrate knowledge and theoretical perspectives pertaining to texts (e.g., print, non-print, digital, media), composition, language, and languaging practices, and crosscutting concepts to develop deep understandings of the core disciplinary ideas in their instructional planning.
 - (i) Candidates apply and demonstrate knowledge and theoretical perspectives about a variety of literary and informational texts (e.g., young adult, classic, contemporary, and media) representing a range of world literatures, historical traditions, genres, cultures, and lived experiences;
 - (ii) Candidates apply and demonstrate knowledge and theoretical perspectives of the relationships among form, audience, context, and purpose by composing and critically curating a range of texts (e.g., print, non-print, digital, media); and
 - (iii) Candidates apply and demonstrate knowledge and theoretical perspectives of language and languaging, including language acquisition, conventions, dialect, grammar systems, and the impact of languages on society as they relate to various rhetorical situations (e.g., journalism, social media, popular culture) and audiences.
 3. Instructional Practice and Planning for Instruction in ELA. Candidates apply and demonstrate knowledge of theories, research, and ELA to plan coherent, relevant, 6-12 standards-aligned, differentiated instruction and assessment.

- (i) Candidates use a variety of resources and technologies to plan coherent, relevant, standards-aligned, and differentiated instruction that incorporates theories, research, and knowledge of ELA to support and engage all learners in meeting learning goals; and
 - (ii) Candidates identify and/or design formative and summative assessments that reflect ELA research, align with intended learning outcomes, and engage all learners in monitoring their progress toward established goals.
4. Instructional Practice and Planning for Assessment in ELA. Candidates implement coherent, relevant, 6-12 standards-aligned, and differentiated ELA instruction and assessment to motivate and engage all learners.
- (i) Candidates implement coherent, relevant, 6-12 standards-aligned, and differentiated instruction that uses a variety of resources and technologies and incorporates theories, research, and knowledge of ELA to support and engage all learners in meeting learning goals;
 - (ii) Candidates implement formative and summative assessments that reflect ELA research, align with intended learning outcomes, engage all learners in monitoring their progress toward established goals, and guide the next steps of ELA instruction; and
 - (iii) Candidates communicate with learners about their performance in ELA in multiple ways that actively involve them in their own learning (e.g., learning management systems, digital communication tools, conferencing, and written feedback).
5. Professional Responsibility for ELA teachers. Candidates reflect on their ELA practice, use knowledge and theoretical perspectives to collaborate with educational community members, and demonstrate readiness for leadership, professional learning, and advocacy.
- (i) Candidates reflect on their own identities and experiences and how they frame their practices and impact their teaching of ELA;
 - (ii) Candidates use feedback and evidence from a range of sources to reflect upon and inform their practice;
 - (iii) Candidates apply and demonstrate knowledge in collaboration with learners, families, colleagues, and ELA-related learning communities; and
 - (iv) Candidates demonstrate readiness for leadership, professional learning, and advocacy for learners, themselves, and ELA.
- (b) The program shall prepare candidates who meet the Secondary (6-12) standards for the teaching of reading as specified in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE (paragraph (3) (e)).

Current through Rules and Regulations filed through June 30, 2026.

Secondary History Education Program Goals and Objectives

The TMU Secondary History Education Program seeks to prepare teachers of history for grades 6–12. Graduates of this program strive to become accomplished educators who cultivate historical understanding, civic responsibility, and informed decision-making among adolescents. They are committed to engaging students in historical inquiry, critical analysis, and the thoughtful examination of multiple perspectives while fostering an appreciation for the people, events, and ideas that have shaped our world. Through the integration of disciplinary knowledge, inquiry-based instruction, meaningful assessment, and ethical practice, candidates prepare students to become informed, responsible, and engaged citizens. They bring to this calling the perspectives and disciplines of a servant-leader who has experienced and seeks to emulate a caring Christian community.

Upon completion of the Secondary English Education Program, the candidate will:

- Understand the development and learning processes of an adolescent to young adult learner.
- Use that knowledge to construct and implement an integrated, developmentally appropriate curriculum for grades 6-12, exhibiting both organization and flexibility in the process.
- Understand that learning is a lifelong process for adolescents and teachers alike and continually seek to develop new knowledge and skills.
- Appreciate the importance of community in working with diverse learners and families in ways that are respectful, responsive and proactive.
- Create learning environments and communities with students, peers and parents that are characterized by caring, communication and collaboration.
- Use a wide variety of assessment strategies to enhance the learning and development of adolescents and be willing to reflectively assess their own teaching to enhance the development of their own skills.
- Integrate technological advances as a routine part of the curriculum.
- Behave as a professional, exhibiting responsibility and ethical behavior and taking initiative and leadership as the task at hand requires.

Secondary History Education

Effective June 30, 2026

Rule 505-3-.26. History Education Program

- (1) **Purpose.** This rule states field-specific content standards for approving programs that prepare individuals to teach History in grades 6-12, and supplements requirements in GaPSC Rule [505-3-.01](#) REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS and in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.
- (2) **Requirements.**
 - (a) A GaPSC-approved educator preparation provider shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the following standards adapted from the National Council for the Social Studies (2018):
 1. Content Knowledge. Candidates demonstrate knowledge of social studies disciplines. Candidates are knowledgeable of disciplinary concepts, facts, and tools; structures of inquiry; and forms of representation.
 2. Application of Content Through Planning. Candidates plan learning sequences that leverage social studies knowledge and literacies, technology, and theory and research to support the civic competence of learners as indicated by the following:
 - (i) Candidates plan learning sequences that demonstrate social studies knowledge aligned with the College, Career and Civic Life (C3) Framework, state-required content standards, and theory and research.
 - (ii) Candidates plan learning sequences that engage learners with disciplinary concepts, facts, and tools from the social studies disciplines to facilitate social studies literacies for civic life.
 - (iii) Candidates plan learning sequences that engage learners in disciplinary inquiry to develop social studies literacies for civic life.
 - (iv) Candidates plan learning sequences where learners create disciplinary forms of representation that convey social studies knowledge and civic competence.
 - (v) Candidates plan learning sequences that use technology to foster civic competence.
 3. Design and Implementation of Instruction and Assessment. Candidates design and implement instruction and authentic assessments, informed by data literacy and learner self-assessment, that promote civic competence.
 - (i) Candidates design and implement a range of authentic assessments that measure learners' mastery of disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards.
 - (ii) Candidates design and implement learning experiences that engage learners in disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards.
 - (iii) Candidates use theory and research to implement a variety of instructional practices and authentic assessments featuring disciplinary knowledge, inquiry, and forms of representation for civic competence.

- (iv) Candidates exhibit data literacy by using assessment data to guide instructional decision-making and reflect on student learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.
 - (v) Candidates engage learners in self-assessment practices that support individualized learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.
4. Social Studies Learners and Learning. Candidates use knowledge of learners to plan and implement relevant and responsive pedagogy, create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for a society that promotes the well-being of all.
- (i) Candidates use knowledge of learners' socio-cultural assets, learning demands, and individual identities to plan and implement relevant and responsive pedagogy that ensures learning opportunities for all students in social studies.
 - (ii) Candidates facilitate collaborative, interdisciplinary learning environments in which learners use disciplinary facts, concepts, and tools, engage in disciplinary inquiry, and create disciplinary forms of representation.
 - (iii) Candidates engage learners in ethical reasoning to deliberate social, political, and economic issues, communicate conclusions, and take informed action toward achieving a society that promotes the well-being of all.
5. Professional Responsibility and Informed Action. Candidates reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities.
- (i) Candidates use theory and research to continually improve their social studies knowledge, inquiry skills, and civic dispositions, and adapt practice to meet the needs of each learner.
 - (ii) Candidates explore, interrogate, and reflect upon their own cultural frames to attend to issues of fairness, acceptance, access, power, human rights, and social justice within their schools and/or communities.
 - (iii) Candidates take informed action in schools and/or communities and serve as advocates for learners, the teaching profession, and/or social studies.

- (b) The program shall prepare candidates who meet the Secondary (6-12) standards for the teaching of reading as specified in GaPSC Rule [505-3-.03](#) FOUNDATIONS OF READING, LITERACY, AND LANGUAGE (paragraph (3) (e)).

- (3) **Specialty Field.** The program shall require a major or equivalent in history that meets the specialty area standard listed below:
- (a) History. Candidates seeking certification in the field of history are expected to possess the knowledge, skills, and dispositions necessary to organize and provide instruction at the appropriate school level for the study of history and should hold a major or an equivalent in the field. The equivalent of a major is defined for secondary (6-12) fields as a minimum of twenty-one (21) semester hours of content coursework that addresses the program content standards for the field.

Current through Rules and Regulations filed through June 30, 2026.

