



# **TEACHER PREPARATION PROGRAM**

## **HANDBOOK**

### **CENTER FOR TEACHER PREPARATION**

**Shorter University  
College of Adult and Professional Studies  
1903 Phoenix Boulevard, Suite 150  
Atlanta, GA 30349  
(678) 260-3603**

Summer 2011

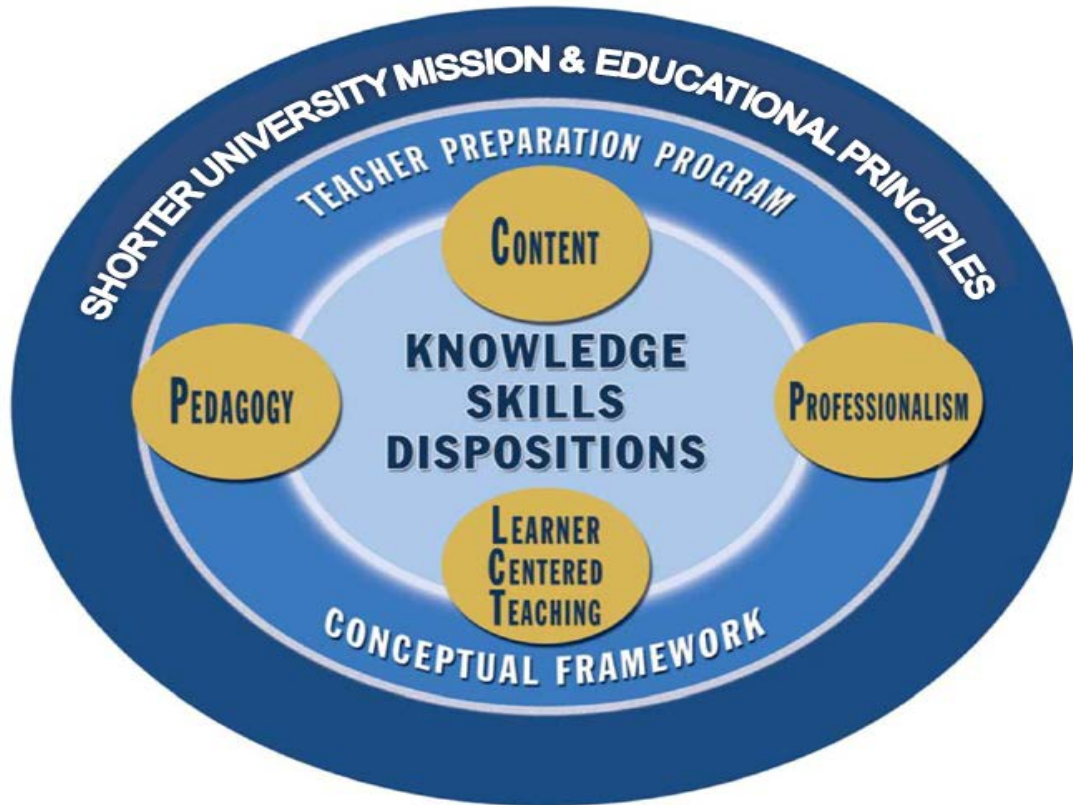
## PREFACE

The Teacher Preparation Program at Shorter University offers majors that are competency-based and practicum-based studies of the art and science of teaching. The foundation of the Teacher Preparation Program is the Conceptual Framework with its specific goals and objectives for teacher candidates to achieve. Guidelines and requirements of the program are based on this Conceptual Framework and the continually updated requirements for teacher certification in the State of Georgia.

Every student who plans to teach needs to use the current *Teacher Preparation Program Handbook – Center for Teacher Preparation* as a guide. The student is responsible for studying its content, asking questions for clarification, planning his/her university experiences accordingly, and following the instructions provided herein.

## TABLE OF CONTENTS

Teacher Preparation Program Conceptual Framework and logo	4
The Mission of Shorter University	5
Shorter University Educational Principles	5
Teacher Preparation Program Mission	6
Teacher Preparation Program Vision Statement	6
Teacher Preparation Program Goals and Objectives	8
Teacher Preparation Program Descriptive Narrative	11
Philosophical Understanding of the Learning Process	11
Accreditation	16
Certification	16
Programs of Study	16
Liability Insurance	17
Field Experiences	17
Evaluation Record for Practicum Evaluation	18
Memo to Preservice Teachers	20
Field Placement Plan	21
Attendance Policy	26
Definitions and Explanations of Requirements	27
Preparing for your program	30
Criteria for Admission to Teacher Preparation program	31
Transition Point 1	31
Transition Point 2	32
Transition Point 3	33
Transition Point 4	33
Criteria for Certification by the State of Georgia	35
Applying for Certification	35
Personal Affirmation Statement	36
Teacher Preparation Program Procedures	38
Student Contract	40
Documents Checklist	41
Code of Ethics	42



SHORTER UNIVERSITY  
TEACHER PREPARATION PROGRAM  
CONCEPTUAL FRAMEWORK

At Shorter University, all programs (including Teacher Preparation Program) originate from the University Mission and eight Educational Principles. At the center of the Conceptual Framework for Teacher Preparation Program is the purpose: to build knowledge, skills, and dispositions of students. With that in mind, the Teacher Preparation Program focuses on four basic goals for teacher candidates: (a) to demonstrate subject matter knowledge; (b) to acquire and demonstrate effective pedagogy; (c) to demonstrate professionalism; and (d) to address the psychological, social, and cultural needs of learners. “Learner-centered teaching,” a term used synonymously with “addressing learners’ needs,” characterizes both the approach of the Shorter College faculty and the program expectations for the teacher candidates. Thus the motto of the Conceptual Framework of the Shorter University Teacher Program is “**Learners First.**”

# **SHORTER UNIVERSITY TEACHER PREPARATION PROGRAM CONCEPTUAL FRAMEWORK**

## **The Mission of Shorter University**

The Mission of Shorter University is to provide quality higher education, enabling and encouraging student commitment to active life-long learning, personal spiritual values, responsible citizenship, and community and societal leadership in a global context.

The University seeks to accomplish this Mission through quality undergraduate, liberal arts programs, specialized professional programs, and select graduate programs. Geographically distant locations provide educational opportunities to individuals who are unable to attend classes in a traditional setting. The University affirms a commitment to the Christian faith and strives to integrate Christian values within a nurturing community in its whole process of education.

## **Shorter University Educational Principles**

Shorter University provides a curriculum and an educational environment that:

- I Effectively immerses students in the historical, scientific, and cultural bases for contemporary civilization by combining intellectual discovery with critical thinking.
- II Engages students in a discussion of the values that bind together our society in general and the Christian community in particular.
- III Ensures that students reach the level of skill in written oral communication, mathematics, technology, and information literacy necessary to take full advantage of college course work and that they continue to exercise and enlarge these skills.
- IV Persuades students of the value of integrating knowledge and forming relationships among courses and between acquired knowledge of new ideas.
- V Promotes in students the habit of acting on their responsibilities as members of our society and of the world community.
- VI Promotes in students the habit of enriching their lives through art and religion.
- VII Promotes in students the habit of maintaining physical, spiritual, and emotional health and well-being.
- VIII Prepares students for careers or further education.

## **Teacher Preparation Program Mission**

The Mission of the Teacher Preparation Program at Shorter University is to provide exemplary classroom and field experiences for its students so that they may become successful teachers dedicated to life-long learning, personal growth, collaborative effort, responsible citizenship, and community leadership in a global context. Upon successful completion of the program, Shorter graduates will possess content, pedagogical, and curricular knowledge, but more importantly, they will be caring professionals, concerned for the needs of others and able to effectively assist others in the learning process.

## **Teacher Preparation Program Vision Statement**

To look to the future, one needs an understanding of the past. The Teacher Preparation Program at Shorter University has a rich heritage upon which to build. Shorter University was founded in 1873 in order to prepare young women for fulfilling lives and active careers. Understanding that this generation of young women had fewer opportunities for marriage as a result of the Civil War, the members of Rome Baptist Church attempted to prepare these young ladies for whatever the future might hold for them. The teaching profession was then, as it is now, one of the most popular career choices for women. Thus, from the beginning of its existence, Shorter has been preparing young women for the meaningful life of serving others through assisting them in the learning process. Shorter graduates have walked the halls of most school systems in Georgia for more than a hundred years. Quietly, and sometimes not so quietly, they have served their communities and led each new generation of young people to self awareness, intellectual knowledge, and cultural understanding.

Young men joined the women at Shorter in the 1950s as the University became coeducational. They were just in time to feel the impact of the Civil Rights movement. Along with other private, liberal arts universities, Shorter accepted the changes and worked to make social transitions positive and productive. Leading the way in the Rome Council on Human Relations were the Shorter faculty and administrators as well as public school teachers, many of whom were Shorter graduates. The Christian heritage of Shorter helped foster a depth of compassion for others that these people lived and that continues to be one of the distinguishing qualities of Shorter graduates.

Compassion for others has always made the Teacher Preparation Program at Shorter special. Most recently, it has been evident as faculty members rethought, reworked, and revised their explanation of what they believe the teaching profession and the learning process to be. Always at the heart of that discussion was the learner. The needs of the learner were uppermost in the minds of faculty members whose own backgrounds, racial identities, and cultural heritage model diversity. Their unity has been and will continue to be in their deep commitment to their students.

An integral part of their service to the students in the Teacher Preparation Program is the beneficial collaboration that faculty members foster with other liberal arts faculty of the university, public school faculty and administrators, and with community resource persons. Through this partnership, preservice teachers are guided by experienced professionals. This

support system helps the teacher candidate become a life-long learner, child advocate, and devoted professional.

Thus, the vision for the future of the Teacher Preparation Program at Shorter University is to continue what the program has done so successfully over the years.

1. To keep the needs of others uppermost.
2. To adapt to change and help others make the desirable transitions.
3. To uphold high standards of scholarship and professionalism.
4. To model cultural diversity and global awareness.
5. To foster cooperation and collaboration in order to accomplish shared goals.

The goals of the Teacher Preparation Program are linked in spirit and in reality to the Mission of Shorter University and its Educational Principles. In order to illustrate this, parenthetical connections to the university mission and principles have been provided in the following text after each Teacher Preparation Program Goal.

**CONCEPTUAL FRAMEWORK  
GOALS AND OBJECTIVES  
OF THE  
SHORTER UNIVERSITY  
TEACHER PREPARATION PROGRAM**

**GOAL I. Preservice teachers will demonstrate subject matter knowledge appropriate to their grade levels and specializations. (Educational Principle I)**

*Preservice teachers will*

1. Demonstrate current knowledge of subject and theories of the discipline. (k)\*
2. Know and utilize diverse viewpoints and perspectives of experts in their field (k,s)
3. Integrate knowledge across academic disciplines. (k)
4. Demonstrate skills required to practice the discipline effectively. (s)
5. Use appropriate, available technology for the academic subject. (s)
6. Use the following elements of the learning process to master the discipline content: motivation, understanding, contextualizing, reflection, critical thinking, social interaction, performance. (k)

**GOAL II. Preservice teachers will acquire and demonstrate pedagogical knowledge appropriate to their grade levels and specializations. (Educational Principles I, IV, VIII)**

*Preservice teachers will*

1. Demonstrate knowledge of instructional strategies, activities, and educational theories for the disciplines taught. (k)
2. Implement curricula using their understanding of the learning process: motivation, understanding, contextualizing, reflection, critical thinking, social interaction, performance. (k, s)
3. Develop assessments that consider the developmental stage and needs of the learner. (k, s)
4. Utilize assessment data to determine learning objectives, make instructional decisions, and revise curricula. (k, s)
5. Employ a variety of technologies in their teaching. (s)

**GOAL III. Preservice teachers will address the psychological, social, and cultural needs of learners. (University Mission, Educational Principles II, V)**

*Preservice teachers will*

1. Diagnose learner needs with appropriate assessments. (k, s)
2. Promote self-confidence in learners. (d)
3. Encourage cooperation among learners. (d)
4. Demonstrate multicultural and global awareness. (k, d)
5. Use community resources. (s)
6. Involve parents or guardians. (s)
7. Maintain a physical environment conducive to learning. (s)
8. Plan and practice effective classroom management skills. (s)

**GOAL IV. Preservice teachers will demonstrate professionalism. (University Mission, Educational Principles II, V)**

*Preservice teachers will*

1. Establish respectful relationships. (d)
2. Work collaboratively. (d)
3. Display professional demeanor and appearance. (d)
4. Base decisions and performance on high moral and ethical standards. (d)
5. Develop a teaching philosophy that reflects the ethics of the profession. (k, d)
6. Evaluate their own professional growth through reflection and synthesis of data from multiple sources. (k, d)
7. Demonstrate professional growth. (s)
8. Value life-long learning. (d)

\* k = knowledge; s = skills; d = dispositions  
(REVISED: January 2004)

**Interstate New Teacher Assessment and Support Consortium (INTASC)**

[http://www.ccsso.org/projects/Interstate\\_New\\_Teacher\\_Assessment\\_and\\_Support\\_Consortium/](http://www.ccsso.org/projects/Interstate_New_Teacher_Assessment_and_Support_Consortium/)

The Interstate New Teacher Assessment and Support Consortium (INTASC) is a consortium of state education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and on-going professional development of teachers. Created in 1987, INTASC's primary constituency is state education agencies responsible for teacher licensing, program approval, and professional development. Its work is guided by one basic premise: An effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to assure that *all* students learn and perform at high levels.

**Mission of INTASC**

The mission of INTASC is to provide a forum for its member states to learn about and collaborate in the development of

- compatible educational policy on teaching among the states
- new accountability requirements for teacher preparation programs
- new techniques to assess the performance of teachers for licensing and evaluation
- new programs to enhance the professional development of teachers

**“Core” Standards**

INTASC's *Model Standards for Beginning Teacher Licensing, Assessment and Development: A Resource for State Dialogue* (1992) outline the knowledge, dispositions, and performances deemed essential for all teachers regardless of the subject or grade level being taught. Drafted by a committee of teachers, teacher educators, and state agency officials, they represent a shared view among the states and within the profession of what constitutes competent beginning

teaching. These standards are currently being translated into standards for various subject matter areas and specific student populations.

### **INTASC Standards**

**INTASC-1 STANDARD:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

**INTASC-2 STANDARD:** The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

**INTASC-3 STANDARD:** The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

**INTASC-4 STANDARD:** The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

**INTASC-5 STANDARD:** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**INTASC-6 STANDARD:** The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**INTASC-7 STANDARD:** The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

**INTASC-8 STANDARD:** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

**INTASC-9 STANDARD:** The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

**INTASC-10 STANDARD:** The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

## Teacher Preparation Program Descriptive Narrative

The preservice teacher who completes the Teacher Preparation Program at Shorter University will be prepared to enter the teaching profession with all of the skills, understanding, knowledge, attitudes, and ethics necessary to be a successful teacher. Through various program experiences, the student will be able to build an understanding of what a successful teacher does. The student will also develop a life-long desire to increase competence as an education. The preservice teacher who completes the program will be ready for more formal study at the graduate level or less formal improvement based upon reflection and self-study. Along with continuing personal development as a professional, the teacher should also be a leader in the continuous process of making schools better for all children.

The experiences in the Teacher Preparation Program at Shorter include a thorough study of the principles of development, the principles of learning and motivation, and content in the discipline(s). Also included in the program are field work experiences culminating in student teaching. Field work allows the teacher candidate to discover and acquire the craft knowledge of master teachers. The ability of the Teacher Preparation Program to provide such outstanding opportunities for preservice teachers is the result of successful, long-term collaboration with local school systems by the faculty members. Combining the wisdom of experience of these qualified and diverse faculty with their emphasis on recent research, modern theory and proficiency in the use of technology, Shorter's Teacher Preparation Program prepares the teacher for life-long learning and professional development.

Equally important is the development of professional ethics. Shorter University's commitment to liberal arts education from a Christian perspective for all students provides the basis for the development of a teacher's professional ethics. Central to professional ethics is the belief that all children can learn and that the teacher's primary responsibility is to facilitate and guide this process. All children include, of course, children of all ethnic, racial, religious, economic, and social backgrounds. Diversity within the Shorter faculty and student body and in the public schools provides students with the opportunity to develop respect and tolerance. From this basis and from knowledge of professional standards as taught in the program, preservice teachers can develop the professional commitments and dispositions that will enable them to be advocates for children.

In order to assist students in the learning process, teachers must have a philosophical understanding of that process that is based on current research and best practice. The Teacher Preparation Program at Shorter University and the Teacher Certification Committee offer the following explanation of the learning process, the components of which pervade not only the Teacher Preparation Program experiences but also those in the academic disciplines.

### Philosophical Understanding of the Learning Process

1. Learning is an educational process that involves *motivation*. Inherent in every human is the desire to learn. Extrinsic motivation (via rewards, reinforcement, incentives) is often essential to help the learner begin the process, but for learning to continue, intrinsic motivation is necessary. Some types of intrinsic motivation include curiosity, the need for acceptance, and the desire for cooperation.

- 2 Learning is an educational process that involves *understanding*. Learning requires more than memorization. Learning requires the intellectual engagement of the learner with the material being studied. The learner organizes the new material and incorporates it into her own mental structures. The learner then constructs a new understanding of her world.
- 3 Learning is an educational process that involves *contextualizing*. For learning to occur, the learner must see the relevance of the new material to his existing world. The new experiences must be appropriate for his present level of development—cognitively, emotionally, socially, and physically.
- 4 Learning is an educational process that involves *reflection*. In order for learning to proceed, the learner must take the time to think back over previous experiences and understandings. This is part of the metacognition process that is essential not only for intellectual development but also for meaningful behavior. It is largely an internal evaluative procedure. Reflection is at the heart of the educational process.
- 5 Learning is an educational process that involves *critical thinking*. The learner must use existing knowledge to develop questions that lead him to new information and to integrating information. The learner must be able to produce multiple hypotheses that can be tested either mentally or in action. Problem solving is a component of the critical thinking process. Problem solving involves coming to a conclusion, even if no solution can be found. Critical thinking thus involves making rational choices based on all pertinent information and conclusions.
- 6 Learning is an educational process that involves *social interaction*. Learning always takes place in a social environment. Cooperation with others is essential. Cooperation can only take place if respectful relationships are established. To establish such relationships, learners must understand and appreciate cultural differences and the impact of increasing globalization on society. Much of the learning process cannot be completed without successful social interaction.
7. Learning is an educational process that involves *performance*. Learning always involves action. The action may be internal, but often it is external. Learning is more valuable and longer lasting if overt action occurs following the internal realizations. A learner's performance confirms that the other components of the learning process have occurred.

#### References

- Ambach, G. (1996, November). Standards for teachers: Potential for improving practice. *Phi Delta Kappan*, 207-210.
- Banks, J.A., Banks, C.A. (2006). *Multicultural education: Issues and perspectives* (6<sup>th</sup> ed.). Hoboken, NJ: Jossey-Bass
- Banks, J. & McGee-Banks, C. (1997). *Multicultural education: Issues and perspectives*. (3rd Edition.) New York, NY: Allyn and Bacon.
- Bannink, A., vanDam, J. (2007). Bootstrapping reflection on classroom interactions: Discourse contexts of novice teachers' thinking. *Evaluation and Research in Education*, 20(2), 81-99.

- Borman, G.D., Hewes, G.M., Overman, L.T., Brown, S. (2002). *Comprehensive school reform and student achievement: A meta-analysis* (Report No. 59). Baltimore, MD: Johns Hopkins University, Center for Research on the Education of Students Placed At Risk.
- Bruner, J. (1996). *The Culture of Education*. Cambridge, MA: Harvard University Press.
- Burn, K. (2007). Professional knowledge and identity in a contested discipline: Challenges for student teachers and teacher educators. *Oxford Review of Education*, 33(4), 445-467.
- Cameron, R.J. (2006). Educational psychology: The distinctive contribution. *Educational Psychology in Practice*, 22(4), 289-304.
- Chafee, J. (1997). *Thinking Critically*. Fifth Edition. Boston, MA: Houghton Mifflin Company.
- Chen, A. (1995). Content Knowledge Transformation: An Examination of the Relationship Between Content Knowledge and Curricula. *Teaching and Teacher Education*, 11, 3890-3901.
- Cooley, V.E. (1997). Technology: Building success through teacher empowerment. *Educational Horizons*, 76, 73-77.
- Cronin, J., Kingsbury, G.G., McCall, M.S., & Bowe, B. (2005). *The impact of the no child left behind act on student achievement and growth: 2005 edition* (Technical Report). Lake Oswego, OR: Northwest Evaluation Association.
- Darling-Hammond, L. (1996, November). What matters most: A competent teacher for every child. *Phi Delta Kappan*, 193-200.
- Dee, T.S. (2007). Teachers and the gender gaps in student achievement. *Journal of Human Resources*, 42(3), 528-554.
- Deng, Z. (2007). Transforming the subject matter: Examining the intellectual roots of pedagogical content knowledge. *Curriculum Inquiry*, 37(3), 279-295.
- Ding, C., & Sherman, H. (2006). Teaching effectiveness and student achievement: Examining the relationship. *Educational Research Quarterly*, 29(4), 39-49.
- Felder, R.M. & Brent, R. (1996). Navigating the bumpy road to student-centered instruction. *University Teaching*, 44, 43-47.
- Fogarty, R.J., Pete, B.M. (2007). *The adult learner: Some things we know*. Thousand Oaks, CA.: Corwin Press.
- Fosnot, C. (1996). Constructivism: A psychological theory of learning. In C. Fosnot (Ed.) *Constructivism: Theory, Perspectives, and Practice*, (8-33). New York, NY: Teachers University Press.
- Hallman, H.L. (2007). Negotiating teacher identity: Exploring the use of electronic teaching portfolios with preservice English teachers. *Journal of Adolescent & Adult Literacy*, 50(6), 474-485.
- The Holmes Group. (1995). *Tomorrow's Schools of Education*. East Lansing, MI: Author.
- Honebein, P. (1996). Seven goals for the design of constructivist learning environments. In B. Wilson (ed.), *Constructivist Learning Environments*. Englewood Cliffs, NJ: Educational Technology Publications.
- Hostetler, K. (2005). What is "good" education research? *Educational Researcher* 34(6), 16-21.
- Jadallah, E. (1996). Reflective theory and practice: A constructivist approach for curriculum and instructional decisions. *Action in Teacher Education*, 18, 73-75.
- Johnson, M. (2007). An extended literature review: The effect of multiple intelligences on elementary student performance. Retrieved August, 10, 2007.  
[http://www.eric.ed.gov/ERICWebPortal/Home.portal?\\_nfpb=true&ERICExtSearch\\_SearchValue\\_0=student+achievement&searchtype=basic&ERICExtSearch\\_SearchType\\_0=kw&pageLabel=RecordDetails&objectId=0900019b80188713&accno=ED497741&nfls=false%20%20%20%20](http://www.eric.ed.gov/ERICWebPortal/Home.portal?_nfpb=true&ERICExtSearch_SearchValue_0=student+achievement&searchtype=basic&ERICExtSearch_SearchType_0=kw&pageLabel=RecordDetails&objectId=0900019b80188713&accno=ED497741&nfls=false%20%20%20%20)
- Jonassen, D., Peck, K., & Wilson, B. (1999). *Learning with technology: A constructivist perspective*. Upper Saddle River, NJ: Prentice Hall.
- Kang, N. (2007). Elementary teachers' teaching for conceptual understanding: Learning from action research. *Journal of Science Teacher Education*, 18(4), 469-495.

- Kincheloe, J.L., Horn, R.A. (2007). *The Praeger handbook of education and psychology*. Volume 2, Portsmouth, NH: Greenwood Publishing Company.
- Koehler, M.J., Mishra, P., & Punya, Y.K. (2007). Tracing the development of teacher knowledge in a design seminar: Integrating content, pedagogy and technology. *Computers & Education*, 49(3), 740-762.
- Kozloff, M.A. (2002). *Three requirements of effective instruction: Providing sufficient scaffolding, helping students organize and activate knowledge, and sustaining high engaged time*. Wilmington, NC: University of North Carolina at Wilmington, Watson School of Education.
- Kumar, M., Natarajan, U. (2007). A problem-based learning model: Showcasing an educational paradigm shift. *Curriculum Journal*, 18(1), 89-102.
- Kyriakides, L., Demetrious, D., Charalambous, C. (2006). Generating criteria for evaluating teachers through teacher effectiveness research. *Educational Research*, 48(1), 1-20.
- Langa, M.A., Yost, J. (2006). *Curriculum mapping for differentiated instruction: K-8*. Thousand Oaks, CA: Corwin Press.
- Luneberg, F. (1998). Constructivism and technology: Instructional designs for successful education reform. *Journal of Instructional Psychology*, 25, 75-82.
- Mansvelder-Longayroux, D.D., Beijaard, D. & Verloop, N. (2007). The portfolio as a tool for stimulating reflection by student teachers. *Teaching & Teacher Education: An International Journal of Research and Studies*, 23(1), 47-62.
- Martin, J. (2007). The selves of educational psychology: Conceptions, contexts, and critical considerations. *Educational Psychologist*, 42(2), 79-89.
- Mayer, R. (1996). Learners as information processors: Legacies and limitations of educational psychology's second metaphor. *Educational Psychologist*, 31, 151-161.
- Mayer, R.E. (2004). Should there be a three-strikes rule against pure discovery learning? *American Psychologist*, 59, 14-19.
- McGregor, D. (2006). *Developing thinking; developing learning*. Columbus, OH: Open University Press at McGraw-Hill.
- Miri, B., Ben-Chaim, D., & Zoller, U. (2007). Purposely teaching for the promotion of higher-order thinking skills: A case of critical thinking. *Research in Science Education*, 37(4), 353-369.
- Moore, B.N. & Parker, R. (1998). *Critical thinking*. (Fifth Edition). Mountain View, CA: Mayfield Publishing Company.
- Muijs, D. (2006). Measuring teacher effectiveness: Some methodological reflections. *Educational Research and Evaluation*, 12(1), 53-74.
- Murray, J. (2006). Constructions of caring professionalism: A case study of teacher educators. *Gender and Education*, 18(4), 381-397.
- Pintrich, P.R. & Schunk, D.H. (1995). *Motivation in education: Theory, research and applications*. Englewood Cliffs, NJ: Prentice Hall.
- Posner, G.J. & Rudnitsky, A.N. (1997). *Course design: A guide to curriculum development for teachers*. (Fifth Edition.) New York, NY: Longman.
- Reiman, A.J. (1999). *Guided reflective practice*. Raleigh, NC: North Carolina State University Press.
- Raudenbush, S.W. (2005). Learning from attempts to improve schooling: The contribution of methodological diversity, *Educational Researcher* 34(5), 25-31.
- Resnick, L. & Collins, A. (1996). Cognition and learning. T. Plomp & D. Ely (Eds.) *The International Encyclopedia of Education Technology*, (2nd ed.) 48-54. Oxford: Pergamon Press.
- Rios, F.A. (1996). *Teacher thinking in cultural contexts*. Albany, NY: SUNY Press.
- Ryan, R.M., & La Guardia, J.G. (1999). Achievement motivation within a pressurized society: Intrinsic and extrinsic motivations to learn and the politics of school reform. In T. Urdan (Ed.), *Advances in Motivation and Achievement: Vol. 11* (pp. 45-85). Greenwich, CT: JAI Press.
- Ryan, R.M. & Deci, E.L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25, 54-67.
- Saifer, S., Barton, R. (2007). Promoting culturally responsive standards-based teaching. *Principal Leadership*, 8(1), 24-28.

- Saito, N. (2006). Philosophy as education and education as philosophy: Democracy and education from Dewey to Cavell. *Journal of Philosophy of Education*, 40(3), 345-356.
- Shanker, A. (1996, November). Quality assurance: What must be done to strengthen the teaching profession. *Phi Delta Kappan*, 220-224.
- Shuel, T.J. (1996). The role of educational psychology in the preparation of teachers. *Educational Psychologist*, 31, 5-14.
- Siegel, H. (2006). Epistemological diversity and education research: Much ado about nothing much? *Educational Researcher*, 35(2), 3-12.
- Simon, M.A. (1995). Reconstructing mathematics pedagogy from a constructivist perspective. *Journal for Research in Mathematics Education*, 26, 114-145.
- Siwatu, K.O. (2007). Preservice teachers' culturally responsive teaching self-efficacy and outcome expectancy beliefs. *Teaching and Teacher Education: An International Journal of Research and Studies*, 23(7), 1086-1101.
- Slocum, T.A. (2003). Evaluation of direct instruction implementations. *Journal of Direct Instruction*, 3(2), 111-137.
- Stark-Wroblewski, K., Ahlering, R.F., & Brill, F.M. (2007). Toward a more comprehensive approach to evaluating teaching effectiveness: Supplementing student evaluations of teaching with pre-post learning measures. *Assessment & Evaluation in Higher Education*, 32(4), 403-415.
- Varga, A., Koszo, M.F., Mayer, M. & Sleurs, W. (2007). Developing teacher competencies for education for sustainable development through reflection: The environment and school initiatives approach. *Journal of Education for Teaching: International Research and Pedagogy*, 33(2), 241-256.
- Welsch, R.G., Devlin, P.A. (2007). Developing preservice teachers' reflection: Examining the use of video. *Action in Teacher Education*, 28(4), 53-61.
- Wiggins, J. (2007). Authentic practice and process in music teacher education: Excellent teacher education programs provide students with experiences from which they can construct their own understandings of music, education and music education, *Music Educators Journal*, 93(3), 36.
- Willis, J. (2007). Cooperative learning is a brain turn-on. *Middle School Journal*, 38(4), 4-13.
- VanDerHeyden, A.M., Witt, J.C., & Gilberston, D. (2007). A multi-year evaluation of the effects of a Response to Intervention (RTI) model on identification of children for special education. *Journal of School Psychology*, 45(2), 225-256.
- Zozakiewicz, C., Rodriquez, A.J. (2007). Using sociotransformative constructivism to create multicultural and gender-inclusive classrooms: An intervention project for teacher professional development. *Educational Policy*, 21(2), 397-425.

**\*\*Revisions of this Conceptual Framework are ongoing. If you have suggestions for improvement of this guiding document of the Shorter University Teacher Preparation Program, please contact Dr. Sandra Leslie, Dean of the School of Education and Director of Teacher Education.**

## ACCREDITATION

The Shorter University Teacher Preparation Program is accredited by the Professional Standards Commission (PSC) of the State of Georgia to recommend Georgia teacher certification in Early Childhood (P-5), Middle Grades (4-8), English (7-12), General Science (7-12), History (7-12), Mathematics (7-12), and Music (P-12). In addition, the Shorter University Teacher Preparation Program is approved by the PSC to offer a Masters of Education – Curriculum and Instruction program to elevate a Georgia T-4 certificate to a T-5. Students wishing to certify in other states are responsible for checking the certification requirements for those states and adding courses accordingly.

Associated cooperating public school systems include: Atlanta Public Schools, Chattooga County, Gordon County, Calhoun City, Barrow County, Bartow County, Buford City, Cartersville City, Clayton County, Cobb County, Decatur City, DeKalb County, Douglas County, Fayette County, Fulton County, Gwinnett County, Hall County, Henry County, Marietta City, Newton County, Polk County, Rockdale County, Rome City, Trion City, Walton County.

## CERTIFICATION

Dr. Sandra Leslie, Dean of the School of Education, serves as the designated university official for matters of teacher certification with the Professional Standards Commission (PSC) of Georgia. The PSC issues all teaching certificates in the State of Georgia. The Shorter University Teacher Preparation Program is responsible to the PSC for verifying the qualifications of all candidates who apply for teacher certification through Shorter University. Candidates for certification are responsible for completing all required paperwork.

**IMPORTANT:** Because of continuous changes in the field of education, state certification requirements and specific university requirements are always under study for revision and improvement. As a result, changes in course offerings and program requirements may occur during the student's university career. Students should keep themselves alert to any changes which may affect their certification and/or graduation. ***A new Teacher Preparation Program Handbook – Professional Studies containing all pertinent information and changes is issued in August of each year. Students at Shorter University are expected to make changes in their programs as required.***

## PROGRAMS OF STUDY

Students can receive a Bachelor of Science in Education with a major in Early Childhood Education degree through the College of Adult and Professional Programs. See the specific major and degree requirements in the current university catalogue or your advisor for additional information.

Post-baccalaureate certification is available to persons who have already completed Bachelor of Arts or Bachelor of Science degrees.

### Early Childhood Education

The major in Early Childhood Education provides course work, advisement, practica, and student teaching leading toward the degree of Bachelor of Science in Education with a major in Early Childhood Education and certification in prekindergarten through grade five at a T-4 level.

### Post-Baccalaureate (Certification Only)

The program of “certification only” is available to persons who have completed at least a bachelor’s degree with adequate content work and a grade point average of 2.50 or above. This program involves course work, practica, and student teaching leading to a recommendation for teacher certification in the state of Georgia. Candidates must apply and be admitted to the Teacher Preparation Program at Shorter University meeting the same requirements as students who are program completers or degree seeking ECE candidates.

## **LIABILITY INSURANCE**

All students in the Teacher Preparation Program must obtain membership in the Student Georgia Association of Educators (SGAE) or in the Student Professional Association of Georgia Educators (SPAGE). Membership dues provide liability insurance. **Liability insurance is required for all students in the teacher education programs before they are placed in public education facilities for any observation, practica, or student teaching experience.**

## **FIELD EXPERIENCES**

Three levels of field experience are provided. These include observation, practica, and student teaching. All field experiences are placed under the Director of Field Experiences, Dr. Barbara Knox. **Students are not permitted to make their own arrangements for any field experiences.** A description of each is found below.

### ***Observation***

Twenty hours of observation are required by Transition Point one (completion of EDUC 3250 Measurement and Evaluation).

### ***Practica***

During the Curriculum and Methods courses students are given opportunities to work with teachers and students in a variety of settings and with students from a variety of economic, ethno-linguistic, and cultural backgrounds trying the methods they are taught in the methods courses. Due to the organization of classes, early childhood education adheres to diverse patterns of practica experiences. Descriptions of the program requirements follow.

Early Childhood. All students seeking certification in prekindergarten through grade five (ECE, P-5) must complete three practica (prior to student teaching) for a total of 90 hours: PreK-kindergarten (30 hours), grades 1-3 (30 hours), and grades 4-5 (30 hours). These practica must also show diversity in economic, ethnic, and cultural settings.

Dates for the practica are set by the Center of Teacher Preparation Site Directors in cooperation with public school administrators. Under no circumstances is a student to begin a practicum before the assigned date. If the student cannot complete the practicum within the specified time frame, the student is responsible for negotiating an extension with the site director. The student must pass practicum experiences prior to admission to student teaching (Transition Point 2).

## Evaluation Record for the Practicum Journal

### MEMO

**TO:** Supervising Practicum Teacher  
**FROM:** Director of Field AND Clinical Experiences  
Teacher Preparation Program  
Shorter University  
**RE:** Practicum Documentation: *Practicum Journal*

We at Shorter University appreciate your mentoring one of our preservice teachers this semester. Please note that the student assigned to you is required to turn in at the end of the practicum period the following documentation:

1. Official *Student Practicum Evaluation* completed by the supervising teacher
2. Written evaluation by the supervising teacher
  - a. What innovative teaching strategies were incorporated by the preservice teacher in the lesson(s) taught?
  - b. What modifications were made by the preservice teacher in planning and teaching of special needs students and diverse learners?
  - c. How was technology integrated by the preservice teacher?
  - d. To what degree did the preservice teacher display professionalism?
  - e. How do you think the preservice teacher could improve his or her teaching?
3. Evaluation by public school students (3-question format)
  - a. What did you like about the preservice teacher's teaching?
  - b. How do you think the preservice teacher could improve his or her teaching?
  - c. What grade do you think the preservice teacher should receive for this practicum?
4. Clearly identifiable report of how specific University class assignments were fulfilled (NOTE:  
This report will vary according to syllabus specifications and professors.)
5. Preservice teacher's daily reflective notes

6. Practicum Time Sheet initialed daily by supervising teacher

7. Lesson Plans using the Shorter University format

These documents make up the *Practicum Journal*. The purpose of the journal is to show the preservice teacher's active participation in your classroom and identify strengths and weaknesses in the University's teacher education program. My hope is that this description of the journal will make communication among all of us clearer and simpler. Thank you again for your help.

## MEMO

**TO:** Preservice Teachers  
**FROM:** Director of Field and Clinical Experiences  
**RE:** Practicum documentation: *Practicum Journal*

Below is a description of the contents and format for the *Practicum Journal* that you are required to turn in at the conclusion of practicum. Students should submit their journals to their methods course instructor.

### **Include in your journal a tab for each of the following sections:**

1. Official *Student Practicum Evaluation* completed by the supervising teacher
2. Written evaluation by the supervising teacher
  - a. What innovative teaching strategies were incorporated by the preservice teacher in the lesson(s) taught?
  - b. What modifications were made by the preservice teacher in planning and teaching of special needs students and diverse learners?
  - c. How was technology integrated by the preservice teacher?
  - d. To what degree did the preservice teacher display professionalism?
  - e. How do you think the preservice teacher could improve his or her teaching?
3. Evaluation by public school students (3-question format)
  - a. What did you like about the preservice teacher's teaching?
  - b. How do you think the preservice teacher could improve his or her teaching?
  - c. What grade do you think the preservice teacher should receive for this practicum?
4. Clearly identifiable report of how specific University class assignments were fulfilled (This assignment will be given to you by your professor.)
5. Preservice teacher's daily reflective notes
6. Practicum time sheet initialed daily by supervising teacher
7. Uploaded Lesson Plans using the Shorter University format on TaskStream

## Field Experiences Placement Plan

### *Part I: Directions*

Study this entire document, noting the grade level and diversity requirements for your particular program. Then fill in all of *Part III*. Return only *Part III* to your professor. Returning *Part III* does not guarantee a particular placement, but serious effort will be given to honoring requests within policy and logistic parameters. (See Table 1, page 22, for Placement Criteria)

### *Part II: Placement Guidelines for Practica and Student Teaching*

#### Grade Level Requirements

<b>Program</b>	<b>Number of Practica (Including Student Teaching)</b>	<b>Grade Levels</b>
Early Childhood	EDUC 3430, 3560, 3565, EDUC 3580, 3700, 3755 EDUC 3800, 3820 Student Teaching	PreK-K, 1-3, or 4-5 Range not chosen previously Range not chosen previously Grade range of choice – may not repeat grade

#### Cultural Diversity Requirements

In order to give all students the broadest exposure to a diversity of cultural environments, students are required to participate in a variety of diverse systems/schools. The only exception to this rule occurs when a particular system becomes overcrowded, necessitating that administrators seek the next best placement for the student. *Part III: Preliminary Placement Plan for Practica and Student Teaching*

***Part III: Preliminary Placement Plan for Practica and Student Teaching***

**NOTICE:** Preferences for practica and student teaching are limited to **school systems** only, **not individual schools or teachers**. The Teacher Preparation Program is committed to school system choices rather than individual school choices in order that the standards set by the Georgia Professional Standards Commission may be accomplished. Note that students will not be assigned to schools where they attended, where relatives are employed or are attending, or where they are employed or were ever employed. Neither will students be placed in the same school for two field experiences.

**Certification Area**

Early Childhood, Center for Teacher Preparation

**Practicum Preference for #1**

Grade Level \_\_\_\_\_ School System \_\_\_\_\_

**Practicum Preference for #2**

Grade Level \_\_\_\_\_ School System \_\_\_\_\_

**Practicum Preference for #3**

Grade Level \_\_\_\_\_ School System \_\_\_\_\_

**Student Teaching Preference:**

Grade Level \_\_\_\_\_ School System \_\_\_\_\_

**I hereby certify that I have read, understand, and agree to abide by these policies.**

**Printed Name** \_\_\_\_\_ **Date** \_\_\_\_\_

**Signature** \_\_\_\_\_ **Email** \_\_\_\_\_

Revised (06/07/10)

For office use only
Practica Assignment
System: _____ School _____
Teacher: _____
Grade(s) _____

All education students complete **fifteen (15) weeks or 75 days** of student teaching. During this experience, students meet weekly with other students and university faculty for a curriculum and personal development seminar. Each student is observed by a university supervisor a minimum of five times during the student teaching.

***Student Teaching***

All education students complete a **minimum of 75 days** of student teaching. During this experience, students meet weekly with other students and university faculty for curriculum and personal development (EDUC 4050 and 4051). Each student is observed by a university supervisor during student teaching.

Prior to student teaching, students must be officially accepted into the Teacher Preparation Program. (See the sections in this handbook on application for admission to the program for more information.) In addition, students must take and pass the GACE ECE content test(s) **before** student teaching. These tests measure content knowledge and should be taken no later than the semester prior to student teaching.

For more information about student teaching, refer to the Student Teaching Handbook available online at [https://scholar.shorter.edu/ICS/Education\\_Programs//](https://scholar.shorter.edu/ICS/Education_Programs//)

**Transportation and Budget Concerns**

**Transportation needed for observations, practica, and student teaching is the responsibility of the student.** Quite often a variety of costs are expected during the student teaching experience. Students’ budgets should be studied carefully and plans made for both expected and unexpected costs.

<i>Course</i>	<i>Prerequisite</i>	<i>Field Experience Required</i>	<i>Placement Requirements</i>	<i>Hours Required</i>	<i>Criteria for School Selection</i>
<b>*EDUC 2900 Initial Field Experience;</b> <b>*EDUC 2950 Teacher Tech;</b> <b>*EDUC 3320 Human Growth &amp; Learning;</b> <b>*EDUC 3100 Exceptional Learner;</b>	* recent background check *Insurance with SPAGE/SGA E	Observation	15 hours in elementary	15	Urban or Rural Low SES (40% free/reduced lunch) Grade Bands: 5 hours in PK-1 5 hours in 2-3 5 hours in 4-5 Sample School: <a href="#">Alto Park Elementary School</a>

<p><b>*EDUC 3300 Intro to Early Childhood Ed</b></p> <p><b>*EDUC 3250 Measurement &amp; Evaluation</b></p>					
<p><b>*EDUC3430 Children’s Literature;</b></p> <p><b>*EDUC 3560 Reading/Langu age Arts</b></p>	<p>*Transition Point 1 * recent background check *Insurance with SPAGE/SGA E</p>	<p>Practica</p>	<p>*Placement in grades PreK-K, 1-3, or 4-5. *Placement in variety of diverse school systems and school demographics</p>	<p>30</p>	<p>Urban Cooperating Teacher with Reading Endorsement or Master’s degree in Reading or ECE Grade Band: PK-1, 2-3, 4-5 Ethnic Diversity (30% or higher minority Population)</p> <p>Sample School: <a href="#">Cartersville Elementary</a></p>
<p><b>*EDUC 3580 Mathematics Education;</b></p> <p><b>*EDUC 3700 Managing the Classroom</b></p>	<p>*Transition Point 1 * recent background check *Insurance with SPAGE/SGA E</p>	<p>Practica</p>	<p>*Placement in grade range not chosen previously. *Placement in school system not chosen previously *Placement in variety of diverse school systems and school demographics</p>	<p>30</p>	<p>Rural Cooperating Teacher with Math Endorsement or additional training in mathematics Grade Band Pk-1, 2-3, 4-5 (may not repeat a grade band from practicum one) ESL Population Ethnic Diversity Sample School: <a href="#">Main Elementary School</a></p>

<p><b>*EDUC 3800 Social Studies: ECE;</b></p> <p><b>*EDUC 3820 Science: ECE</b></p>	<p>*Transition Point 1 * recent background check *Insurance with SPAGE/SGA E</p>	<p>Practica</p>	<p>*Placement in grade range not chosen previously. *Placement in school system not chosen previously *Placement in variety of diverse school systems and school demographics</p>	<p>30</p>	<p>Urban Cooperating Teacher with Social Studies experience at the grade level; Grade Band: PK-1, 2-3, 4-5 (may not repeat a grade band from practica I or II). Low SES (25% or higher free and reduced lunch) Sample School: <a href="#">East Central Elementary</a></p>
<p><b>*EDUC 4110 Student Teaching B.S.</b></p>	<p>*Transition Point 1 *Transition Point 2 *Portfolio (in progress) *Recent background check *Insurance with SPAGE/SGA E</p>	<p>Student Teaching</p>	<p>*Grade <i>range</i> of choice – may not repeat grade *Placement in system of choice within service area – may not repeat *Placement in variety of diverse school systems and school demographics school</p>	<p>75 days (450 hours)</p>	<p>May not repeat a grade band (PK-1, 2-3, 4-5) from a previous practicum A minimum of two settings required for each of the following (for overall field experiences): Urban/Rural SES ESL Ethnicity Special Needs *See sample student record for field placements below Sample School: <a href="#">Model Elementary School</a></p>
			<p>Total</p>	<p>560 hours</p>	

**\*Two placements are required for each of the categories to satisfy the diverse settings requirement.**

### Sample Field Experience Record

Student Name: Ed U. Cator, B.S. E. Student							
Field Experience	School	Urban/Rural	SES	Ethnicity	Special Needs	ESL	Grade Level
EDUC 2900 Initial Field Experience	Alto Park Elementary School/Floyd County	Rural	X	X		X	1
EDUC 3100 Exceptional Learners	East Central Elementary Rome City Schools	Urban	X	X	X (Inclusion)		4
Practicum I	Garden Lakes Elementary	Rural		X			4-5
Practicum II	Armuchee Elementary	Rural	X	X		X	2-3
Practicum III	Midway Primary	Urban	X				PK-1
Student Teaching	West Central	Urban	X		X		4

Total: 3 Urban/3 Rural      All Low SES      4/6 Ethnic Diversity      2 Sp. Needs      2 ESL      All grade bands

### Preservice Teacher Attendance Policy

As per the agreement between Shorter University and the Georgia Professional Standards Commission, BSE cohorts meet on Mondays and Thursdays from 6:00 p.m. through 10:00 p.m. for a total of 40 hours contact/seat time per course. Any deviation from these meeting times must be approved by Dr. Susan Earwood, Director of the Center for Teacher Preparation.

**Attendance:** Attendance is considered part of the final grade for this class. Any and all absences will be recorded. See the section “Attendance and Excused Absences” in the current *Shorter University College of Adult and Professional Studies Catalog*. The student must follow the procedures stated in the handbook in order to receive credit for absences.

If a BSE student misses more than 4 of 10 class sessions, that is equivalent to other Professional Studies students missing 2 of 5 class sessions and 2 of 5 Learning Team meetings (see Professional Studies catalog) and the student will be withdrawn from the course with a 'WF'. Students who miss no more than the allowable class sessions (4 of 10) will be allowed to make up work.

## DEFINITIONS AND EXPLANATIONS OF REQUIREMENTS

**Background Check** is a check by a law enforcement agency to determine if one has a criminal record. This is required for admission to the Teacher Preparation Program and by the public schools before observations, practica, and student teaching.

**Block Classes** are those courses which may be considered ‘methods’ courses. In the Early Childhood Education program, one set of “block classes” consists of EDUC 3430, 3560, and 3565. The second block is EDUC 3580, and 3700,. The third block is EDUC 3800, 3820 and 3755. (EDUC 3430 and EDUC 3755 may be scheduled at different time depending on the cohort calendar.) **Prior to taking “block classes” students must be officially admitted into the Teacher Preparation Program (Transition Point 1).**

**Classroom Observations** are visits made in schools for the purpose of seeing and noting current teaching practices, student behavior, and general school function. The student is primarily in the passive role of observer rather than in the active role as participant. Twenty hours of observation must be completed by Transition Point One. **Transportation related to classroom observations is the responsibility of the student.** Before entering a school to observe, students must have liability insurance via SGAE or SPAGE and an acceptable background check.

**University Supervisor** is a member of the university faculty who, in addition to teaching duties, is responsible for supervising student teachers, holding conferences with them and with their public school supervising classroom teachers, evaluating the progress of the student teachers, and participating in the student teaching seminars.

Note: Adjunct instructors are sometimes employed to assist the program with student teaching supervision.

**Concentration** is a series of content courses chosen by the university student and university supervisor and/or academic advisor which provide the university student a level of competency in a specific field. The ECE majors concentrate in the liberal arts, thus preparing them for teaching all disciplines.

**Cooperating School** is a school which provides the observation experience, practicum experience or the student teaching experience for teacher candidates.

**Cooperating Teacher** refers to the certified teacher who supervises the Shorter University student teacher in their classroom during the 75 day student teaching experience.

**Core Curriculum** refers to courses which are required by the university as part of a degree program. These courses are generally, but not always, taken during the freshman and sophomore years and should be completed before courses in the professional sequence are begun. Demonstration of content knowledge acquired in core curriculum courses is expected in all education methods courses during the professional sequence. **Students must pass the GACE Basic Skills Test or a suitable exemption as one of the admission requirements into the**

## **Teacher Preparation Program.**

**Director of Teacher Preparation** is the Shorter University faculty member who has the overall responsibility for the program with the departments and officers of the University, the State Department of Education, the Professional Standards Commission, and the University administration. Dr. Sandra Leslie, Dean of the School of Education, is the Director of the Teacher Preparation Program.

**Education Department Office** is maintained by Ms. Sallie Samples, the Administrative Assistant to the Dean, School of Education. Her office is Alumni Hall 8 on the Rome Campus. Forms and information are available in this office Monday–Friday, 8:00a.m.–4:30 p.m. as well as the **Center for Teacher Preparation offices at all campus sites.**

**Major Professor** is the faculty member in the discipline in which the student specializes. If two or more individuals are responsible for the discipline content, the student may select his major professor from among these individuals.

**Methods Courses** are courses which are designed to prepare teacher candidates to teach content in early childhood education. Each of the three blocks of methods courses contains a 30 hour field experience or practicum for a total of 90 hours. **Prior to taking methods courses, students must meet all the criteria and be officially admitted into the Teacher Preparation Program.**

**Portfolio** is a compilation of documents assembled by the student to illustrate the student's progress in the Teacher Preparation Program. The portfolio is electronic in nature (*TaskStream*) and presented at three stages in the program—initially during Transition Point 1., then prior to student teaching (Transition Point 2), and finally as part of the exit process prior to graduation (Transition Point 3). Rubrics designed to evaluate the progress of the student are used at all three phases.

The student's adviser will provide pertinent information and assistance regarding electronic portfolios. **Acceptable performance in the production of the portfolio is necessary at Transition Points 2 and 3 for the student to remain in the Teacher Preparation Program.**

**Practicum** is a field experience designed to allow teacher candidates limited teaching opportunities in the classroom before student teaching. The practicum experiences are part of the methods courses and allow university students to practice methods learned through course work and readings while under the supervision of the classroom teacher. Transportation is the responsibility of the practicum student. Practica must be passed in order for the student to remain in the Teacher Preparation Program.

**GACE --Georgia Assessments for the Certification of Educators** tests are given to assess the knowledge and skills of prospective Georgia public school educators. The GACE program helps the Georgia Professional Standards Commission (PSC) meet its goal of ensuring that candidates have the knowledge and skills needed to perform the job of an educator in Georgia public schools. The GACE are aligned with state and national standards for educator

preparation and with state standards for P-12 student curriculum (Georgia Performance Standards).

**1. GACE Basic Skills Assessment** is a test of academic skills in reading, writing, and mathematics. Passing the GACE Basic Skills Test or a suitable exemption (**1000 on SAT or a combined score of 43 on ACT for mathematics and English or 1030 composite for Verbal and Quantitative scores on the GRE**) is required for official admission to the Shorter University Teacher Preparation Program and for taking block and methods classes. The GACE Basic Skills Assessment replaces the PRAXIS I tests. If a student fails a component of the GACE Basic Skills Assessment, he/she should see the adviser for assistance in planning remediation.

You may register for the GACE Basic Skills Assessment on the GACE Website at [www.gace.nesinc.com](http://www.gace.nesinc.com). The GACE Registration Bulletin, which contains complete registration and testing information, is available on the GACE Website.

**2. GACE Content Assessments** are tests of minimum competence in the field of certification and related professional knowledge. Since these tests measure content knowledge, students should not take them until the semester prior to student teaching. **It is mandatory that the appropriate GACE Content Assessment be taken and passed before placement for student teaching (effective August 1, 2011).** If a student fails the GACE Content Assessment, he should see his advisor or the Director of the Teacher Preparation Program immediately for assistance in planning remediation.

You may register for the GACE Content Assessments on the GACE Website at [www.gace.nesinc.com](http://www.gace.nesinc.com). The GACE Registration Bulletin, which contains complete registration and testing information, is also available on the GACE Website. Check the GACE web site for fees for the ECE content tests.

**Remediation** Teacher Preparation Program students may be required to repeat courses or experiences where deficiencies are demonstrated or if the requirements for transition points in the program have not been met.

**Student Teaching Handbook – Professional Studies** provides detailed information about the policies and procedures of the Teacher Preparation Program regarding student teaching. The handbook can be found at [http://www.shorter.edu/pro\\_studies/bse.htm](http://www.shorter.edu/pro_studies/bse.htm).

**Supervising Teacher:** A teacher assigned by a school district or principal to direct a preservice teachers' practicum experience in his or her classroom.

**Writing Sample** is required as part of the Application for Admission to the Teacher Preparation Program. This writing sample serves several purposes. First, it gives the writer the opportunity to begin to reflect on the profession of teaching. Second, it enables professors to examine the applicant's ideas, creativity, and writing skills. Third, the revision of it (if deemed necessary) illustrates the author's ability to improve his or her work. Fourth, it gives the Teacher Preparation Program an assessment by which to measure the effectiveness of the program.

## PREPARING FOR YOUR PROGRAM

Students desiring to complete the Teacher Preparation Program are expected to demonstrate competence in all areas of the liberal arts (humanities, fine arts, social science, natural science, mathematics, health and physical education, and computer science). The liberal arts core curriculum provides the specific content needed by teachers.

A strong foundation in the liberal arts is necessary for the expected work in the education methods courses and practicum experiences. Students not demonstrating competence will be required to remediate the deficiencies BEFORE being admitted to teacher education, admitted to student teaching, or recommended for certification or graduation.

### *Grades*

**The minimum Grade Point Average (GPA) for acceptance into the Teacher Preparation Program is 2.50 on a 4.00 scale.**

A student contemplating teacher certification or majoring in education should not make grades below C. Grades of D and F demonstrate inadequate knowledge and skills and should be remediated. **Grades below C in all required English, math, computer, and communications courses are unacceptable in the Teacher Preparation Program and will require retaking the respective courses for higher grades. Grades below C will not count toward any education course or any course in a major or concentration towards certification.**

A grade of C is viewed by the Teacher Preparation Program faculty as an average grade and is not, therefore, necessarily a poor reflection on the individual's performance in liberal arts courses. A grade of B is considered above average, however, and is the minimum grade expected in all education courses. A grade of A is considered excellent, and a preferred demonstration of performance in all courses, especially in education courses.

The minimum GPA of 2.50 must be maintained throughout the student's work in the Teacher Preparation Program. A 2.50 GPA is required for graduation.

## **Criteria for Admission to the Teacher Preparation Program: Transition Point 1**

1. The candidate must have a 2.50 GPA on a 4.00 scale as determined by the Registrar of the University BEFORE applying for admission to the Teacher Preparation Program.
2. The candidate must demonstrate proficiency in all core courses taken prior to acceptance into the Teacher Preparation Program. If deficiency is detected, the candidate may be required to remediate. A minimum grade of C must be earned in all required English, math, computer, and communications courses and in courses in the major field.
3. The candidate must have earned 30 or more semester hours of credit.
4. The candidate must have a passing score on the GACE Basic Skills Assessment examination BEFORE applying for admission to the Teacher Preparation Program. The candidate may exempt the GACE Basis Skills Assessment with scores on the SAT or ACT, as determined by the Professional Standards Commission.
5. The candidate must be recommended by three professors (a faculty member outside the Department of Education, the candidate's major advisor, and the Director of the Teacher Preparation Program).
6. The candidate must provide proof of liability insurance by joining the SGAE or SPAGE.
7. The candidate must provide documentation of an acceptable criminal background check.
8. The candidate must accept, via personal signature, the *Code of Ethics for Educators* by the Georgia Professional Standards Commission.
9. The candidate must provide an acceptable, writing sample which describes ideas about teaching. This writing sample will be evaluated by the advisor and the Director of the Teacher Preparation Program or designee for content, organization, grammar, and writing style. If the writing sample is not acceptable, revision of it will be required. In some cases, a student may be required to attend the writing lab, retake English 1010 or its equivalent, or to work with a tutor until his/her writing skills reach the appropriate level.
10. The candidate must complete the Application for Admission to the Teacher Preparation Program.

When the application is complete, the candidate should turn it in to their Education advisor in the site Education office. (Please note that applications will not be accept until entirely completed. It is the teacher candidate's responsibility to gather all signatures, documents, etc.) When the application has been processed, the candidate will receive an official letter of acceptance.

## **Criteria for Admission to Student Teaching: Transition Point 2**

1. The candidate must have been admitted to the Teacher Preparation Program (Transition Point 1).
2. The candidate must have a 2.50 cumulative GPA as determined by the Registrar of the university.
3. The candidate must have a minimum grade of C in all required English, math, computer, and communications courses; in courses in the major field; in education courses; in concentration courses; and in the practicum experience.
4. The candidate must have completed all required classes prior to being placed for student teaching.
5. The candidate must provide evidence of having taken and passed (effective August 1, 2011) the appropriate GACE II tests as determined by the Professional Standards Commission.
6. The candidate must have an acceptable portfolio as judged, according to a scoring rubric, by two individuals—the appropriate faculty member(s) and the advisor or major professor.
7. The candidate must provide proof of liability insurance by being a current member of SGAE or SPAGE.
8. The candidate must provide documentation of an acceptable criminal background check.
9. The candidate must have abided by the *Code of Ethics for Educators*.
10. The candidate must complete the Student Teaching Application.

When the application has been processed and the placement confirmed, the candidate will be notified by mail.

### **Student Teaching Placement**

The Director of Field and Clinical Experiences or his/her designee places the student with approved teachers in approved school systems. Individual placement requests are inappropriate and will not be accepted. **Students will be placed within the county in which the campus resides or in an adjoining Georgia county or city system, and not beyond 40 miles of the campus.** The candidate for student teaching will be informed of the final placement (school and teacher) from the Director of Field and Clinical Experiences or designee at a mandatory meeting prior to student teaching. **Students will not be placed in schools where they attended, where student's relatives are employed or are attending, or where students are employed or were ever employed.**

**UNDER NO CIRCUMSTANCES SHOULD STUDENTS CONTACT PRINCIPALS OR  
TEACHERS BEFORE FINAL WRITTEN NOTIFICATION OF PLACEMENT!**

## **Criteria for Completing the Teacher Preparation Program:**

### **Transition Point 3**

1. The candidate must have completed all requirements of Admission (Transition Point 1) and Student Teaching (Transition Point 2).
2. The candidate must have a 2.5 cumulative GPA.
3. The candidate must have successfully completed, with a C or above, the appropriate Curriculum and Methods Course (EDUC 4050)
4. The candidate must have a minimum of 126 semester hours.
5. The candidate must receive acceptable student teaching evaluations from the supervising classroom teacher, the university supervisor, and other observers. (The advisor completes a “check out” for graduation.)
6. The candidate must provide an acceptable portfolio as judged, according to a scoring rubric, by the university supervisor, the supervising classroom teacher, and the major professor.
7. The candidate must have abided by the *Code of Ethics for Educators*.
8. The candidate must complete a written exit survey.
9. The candidate must complete an oral exit interview with the Director of the Teacher Preparation Program or designee. At this time, candidates will provide collections of 1) classroom management artifacts 2) value-added instruction documents and 3) videotaped instruction with impact/refinement statements as per Georgia PSC requirements.

The candidate should provide post-graduation contact information for the permanent file. This facilitates the completion of requirements by the Georgia Professional Standards Commission for teacher certification. It also assists the department with future graduate surveys.

## **Criteria for Completing the Teacher Preparation Program:**

### **Transition Point 4**

#### **Alumni Performance**

Alumni performance for all Shorter University Preparation Programs will be judged using the following two courses of data:

1. GAICTE (Georgia Association of Independent colleges of Teacher Education) Follow-up Survey
2. Georgia Professional Standards Commission data bank of institutional program completers

<b>TRANSITION POINT 1</b> Admission to the Teacher Preparation Program	<b>TRANSITION POINT 2</b> Admission to Student Teaching	<b>TRANSITION POINT 3</b> Completion of Program	<b>TRANSITION POINT 4</b> Alumni Performance
2.50 GPA	2.50 GPA	2.50 GPA	
Minimum grade of C in specified courses, including all education and major courses	Minimum grade of C in specified courses, including all education and major courses and practicum experience	Minimum grade of C in specified courses, including all education and major courses; Passing student teaching	
30 or more semester hours	All courses except student teaching and related methods course	126 hours or more	
Pass GACE Basic Skills Test or provide proof of exemption	Pass GACE ECE Content Test		
Recommendations from liberal arts faculty member, advisor, and Director of TPP	Recommendation from advisor or major professor	Advisor "check out" for graduation	
Acceptable writing sample	Acceptable Portfolio	Acceptable Portfolio	
Acceptable criminal background check	Acceptable criminal background check	Acceptable criminal background check	
Liability Insurance by joining SGAE or SPAGE	Liability Insurance by joining SGAE or SPAGE	Liability Insurance by joining SGAE or SPAGE	
Accept Code of Ethics for Educators by the Georgia Professional Standards Commission	Abide by Code of Ethics	Abide by Code of Ethics	
Complete Application	Complete Application		
		Complete written survey	
		Complete exit interview	a. GAICTE follow-up Survey b. PSC data bank of institutional program completers

## Criteria for Certification by the State of Georgia

Before the Shorter University Teacher Preparation Program personnel will recommend a student for certification, the student must:

1. Have successfully completed all components of Transition Points 1, 2, and 3 outlined above,
2. Have a 2.50 cumulative GPA,
3. Pass the appropriate GACE tests,
4. Provide official transcripts from **all** schools attended, and
5. Complete all certification application forms.

**Since certification is a licensure process determined by the State of Georgia, these regulations may be changed at any time and without warning.**

## Applying for Teacher Certification

After successfully completing student teaching, receiving your Shorter University diploma, and passing the GACE, you are eligible for certification at the T-4 level in the state of Georgia. The *Georgia PSC Certification Applications* are available in the Department of Education Office or online at [www.gapsc.com](http://www.gapsc.com). Click certification, and then download “our applications.” You will need the *Application for Certification* and the *Approved Program Recommendation Form*.

### What you will need to apply for certification:

- I. Completed Application

Directions for completing application:

1. Complete both pages of the certification application, using black ink and all capital letters in the boxes.
2. Pay close attention to number 4, the personal affirmation section. Make sure that you are completely honest when answering the yes/no questions. If you have been arrested, for any reason, attach an explanation.
3. Make sure the application is signed and dated.
4. List all colleges and universities attended. Even if you only attended a school during one summer semester, it must be included.
5. On the Georgia PSC Approved Program Recommendation Form, fill in the top section ONLY.

## II. Official transcripts

- A. A transcript from every college/university attended must be submitted. Please have an OFFICIAL transcript mailed to Sallie Samples, Shorter College, 315 Shorter Avenue, Rome, GA 30165.
- B. Please fill out a *Shorter University Request for Transcript Form*. This form may be obtained from the Office of the Registrar. Write in the address for the PSC (found on the application) as the place to mail the Shorter University OFFICIAL transcript. At the bottom of the form, write "Please send transcript to Mrs. Samples." On the right side of the form, be sure to indicate that you want the transcript issued for teacher certification and after your degree is conferred. Shorter University charges \$5 per transcript.

## III. GACE Scores

A copy of your passing GACE II scores must be attached to the application. This copy is in addition to the one you had the testing center send to the department.

Your application packet will be mailed to the Georgia Professional Standards Commission after all transcripts and other documents have been received. This will be approximately one week after your graduation date. You will receive your T-4 Georgia Teacher's Certification in approximately 4-6 weeks. Your certificate may be obtained by registering for *My PSC Account*. Go to [www.gapsc.com](http://www.gapsc.com) for more information.

If you are planning to seek certification in another state, you must first apply for Georgia certification. After you have gotten your certification from Georgia, call the Board of Education in the other state and request a form for certification. Mrs. Samples will help you apply for another certification.

The following *Personal Affirmation Statement* appears on the *Georgia Professional Standards Commission Certification Application*. This section of the application must be completed in order to get your teaching certificate.

**Personal Affirmation:** The applicant should enter a truthful "Yes" or "No" response to each of the following questions. All questions must have a response in order for the application process to continue. "YES" responses require an attached explanation and any additional supporting documentation. **DO NOT include matters that the PSC has investigated or is currently investigating.**

1. Have you ever had an adverse action (*i.e. warning, reprimand, suspension, revocation, denial, voluntary surrender, disbarment*) taken against a professional certificate, license or permit issued by an agency **OTHER THAN the Georgia Professional Standards Commission?**
2. Are you currently the subject of an investigation involving a violation of a profession's laws, rules, standards or Code of Ethics by an agency **OTHER THAN the Georgia Professional Standards Commission?**

3. Have you ever received a less than honorable discharge from any branch of the armed services? (*If “yes”, provide a copy of form DD214.*)
4. Have you ever left an employment position (*retired, resigned, been dismissed, terminated, non-renewed or otherwise*) while under investigation?
5. Are you currently the subject of an investigation involving sexual misconduct or physical harm to a child?
6. Are you the subject of a pending investigation involving a criminal act?
7. For any **felony** or any **crime involving moral turpitude**, have you ever:
  - ◆ Pled guilty;
  - ◆ Entered a plea of *nolo contendere*;
  - ◆ Been found guilty;
  - ◆ Pled guilty to a lesser offense;
  - ◆ Been granted first offender treatment without adjudication of guilt;
  - ◆ Participated in a pre-trial diversion program;
  - ◆ Been found not guilty by reason of insanity; or
  - ◆ Been placed under a court order whereby an adjudication or sentence was withheld?
8. Have you ever been convicted, or pled to a lesser offense for any sexual offense?
9. Have you been convicted of a drug offense (felony or misdemeanor) **after July 1, 2008**, while holding any professional certificate, license or permit?

**I affirm that all information is true and correct. I hereby give permission to the Professional Standards Commission to obtain copies of any criminal and personnel records relating to me which are held by any local, state or federal government agency or private entity. I authorize any such agency or entity to release those records to the Commission.**

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**NOTE: This application must be completed, signed, dated and received by the PSC within 90 days of the date of completion.**

**NOTE: All teachers are fingerprinted before being hired by any Georgia school system.**

## TEACHER PREPARATION PROGRAM PROCEDURES

### **REMEDIATION**

Teacher Preparation Program students may be required to repeat courses or experiences where deficiencies are demonstrated or if the requirements for transition points in the program have not been met.

### **DISMISSAL**

Teacher certification is a process which culminates in the student teaching semester. During any or all courses leading to certification including student teaching, remediation or dismissal from the program may occur. Decisions of this nature take place when, in the judgments of the professionals involved (such as the advisor, supervising teacher, or university supervisor), a student demonstrates deficiencies in any areas of the teaching field. Remediation or dismissal may be appealed as follows: first to the Director of Teacher Preparation/Dean of the School of Education, and second to Teacher Certification Committee.

### **STUDENT COMPLAINTS/GRIEVANCES**

See the current *Shorter University Handbook*.

### **EARLY RELEASE FROM STUDENT TEACHING\***

**\*NOTE:** Early release is approved only in rare circumstances after the completion of a minimum of ten (10) weeks (or state required minimum) of student teaching.

#### ***Procedure:***

1. Ask the supervising teacher to write a formal letter of recommendation to the Teacher Preparation Program of Shorter University stating that he/she is in agreement with you that you have satisfactorily completed all needed internship requirements preparing you for a regular teaching position. This letter must be submitted in duplicate to both the Director of the Teacher Preparation Program or designee and to the university supervisor before moving to step 2.
2. Ask the university supervisor (once he/she has received the letter from above) to write a formal letter of recommendation to the Director of the Teacher Preparation Program or designee stating that he/she is in agreement with you and the supervising teacher that you have successfully completed all needed internship requirements preparing you for a regular teaching position. This letter must be submitted by you to the Director of the Teacher Preparation Program or designee of Shorter University and an appointment with the Director scheduled before moving to step 3.
3. Meet with the Director of the Teacher Preparation Program or designee of Shorter University to determine your eligibility for having your case presented to the Teacher Preparation Program Exceptions Review Board.

4. Once the Director of the Teacher Preparation Program or designee of Shorter University determines the eligibility of your case, the Exceptions Review Board will be convened to consider your submissions. The Exceptions Review Board shall be comprised of the Director of the Teacher Preparation Program or designee and two appropriate university faculty members to be selected by the Director of the Teacher Preparation Program or designee of Shorter University.
5. The Shorter University Teacher Preparation Program Exceptions Review Board will send you a formal letter presenting the results of their decision.

***Student Contract:*** All B.S. students are required to meet with their site director and/advisor at the beginning of their program to complete the contract below. The purpose of the contract is to determine the courses/assessments that are needed and to support the student in meeting the necessary requirements for the program. The student, site director and advisor should receive a copy of the contract.



BSE Cohort: \_\_\_\_\_  
Student Name: \_\_\_\_\_  
Student ID: \_\_\_\_\_

I understand that I must satisfy the following general educational and GACE requirements **PRIOR to Transition Point 1 (TP1)**. \_\_English Comp 1 (3 hours-'C' or better grade required)

- \_\_English Comp 2 (3 hours-'C' or better grade required)
- \_\_College Math (3 hours-'C' or better grade required)
- \_\_Communications (Speech) (3 hours-'C' or better grade required)
- \_\_GACE Basic Skills Tests, (**Reading, Writing, & Math**)
- \_\_ **TP1 Date** \_\_\_\_\_

I understand that I must satisfy the following general education and GACE requirements **PRIOR to Transition Point 2 (TP2)**. **I will not be allowed to begin EDUC 4050, 4051, 4110, and 4111 unless I have satisfied all general education and elective requirements.**

- \_\_Literature (3 hours-'C' or better grade required)
- \_\_Religion (3 hours)
- \_\_Religion-2<sup>nd</sup> course (3 hours)
- \_\_Art (3 hours)
- \_\_Philosophy (3 hours)
- \_\_Social Science (3 hours)
- \_\_Social Science-2<sup>nd</sup> course (3 hours)
- \_\_History (3 hours)
- \_\_Science (3 hours)
- \_\_Health (3 hours)
- \_\_Electives (number of hours \_\_\_\_\_)
- \_\_GACE, Early Childhood Content Exams, (**I&II**)
- \_\_ **TP2 Date** \_\_\_\_\_

I understand that if I have not satisfied these requirements by the transition points noted above, I will be withdrawn from the Bachelor of Science in Education program until these requirements have been satisfied.

_____	<b>Date</b>	_____
<b>Student Signature</b>		
_____	<b>Date</b>	_____
<b>Academic Advisor</b>		
_____	<b>Date</b>	_____
<b>Assistant Director of Education</b>		

## Documents Checklist

- \_\_\_\_\_ 1.     **Teacher Preparation Program Handbook – Professional Studies**  
Every student who plans to teach needs this as a guide. The student is responsible for studying its content, asking questions for clarification, planning his/her university experiences accordingly, and following the instructions provided herein. Revised and updated *Teacher Preparation Program Handbooks* found online.
  
- \_\_\_\_\_ 2.     **Application for Admission to the Teacher Preparation Program (pink)**  
Admission to the Teacher Preparation Program is a **prerequisite for block courses and methods courses**. Therefore, this form should be submitted, along with the specified documentation (e.g., GPA, GACE Basic Skills scores) before registering for any courses except EDU 2900, 2950, 3100, 3200, 3300, 3310, 3320, 3330.
  
- \_\_\_\_\_ 3.     **GACE**  
The current GACE Registration Bulletin, which contains complete registration and testing information, is available at the GACE Website at [www.gace.nesinc.com](http://www.gace.nesinc.com).
  
- \_\_\_\_\_ 4.     **SGAE/SPAGE Membership**  
Proof of liability insurance is required for practica participation and admission to to Teacher Education. For an annual membership fee to SGAE or SPAGE, students automatically receive liability insurance and leadership opportunities. SGAE and SPAGE membership forms are available through the Professional Studies site Education offices.
  
- \_\_\_\_\_ 5.     **Application for Student Teaching** (green)  
This application is available in the Department of Education Office. Note that there is a different Student Teaching Application for each teaching area: early childhood, middle grades, music, and secondary. Deadline dates for submitting this application will be announced and posted each semester.
  
- \_\_\_\_\_ 6.     **Student Contract** (page 39): All B.S. students are required to meet with their site director and/advisor at the beginning of their program to complete the contract below. The purpose of the contract is to determine the courses/assessments that are needed and to support the student in meeting the necessary requirements for the program. The student, site director and advisor should receive a copy of the contract.
  
- \_\_\_\_\_ 7.     **Student Teaching Handbook** (blue)  
A copy of the *Student Teaching Handbook* will be available for student teachers and their supervising teacher during the initial meeting prior to student teaching when student teaching assignments are made. The handbook is found online.

**505-6-.01 THE CODE OF ETHICS FOR EDUCATORS**  
**Effective October 15, 2009**

**(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 Professional Standards Commission has adopted standards that represent the conduct generally accepted by the education profession. The code defines unethical conduct justifying disciplinary sanction and provides guidance for protecting the health, safety and general welfare of students and educators, and assuring the citizens of Georgia a degree of accountability within the education profession.

**(2) DEFINITIONS**

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

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

(c) “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 and Standards of Professional Conduct for Educators, the enrollment period for a graduating student ends on August 31 of the year of graduation.

(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 Professional Standards Commission alleging that an educator has breached one or more of the standards in the Code of Ethics for Educators. A “complaint” will be deemed a request to investigate.

(e) “Revocation” is the invalidation of any certificate held by the educator.

(f) “Denial” is the refusal to grant initial certification to an applicant for a certificate.

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

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

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

(j) “Monitoring” is the quarterly appraisal of the educator’s conduct by the Professional Standards Commission through contact with the educator and his or her employer. As a condition of monitoring, an educator may be required to submit a criminal background check (GCIC). The Commission specifies the length of the monitoring period.

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

### **(3) STANDARDS**

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

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

1. committing any act of child abuse, including physical and verbal abuse;
2. committing any act of cruelty to children or any act of child endangerment;
3. committing any sexual act with a student or soliciting such from a student;
4. engaging in or permitting harassment of or misconduct toward a student that would violate a state or federal law;
5. soliciting, encouraging, or consummating an inappropriate written, verbal, electronic, or physical relationship with a student;
6. furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student; or
7. failing to prevent the use of alcohol or illegal or unauthorized drugs by students who are 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 premises or at a school-related activity while under the influence of, possessing, using, or consuming illegal or unauthorized drugs; and
2. being on school 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).

(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, university 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 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 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: **Abandonment of Contract** - An educator shall fulfill all of the terms and obligations detailed in the contract with the local board of education or education agency for the duration of the contract. Unethical conduct includes but is not limited to:

1. abandoning the contract for professional services without prior release from the contract by the employer, and
2. willfully refusing to perform the services required by a contract.

(i) Standard 9: **Required Reports** - An educator shall file reports of a breach of one or more of the standards in the Code of Ethics for Educators, child abuse (O.C.G.A. §19-7-5), or any other required report. Unethical conduct includes but is not limited to:

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

(j) Standard 10: **Professional Conduct** - An educator shall demonstrate conduct that follows generally recognized professional standards and preserves the dignity and integrity of the teaching profession. Unethical conduct includes but is not limited to any conduct that impairs and/or diminishes the certificate holder's ability to function professionally in his or her employment position, or behavior or conduct that is detrimental to the health, welfare, discipline, or morals of students.

(k) Standard 11: **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 Professional Standards Commission must be in writing

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

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

- (b) An individual whose certificate has been revoked, denied, or suspended may not serve as a volunteer or be employed as an educator, paraprofessional, aide, substitute teacher or in any other position during the period of his or her revocation, suspension or denial for a violation of The Code of Ethics.

The superintendent and the superintendent's designee for certification 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.

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

## Intellectual Property Rights

### I. General Purpose.

Shorter University (“Shorter”) is dedicated to supporting effective teaching and innovative research and development in the pursuit of knowledge. While the majority of such research and development pertains solely to the traditional classroom activities, Shorter recognizes that some marketable forms of Intellectual Property may result from the efforts of its Faculty, Employees, and Students. At times, Faculty, Employees, or Students make substantial use of Shorter’s facilities as well as contributions from Shorter and third parties during their production of Intellectual Property. Except as otherwise set forth in any validly executed work-for-hire agreement or Shorter’s Distance Education Intellectual Property Rights Policy, this Intellectual Property Policy controls as to the ownership of such materials, compensation, copyright issues, and uses of revenue derived from the creation and production of all Intellectual Property created or developed by Faculty, Employees, and Students of Shorter University.

### II. Definitions.

a. **Creator:** The person who authors, creates, discovers, invents, or develops Intellectual Property subject to this policy.

b. **Employee(s):** Any Shorter administrator acting in an administrative capacity, staff hired by Shorter to perform Shorter duties, and Students who receive work study funds or hourly wages for performing Shorter duties. As used herein, the term “Employee” does not include Faculty.

c. **Faculty:** Any person hired by Shorter to conduct instructional classroom activities.

d. **Intellectual Property:** Any original creation, invention, innovation, technology, skill, scientific or technological development, or artistic work or expression that has commercial value and which derives its intrinsic value from creative ideas. As used in this policy, Intellectual Property maybe generally categorized as follows:

(i.) **Scholarly Work:** Material prepared for traditional academic publications, such as scholarly journals or other texts or treatises of a scholarly nature.

(ii.) **Creative Works:** Artistic works, musical or dramatic compositions, literary works, and works of primarily aesthetic nature.

(iii.) **Traditional Course Materials.** Material of a pedagogical intent of a type traditionally used by faculty members in the course of Shorter’s educational mission. This includes the development of curriculum, syllabi, courses, the teaching of classes and development of related material generally intended for the immediate use of a student in a course.

e. **Student(s):** Any person taking courses at Shorter.

### III. Applicability

This policy shall apply to all intellectual property created or developed through the efforts of Shorter Faculty, Employees, and Students except as otherwise set forth in any validly executed

work-for-hire agreement or Shorter's Distance Education Intellectual Property Rights Policy.

#### **IV. Ownership of Intellectual Property**

Ownership of Intellectual Property created in whole or in part by Faculty, Employees and Students shall be governed by the following guidelines:

a. Faculty: The creating Faculty members' ownership rights in Intellectual Property are as follows:

- to the extent any applicable written agreement exists between Shorter and the creating Faculty pertaining to the creation or development of Intellectual Property, the terms of such agreement shall control;

- Intellectual Property unrelated to the Faculty member's job or educational responsibilities at Shorter and for which the Creator made no more than incidental use of Shorter resources, shall belong to the creating Faculty member;

- Intellectual Property which is Scholarly Work or Creative Work as defined above, shall belong to the creating Faculty member unless more than nominal use of Shorter resources are expected to be used by the creating Faculty member in which event Shorter and the Faculty member shall enter into a written agreement governing ownership, allocation of costs, and use of proceeds which may subsequently be derived from such Intellectual Property.

- Intellectual Property which is Traditional Course Materials or Scholarly Work shall belong to the creating Faculty member but Shorter shall have a nonexclusive right to use such Intellectual Property provided that Shorter uses such materials in furtherance of its education mission and not for revenue producing purposes; and

- Shorter may record Faculty member's classroom lectures and may use, reproduce, prepare derivative works from, and display such materials provided that Shorter uses such materials in furtherance of its education mission and not for revenue producing purposes.

b. Employee: Absent a signed written agreement to the contrary, a creating Employee, and any Student acting in an Employee capacity, shall have no ownership rights in or to any Intellectual Property created or developed in the course of their employment with Shorter. All such materials created or developed by an Employee in the course of their employment with Shorter shall be considered work-for-hire and shall be owned by Shorter.

c. Student: A creating Student's ownership rights in Intellectual Property are as follows:

- Unless specifically funded or commissioned by Shorter, all Scholarly Works and Creative Works of a Student shall belong to the Student;

- Any Intellectual Property created or developed by a Student in their capacity as an Employee shall belong to Shorter.

- Except as otherwise provided herein, all other Intellectual Property created by a

Student with more than minimal use of Shorter facilities and not in the performance of Scholarly or Creative Work shall belong to Shorter.