LaGrange College

LaGrange College

Challenging minds. Inspiring souls.

Civility | Diversity | LIBERAL ARTS | Service | Excellence

ENTHUSIASTIC ENGAGEMENT IN LEARNING
(Professional Knowledge: Content, curriculum, and learners)

EXEMPLARY PROFESSIONAL TEACHING PRACTICES
(Professional Skills: Planning, instruction, and assessment)

CARING AND SUPPORTIVE CLASSROOMS AND LEARNING COMMUNITIES
(Professional Dispositions: Reflection, connections, and action)

The mission of the Education Department is to develop and nurture teachers who have strong foundations in liberal arts and exemplary professional knowledge, skills, and dispositions.
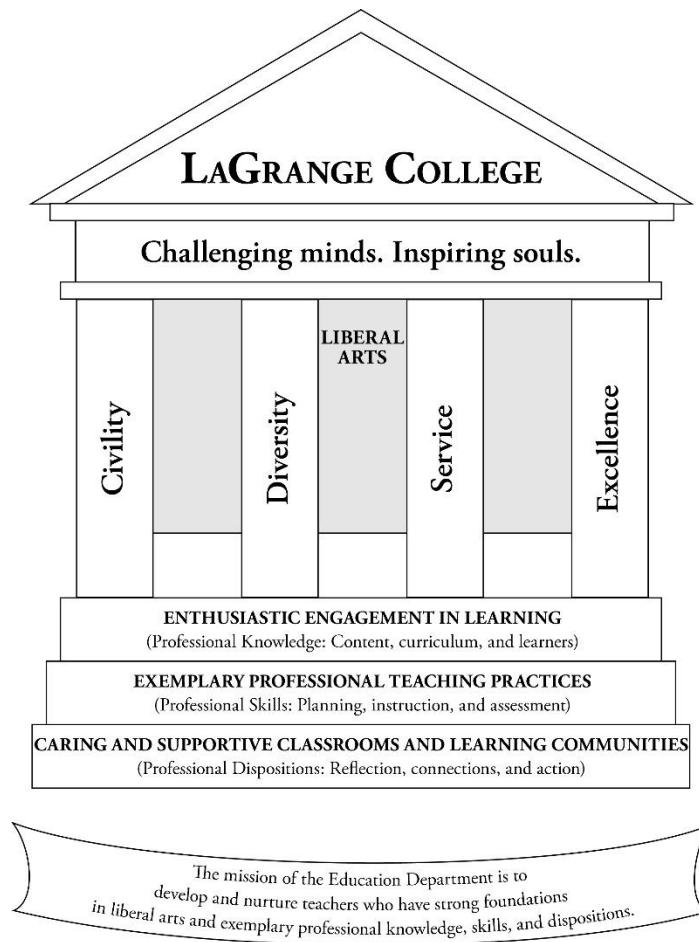
Department of Education Handbook
for
Advanced Education Programs

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General Handbook

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The Mission of LaGrange College

LaGrange College challenges the minds and inspires the souls of its students. Founded in 1831 and committed to its relationship with the United Methodist Church and its Wesleyan and liberal arts traditions, the college supports students in their search for truth. An ethical and caring community valuing civility, diversity, service and excellence, LaGrange College prepares students to become successful, responsible citizens who aspire to lives of integrity and moral courage.

The Mission of the Education Department

Reflecting the mission of the College, the mission of the Education Department, which is at the core of the College's professional education unit, is "to affirm the goals of civility, diversity, service, and excellence by developing caring and supportive classrooms and communities that foster enthusiastic engagement in learning and exemplary teaching practices." More specifically, the mission of the department is to develop and nurture teachers who have both a strong foundation in the liberal arts and the professional understandings, skills, and dispositions that are essential to successful teaching in P-12 classrooms.

The Conceptual Framework
Undergirding Professional Education Programs
at LaGrange College

LaGrange College offers several professional education programs. These include a pre-service B.A. Program in Early Childhood Education and B.A. Program in Music Education; pre-service M.A.T. programs in Middle Grades Education and five content areas of Secondary Education (mathematics, English, history, and biology); and M.Ed. and Ed.S. programs in Curriculum and Instruction for experienced teachers.

Development of the *Conceptual Framework* undergirding these professional education programs began in 1999-2000 when a committee of three faculty members initially conceived the framework. After attending a conference on conceptual frameworks, these faculty members looked at the conceptual frameworks developed by other colleges, and the faculty reviewed standards, current research, and educational texts and journals, with a particular focus on the text *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson (1996). In addition to their individual research, these three faculty members met often and shared key ideas relevant to the direction and focus of the Education Department, its mission, and the mission of the College. Central to their initial draft of a conceptual framework were three core tenets (Enthusiastic Engagement in Learning, Exemplary Teaching Practices, and Caring and Supportive Classrooms and Communities) and the 10 INTASC principles for beginning teachers. The Education Department's *Conceptual Framework* was subsequently approved by faculty in the department.

Prior to the GA PSC accreditation visit in fall 2005, faculty in the unit formally reviewed the current version of the *Conceptual Framework* and made several changes to strengthen their, the faculty's, commitment to diversity, technology, professional and state standards, and candidate performance in terms of desired professional knowledge, skills, and dispositions. The faculty retained the original three core tenets, but also elaborated on each of these tenets by combining the 10 INTASC principles with the current standards and Georgia Systemic Teacher Education Program (GSTEP) frameworks promulgated by the GA PSC in order to identify clusters of competencies related to each of the three core tenets. They also updated the knowledge base undergirding each tenet and the references cited in each knowledge base.

In preparation for the GA PSC accreditation visit in fall 2008, the *Conceptual Framework* was reviewed by a special ad hoc group of school district leaders, teachers, supervising faculty, alumni, and current undergraduate and graduate candidates who convened in May 2007 to re-examine the *Conceptual Framework* and to recommend and suggest changes or refinements. This group of stakeholders reaffirmed the values and commitments described in the current *Conceptual Framework*.

With the advent of the Ed.S. program in June 2010, the faculty in the unit reviewed the *Conceptual Framework* with school district leaders, teachers, supervising faculty, alumni, and current undergraduate and graduate candidates during the 2010 -2011 academic year. To represent the various programs, three meetings were held with teachers, supervising faculty, alumni, and current undergraduate and graduate candidates in November 2010. The first meeting centered on the Early Childhood Program, whereas the next meeting convened stakeholders from the M.A.T. Program followed by a third meeting that combined the M.Ed. and Ed.S. constituents. Particular attention was given to the newly written teacher leader standards, 21st century teaching, and a reaffirmation to our commitment to diversity.

The LaGrange College Conceptual Framework

The *Conceptual Framework* undergirding professional education programs at LaGrange College is derived from the mission of the College, the mission of its Education Department, state and national standards, and the professional judgment of those members of the College community who are involved in teacher education programs at both the Initial (pre-service) and Advanced (in-service) levels.

The *Conceptual Framework* has three core tenets. Each tenet has both a knowledge base that draws on relevant theory, research, and best practices and clusters of related competencies that candidates are expected to develop during the candidates' programs. Each of these clusters of related competencies has implications for the curriculum delivered in each program.

In addition, three kinds of alignment characterize the *Conceptual Framework*. First, the three core tenets and their related competencies are aligned with state and national standards for teachers. Second, courses in programs are clearly aligned with the *Conceptual Framework* tenets and competencies. And third, the unit's eight key candidate performance assessments in Initial teacher education programs and the six key candidate performance assessments in Advanced teacher education programs are also clearly aligned with the *Conceptual Framework* tenets and competencies.

The Conceptual Framework Tenets, Knowledge Bases, Clusters of Related Competencies, and Implications for Curriculum

The *Conceptual Framework* has three core tenets—one focused on candidates' professional knowledge, a second focused on candidates' professional skills, and a third focused on candidates' professional dispositions. Each tenet has a supporting knowledge base of relevant theory, research, and best practices and a cluster of related competencies that candidates are

expected to develop or enhance as they complete (1) the College's core curriculum if they are undergraduate students and (2) professional education courses and field experiences at either undergraduate or graduate levels. Each cluster of competencies also has implications for program curriculum and its delivery.

Tenet 1: Enthusiastic Engagement in Learning

This first tenet of the *Conceptual Framework* is its "professional knowledge tenet."

Undergirding Knowledge Base
The guiding philosophy of teacher education programs at LaGrange College at both Initial (pre-service) and Advanced (in-service) levels is social constructivism, a theoretical base from which teacher education candidates learn how to be critical educators who can create learning environments in which learning is both enjoyable and rigorous. Learning in such an environment requires teachers to be learning facilitators, rather than lecturers or dispensers of information, and it requires the teachers to organize, manage, and create learning environments in which students can be actively involved in the teaching and learning process (Tomlinson, 2001). Ranier and Guyton (2001) suggest that when teacher educators implement the principles of constructivism in their teacher preparation programs, these teachers transform their candidates and stimulate them to develop their own personal understandings of constructivism. Candidates who are taught in non-constructivist classrooms are not likely to create constructivist classrooms in their own teaching.

Although there is widespread agreement among educators that learning is most effective when knowledge is constructed, the field of education has different perspectives about which disciplines, pedagogical approaches, philosophies, and social theories ought to be privileged in the curriculum (Phillips, 1995). Teacher education programs at LaGrange embrace the perspective that knowledge is constructed in a context of social relations which affirm that, because no one person has the same experiences, there are multiple ways to view the world. Moreover, while all knowledge begins with experience, not all knowledge can be adequately constructed without understanding the central concepts, tools of inquiry, and structures of various disciplines. From exposure to different disciplines in the liberal arts and sciences—a core curriculum—candidates acquire a foundation for scaffolding new information. Moreover, once they have a knowledge base in the disciplines, candidates can derive content and subject matter from these disciplines that will benefit P-12 learners.

For candidates in the Department's Initial programs, developing knowledge in the disciplines is a major goal of both the candidates' core courses and their courses in a major. For candidates in the Department's M.Ed. program, increasing their knowledge of learners, curriculum, and pedagogy through a cognate and research sequence of courses is a major goal. For the

Department's Ed.S. candidates, preparing candidates to become effective teacher leaders with specific coursework through a disciplined research approach is the desired outcome.

McCutcheon's (1995) discussion of Schwab's "common places" is particularly helpful because it explains how content, curriculum, and learners provide a context for teacher preparation. *Subject matter*, which we refer to as content, is more than knowledge gleaned from disciplines. It also involves the development of cognitive processes that stimulate the growth of self and facilitate service to others. *Learners*, of course, are our candidates. Knowing the abilities, interests, and needs of candidates, as well as their strengths and limitations, is critical to our providing them with a meaningful *curriculum*. And *milieus* are the contexts that candidates bring to us—their communities and their cultures. How these "common places" interact in a teacher education program dramatically affects the success of that program.

In the Initial Early Childhood, Music Education, and M.A.T. programs, these four common places are evident in the praxis between subject matter coursework, service, and fieldwork assessments. Candidates in the Advanced M.Ed. and Ed.S. programs show how each common place is braided through their individual research thesis or project.

Related Candidate Competencies
There are three clusters of candidate competencies related to this first "professional knowledge tenet":

Competency Cluster 1.1: Knowledge of Content
- Candidates understand the central concepts, tools of inquiry, and structures of disciplines needed to create learning experiences that make these aspects of subject matter meaningful to students.

Implications for Program Curriculum: Content is presented to our undergraduate students through a diverse network of core courses and coursework in a major field or discipline. Each Secondary M.A.T., M.Ed., or Ed.S. candidate enters our teacher education program with a strong knowledge of subject matter, as can be seen by the degrees obtained and the transcripts of prior undergraduate coursework. For these candidates, our program takes this content knowledge one step farther and offers candidates the pedagogical knowledge and theoretical constructs specific to educational practice. Content knowledge of our Middle Grades M.A.T. candidates is also determined through a transcript analysis at the time of admission as well as a content diagnostic examination at the onset of the program. The content knowledge of both Secondary and Middle Grades M.A.T. candidates is assessed with a specific content grade in two methods classes. Candidates failing the content portion of these classes must repeat this portion of the course.

Competency Cluster 1.2: Knowledge of Curriculum

- Candidates relate content areas to other subject areas and see connections in everyday life to make subject matter meaningful.
- Candidates carefully select and use a wide variety of resources, including available technology, to deepen the candidate's own knowledge of the content area.
- Candidates construct instructional plans that meet state, national, and professional association content standards.

Implications for Program Curriculum: From the Latin root "currere," curriculum literally means "to run the racecourse." To do this successfully requires a broad understanding of curriculum as active investigation of the natural and social worlds. Because curriculum extends beyond planning, instruction, and assessment to embrace philosophical, cultural, economic, and political implications of learning and schooling, curricula are addressed in terms of stimulating enthusiastic engagement in learning among both candidates and students.

Competency Cluster 1.3: Knowledge of Learners

- Candidates understand how students learn and develop.
- Candidates understand how to provide diverse learning opportunities that support students' intellectual, social, and personal development based on students' stages of development, multiple intelligences, learning styles, and areas of exceptionality.
- Candidates demonstrate the belief that students can learn at high levels, and the candidates hold high expectations for all.
- Candidates understand how factors inside and outside schools influence students' lives and learning.
- Candidates embrace culturally responsive strategies to reach learners from diverse groups.

Implications for Program Curriculum: To teach a diverse community of learners successfully, candidates need to take a holistic approach to understanding learners through a wide array of curriculum inputs. Not only do these experiences explore the cognitive, social, emotional, and physical experiences of individual children, but these experiences also emphasize how the culture, ethnicity, and language of learners affect pedagogy.

Tenet 2: Exemplary Professional Teaching Practices

This second tenet of the *Conceptual Framework* is its "professional skills tenet."

<u>Undergirding Knowledge Base</u>
This second tenet focuses on the professional skills that teachers need in order to be competent in the classroom. This does not mean that we believe teaching can be reduced to a monolithic form of training. On the contrary, an exemplary practitioner draws from multiple resources in order to teach in diverse classrooms. We believe, therefore, that, in this age of accountability, candidates must have a large repertoire of skills to plan, deliver, and assess instruction.

Because teacher preparation involves much more than simply knowing how to deliver instruction efficiently, we do not limit the curriculum in programs to a particular set of specific teaching techniques. Rather, we try to be attentive to the purposes of instruction. Moreover, because we do not view students as context-free individuals, independent of time, culture, and condition (Cannella, 1998), we believe that teachers must link the life histories of their students to the content taught in classrooms, so that their students can make deep, meaningful personal connections (Delpit, 1995; Kincheloe, 2005). To develop these linkages as candidates learn how to plan, deliver, and assess instruction, we focus candidates on interrelationships between society and its institutions, on the one hand, and issues of race, ethnicity, gender, and social class on the other.

We believe that learning is mostly an affective, dramatic, and emotional event and that it requires learners to construct new connections. Fundamental to social constructivism, learning that is first taught at the conceptual level in the classroom must be transferred to situations outside the classroom (Fosnot & Perry, 2005). This requires that learners be active participants in the learning process.

We also believe that, while constructivism is not a prescriptive theory for curriculum, there are certain strategies that promote the creation of active learning environments. What seems to work best are methods that are cooperative and collaborative in nature and that are characterized by differentiated instruction, since all students do not learn in the same way or at the same rate. By offering instructional choices, teachers allow students to use learning styles that work best for these students.

Differentiated instruction begins with assessment of students' prior knowledge and experience and offers students multiple approaches to learning, e.g., presentations, projects, reciprocal teaching, discussion, aesthetic experiences, peer teaching, cooperative learning, and reflective writing that stimulates them to summarize and analyze their learning. Students assume increasing responsibility for the knowledge, skills, and dispositions they develop (Tomlinson, 1999). And, as they reflect upon their learning, students examine their feelings about concepts, pursue solutions to problems, and develop constructive habits, attitudes, and dispositions for future learning (Simpson, 2006).

We further believe that developing a productive classroom community and encouraging positive student behaviors are inextricably linked (Kohn, 1996). Appropriate behaviors are more likely to occur when instruction is well- planned and delivered in democratic classroom communities that respect individual freedom, personal justice, and equality, while at the same time teaching students about the welfare and interests of others (Gathercoal, 1993; Simpson, 2006). Because democratic approaches to teaching reflect the philosophy of a teacher, we want candidates to trust their students to make their own decisions in student-centered classrooms (Moorman & Moorman, 1989). The ultimate goal of constructivist teaching is to create classrooms that become laboratories for democracy in which well-planned instruction is delivered and assessed in a student-centered climate (Kincheloe, 2005: McEwan, 1996).

As Ranier (1999) concedes, there are formidable barriers to teaching in the constructivist mode, because power relationships in schools do not always support this approach to teaching. Because there are, today, specific content and testing requirements associated with each grade level, a teacher's chosen instructional philosophy and instructional strategies must satisfy these specific content knowledge and testing expectations. Seemingly at odds with these required outcomes, constructivist teaching places substantial value on the personal meaning that a learner gleans from a learning experience. This is our challenge as teachers: To apply constructivist principles, while simultaneously meeting the content and testing requirements of state departments of education and local school boards.

Rather than beginning the instructional planning process with questions like, "How do we best cover the topic?" or "What learning experience should we have today?" Wiggins and McTighe (2001) suggest "a backwards curricular design." That is, they suggest that one begin at the end of the process by identifying, first, the desired goals and standards to be achieved by a lesson and, then, the specific evidence that will show that the goals and standards have been achieved, before planning the instruction that will be used to reach those goals and standards. In "backwards curricular design," one must think, first, like an assessor and, then, like a curriculum planner.

Related Candidate Competencies
There are three clusters of candidate competencies related to this second "professional skills tenet":

Competency Cluster 2.1: Planning Skills
- Candidates understand individual and group motivation and behavior in creating learning environments.
- Candidates create learning environments in which students assume responsibility and participate in decision-making.

- Candidates create learning environments in which students work both collaboratively and individually.
- Candidates organize, allocate, and manage time, space, activities, technology, and other resources to provide active and equitable engagement of diverse students in productive tasks.
- Candidates develop strategies for supporting student learning while remaining sensitive to students' unique cultures, experiences, and communities.

Implications for Program Curriculum: Planning skills are developed in courses that emphasize the value of preparing instruction that is based on accepted best practices and theoretical research. When candidates present students with well-prepared learning activities, students achieve more, because they are actively engaged in pleasurable and meaningful learning processes. Solid preparation by candidates before instruction not only increases student achievement, but this preparation also reduces inappropriate classroom behaviors.

Competency Cluster 2.2: Instructional Skills
- Candidates use effective verbal, nonverbal, and media communication techniques to encourage students' development of critical thinking, problem-solving, and performance skills.
- Candidates are proficient with classroom technology and 21st century teaching skills.
- Candidates understand and implement effective and appropriate classroom management techniques that promote democratic classroom communities.

Implications for Program Curriculum: Developing instructional skills that are based on constructivist teaching principles emphasize the need to teach for conceptual understanding, before content information is presented to learners. Once conceptual understanding has been achieved, learners become more receptive to new information that is scaffolded upon prior knowledge. At the same time, this new knowledge must be applied in meaningful ways to ensure transference to other situations outside the classroom. Thus, we advocate differentiated instructional processes that begin with teaching for conceptual understanding, move to presentation of new knowledge, and then give learners an extended period during which they can apply this new information in active, meaningful, and cooperative ways. Furthermore, learning experiences in each program curriculum are designed to promote critical thinking, meet the diverse needs of students, and integrate technology in instruction.

Competency Cluster 2.3: Assessment Skills
- Candidates understand and use ongoing formal and informal assessment strategies to evaluate and ensure continuous intellectual, social, and physical development of students.

- Candidates involve students in self-assessment that helps candidates or students become aware of their strengths and needs and that encourages them to set personal goals for learning.
- Candidates monitor and adjust strategies in response to student feedback.

Implications for Program Curriculum: Assessment skills are an essential element of exemplary instruction. Because learners can show what they have learned in many ways, it is important that teachers use multiple measures and a variety of formal and informal techniques to assess learning. Not only is it necessary for teachers to assess what students have learned, but it is equally important for these teachers to assess the effectiveness of their planning and instructional processes. This is why we provide many opportunities for candidates to reflect upon their instructional practices and think about appropriate ways to assess learning.

Tenet 3: Caring and Supportive Classrooms and Learning Communities

This third tenet of the *Conceptual Framework* is its "professional dispositions tenet."

Undergirding Knowledge Base
This third tenet focuses on the professional dispositions that teachers need to develop and demonstrate in their work with students, families, professional colleagues, and members of the larger community. Creating caring and supportive classrooms and learning communities requires that teachers reflect on their own professional responsibilities, make connections with others, and take actions thoughtfully and carefully to benefit students and enhance their learning. If candidates do not take action to improve the lives of children and communities, the candidates' own transformation does not occur. By contrast, through action research, positive classroom practices, and on-going research in school communities, candidates can affect policies and practices around them. As they participate in these experiences, these candidates are challenged to view the world through anti-racist, multicultural, non-gender biased lenses and to advocate for social justice and equality (McLaren, 1998).

Because he thought that the greatest safeguard for democracy was a thinking population, John Dewey believed that our collective judgment would become more reasoned through reflection (Simpson, 2006). A reflective thinker questions asserted truths and values with an open mind, considers new or alternative ideas, and routinely examines beliefs and thoughts. Applying rationality to his or her world, a reflective thinker confronts biases, not necessarily to eliminate them, but to place them in a context of different social, cultural, philosophical, and theoretical positions (Kincheloe, 2005). Dewey also asserted teachers who deserve the highest praise are those whose students have intellectual awakenings, develop the power to think, can face facts, and have developed "habits of doubt" through reflection (Simpson, 2006).

Jenlink and Jenlink (2005) recommend that, in order for teachers and candidates to become public intellectuals, they must first learn to become self-critical practitioners who use research in their teaching and who reflect on their own autobiographical journey in a context of history, politics, and culture. The requisite critical disposition for teaching is social activism. As Jenlink and Jenlink assert, "teacher education programs are charged with the public responsibility to educate teachers who will enable future generations to learn the knowledge and skills necessary to address social inequities and injustices, while working to build a principled and democratic society" (p. 15).

In *Pedagogy of the Oppressed,* Paulo Freire (2002) asks teacher educators to take actions that will overcome injustice and inequities that hinder the development of children. He calls upon us to promote cooperation, rather than competition, liberty for all, unity among working people, genuinely democratic organizations, and a harmonious blending of cultures. Our culture, he argues, is a construct that encompasses the political, social, racial, gender, linguistic, ethical, and economic aspects of the human condition. It is a discourse that often does not benefit all children, particularly those who are poor or who are members of marginalized groups. At LaGrange, we believe that our teacher education candidates, not only can change the world, but have both a right and an obligation to do so.

Related Candidate Competencies

There are three clusters of candidate competencies related to this third "professional dispositions tenet":

Competency Cluster 3.1: Reflection

- Candidates reflect on the effects of choices and actions on others (students, parents, and other professionals) to improve their own practice.

    Implications for Program Curriculum: Reflection involves writing and discussing feelings about classroom, school, and community experiences. The process is also important when it comes to thinking about how to modify teaching to improve students' work and increase their achievement. This reflective process includes, but is not limited to, anecdotal records, regular writing assignments about teaching experiences, and reactions to articles and books.

Competency Cluster 3.2: Connections

- Candidates foster relationships with school colleagues, parents, and members of the larger community to support students' learning.
- Candidates examine and extend knowledge of the history, ethics, politics, organization, and practices of education.

- Candidates engage in school-based research to become agents for change in a global society.
- Candidates understand and abide by laws related to the rights and responsibilities of students, educators, and families.
- Candidates follow established codes of personal conduct, including school and district policies.

Implications for Program Curriculum: Connections are made between people in schools and communities, as well as with literature and scholarly research. Collaboration with schools and community stakeholders is a necessary ingredient for success as a teacher. Teachers must be visible in order to make positive contributions to a greater community. Connections are made when teachers share knowledge from journals and books with colleagues and community stakeholders. Connections are also made when teachers present and publish original research that addresses a wide range of topics, from innovations in teaching techniques to analyses of educational policy.

Competency Cluster 3.3: Action
- Candidates seek opportunities to grow professionally based on reflection and input from others.
- Candidates acquire the requisite skills necessary to conduct, analyze and evaluate new strategies to improve classroom instruction and facilitate school improvement.
- Candidates advocate for curriculum changes, instructional design modifications, and improved learning environments that support the diverse needs of, and high expectations for, all students.

Implications for Program Curriculum: Reflecting and making connections creates opportunities for teachers to take action. This can involve writing and speaking to colleagues and stakeholders about curricular issues and educational policies. It can also include volunteering and joining advocacy groups and professional associations that use the collective voice of their members to effect positive change in schools and in the lives of children, parents, and communities.

**Alignment of the Conceptual Framework Tenets and Related Competencies
with State and National Standards, Courses in Programs,
and Key Assessments in Initial Programs**

Table CF-1 describes how the three *Conceptual Framework* tenets and their related clusters of competencies align with the following state and national standards:

- The six standards for Georgia CAEP for Initial programs
- The ten INTASC principles for beginning teachers

Table CF-2 describes how the key candidate performance assessments in Advanced programs align with the three *Conceptual Framework* tenets and their related clusters of competencies.

Table CF-1

**Alignment of the Conceptual Framework Tenets and Their Related Competencies
with State and National Standards**

The LaGrange College Conceptual Framework Tenets and Their Clusters of Related Competencies	Six Standards of Georgia CAEP for Initial Programs	Ten INTASC Principles for Beginning Teachers
Tenet 1: Enthusiastic Engagement in Learning (Professional Knowledge)		
1.1 Knowledge of Content	1.1, 1.3	4, 5
1.2 Knowledge of Curriculum	1.1, 1.3	4, 5
1.3 Knowledge of Learners	1.1, 1.3	1, 2
Tenet 2: Exemplary Professional Teaching Practices (Professional Skills)		
2.1 Planning Skills	1.4, 1.2	7
2.2 Instructional Skills	1.2, 1.4, 1.5	7,8
2.3 Assessment Skills	1.4, 1.5	6
Tenet 3: Caring and Supportive Classrooms and Learning Communities (Professional Dispositions)		
3.1 Reflection	1.1	3, 9, 10
3.2 Connections	1.1	3, 9, 10
3.3 Action	1.1, 1.2	3, 9, 10

Georgia CAEP Standards for Initial Programs

Standard 1. Content and Pedagogical Knowledge
The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

Standard 2. Clinical Partnerships and Practice
The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

Standard 3. Candidate Quality, Recruitment, and Selectivity
The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.

Standard 4. Program Impact
The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

Standard 5. Provider Quality Assurance and Continuous Improvement The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

Standard 6. Georgia Requirements for Educator Providers and Education Preparation Programs
Educator Preparation Providers (EPPs) approved by the Georgia Professional Standards Commission (GaPSC) to offer programs leading to educator certification are expected to ensure that all preparation programs meet all applicable requirements of Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS and Rule 505-3-.02 EDUCATOR PREPARATION PROVIDER ANNUAL REPORTING AND EVALUATION. The elements of Standard 6 are intended to supplement and/or further explain program requirements specified in Rule 505-3-.01, and to guide Site Visitor Teams in properly evaluating programs. All GaPSC programs leading to certification are expected to meet the applicable elements of this standard.

Ten INTASC Principles for Beginning Teachers

The Learner and Learning

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

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

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

Content Knowledge

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

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

Instructional Practice

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

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

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

Professional Responsibility

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

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

Table CF- 2
Alignment of Key Assessments in M.Ed. Program
with the Conceptual Framework Tenets and Their Related Competencies

Key Assessments in M.Ed. Program	Aligned with Conceptual Framework Tenets and Their Clusters of Related Competencies								
	1.0 Enthusiastic Engagement in Learning Knowledge of: 1.1: Content 1.2: Curriculum 1.3: Learners			2.0 Exemplary Professional Teaching Practices Skills of: 2.1: Planning 2.2: Instruction 2.3: Assessment			3.0 Caring and Supportive Classrooms and Learning Communities Dispositions of: 3.1: Reflection 3.2: Connections 3.3: Action		
	1.1	1.2	1.3	2.1	2.2	2.3	3.1	3.2	3.3
Knowledge of Instruction & Assessment (6015)					X	X			
Knowledge of Content (6100)	X								
Knowledge of Curriculum and Professional Practice (6300)		X		X			X	X	X
Knowledge of Research (6200)				X					
Knowledge of Student (6080)			X						

Table CF- 2
Alignment of Key Assessments in Ed.S. Program
with the Conceptual Framework Tenets and Their Related Competencies

Key Assessments in Ed.S. Program		Aligned with Conceptual Framework Tenets and Their Clusters of Related Competencies								
		1.0 Enthusiastic Engagement in Learning Knowledge of: 1.1: Content 1.2: Curriculum 1.3: Learners			2.0 Exemplary Professional Teaching Practices Skills of: 2.1: Planning 2.2: Instruction 2.3: Assessment			3.0 Caring and Supportive Classrooms and Learning Communities Dispositions of: 3.1: Reflection 3.2: Connections 3.3: Action		
		1.1	1.2	1.3	2.1	2.2	2.3	3.1	3.2	3.3
Knowledge of Instruction & Assessment (7015)						X	X			
Knowledge of Content (7100)		X								
Knowledge of Curriculum and Professional Practice (7300)			X		X			X	X	X
Knowledge of Research (7200)					X					
Knowledge of Student (7070)				X						

Table CF- 2
Alignment of Key Assessments in Tier I
with the Conceptual Framework Tenets and Their Related Competencies

Key Assessments in Tier I	Aligned with Conceptual Framework Tenets and Their Clusters of Related Competencies								
	1.0 Enthusiastic Engagement in Learning **Knowledge of:** **1.1: Content** **1.2: Curriculum** **1.3: Learners**			**2.0 Exemplary Professional Teaching Practices** **Skills of:** **2.1: Planning** **2.2: Instruction** **2.3: Assessment**			**3.0 Caring and Supportive Classrooms and Learning Communities** **Dispositions of:** **3.1: Reflection** **3.2: Connections** **3.3: Action**		
	1.1	**1.2**	**1.3**	**2.1**	**2.2**	**2.3**	**3.1**	**3.2**	**3.3**
Collaboration & Communication (7075)							X	X	X
Management & Operations (7085)							X	X	X
Improving Professional Skills (7380)	X	X	X	X	X	X			
Technology (7400)	X	X	X	X	X	X			
Leadership (7410)	X	X	X	X	X	X	X	X	X

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LaGrange College Policies

The student handbook can be found at
http://home.lagrange.edu/panther/pdf/student-engagement/2017-2018_StudentHandbook.pdf

HONOR CODE

The Honor Code is the responsibility of every student, faculty member, and staff member at LaGrange College. All members of the college community are required to support the enforcement of the code which prohibits lying, cheating, or stealing when these actions involve academic processes. Any incident believed to be a violation of the Honor Code will be investigated by the Honor Council as outlined in the student handbook.

As a member of the student body of LaGrange College, I confirm my commitment to the ideals of civility, service, and excellence. Recognizing the significance of personal integrity in establishing these ideals within our community, I pledge that I will not lie, cheat, steal, nor tolerate these unethical behaviors in others.

STUDENT CONDUCT / SOCIAL CODE

LaGrange College, as a church-related college, is committed to an honorable standard of conduct. As an educational institution the College is concerned not only with the formal in-class education of its students, but also with their welfare and their growth into mature men and women who conduct themselves responsibly as citizens. Like the Honor Code, the Social Code is the responsibility of every student, faculty member, and staff member at LaGrange College. The Social Code attempts to instill in every member of the student body a sense of moral and community responsibility. As such, LaGrange College expects its students to adhere to community standards. Likewise, if some fail to live up to these codes of conduct, the College expects students to enforce these standards through the Social Code and its Social Council. In this way, students assume the obligation of upholding the integrity of their community and of ethically preparing themselves for the world beyond college. The College has established guidelines and policies to assure the well-being of the community. In general, the College's jurisdiction is limited to events that occur on College property; however, the College and the Social Council reserve the right to hear cases that concern students' behavior when they are off-campus in the name of the College (e.g., with a Jan Term travel course, an academic fieldtrip, or a campus organization social), especially when such situations could be regarded as an adverse reflection on the College's mission.

STATEMENT OF POLICY ON HARASSMENT

All members of the college community have the right to be free from discrimination in the form of harassment. Harassment may take two forms: (1) creating a hostile environment, and (2) quid pro quo. A hostile, demeaning, or intimidating environment created by harassment interferes with an individual's full and free participation in the life of the College. Quid pro quo occurs when a position of authority is used to threaten to impose a penalty or to withhold a benefit in return for sexual favors, whether or not the attempt is successful. Sexual harassment may involve behavior by a person of either gender against a person of the same or opposite gender. It should be noted that the potential of sexual harassment exists in any of the following relationships: student/student, faculty/student, student/faculty, and faculty/faculty. Here and subsequently "faculty" refers to faculty, staff, and administration. Because of the inherent differential in power between faculty and students, sexual relationships between faculty and students are prohibited.

A complete description of student conduct policies, rules and regulations can be found in the Student Handbook, which is published in the Panther Planner each year. Copies of the Handbook are available in the Student Development Office.

MED in Curriculum and Instruction Advisement Sheet
SUMMER COHORT
13 Month Program of Study: Course requirements – 30 Semester Hours

Name: _____   Advisor: _____

TRANSITION POINT 1 *ENTRY INTO THE PROGRAM*	- Graduated from an accredited IHE - Hold current or renewable teaching certification - Submitted three letters of recommendation - Completed Criminal Background Check - Completed Admissions Application - Received approval of Depart. Chair - Have a minimum TOEFL score of 550 if English is not primary language			☐ Entrance Requirements Met

	Course #	Course Title	Sem. Hrs.	Grade	**TRANSITION POINT 2** *PROGRESS THROUGHOUT THE PROGRAM*
First Summer I	**EDUC 6090**	**Research Preparation**	**3**		• Have an overall GPA of 3.0 or above
	EDUC 6066	**Issues in Curriculum and Instruction**	**3**		
	Course #	Course Title	Sem. Hrs.	Grade	*PROGRESS THROUGHOUT THE PROGRAM*

	Course #	Course Title	Sem. Hrs.	Grade	PROGRESS THROUGHOUT THE PROGRAM
First Summer II	EDUC 6035	**Social Foundations**	3		• Have an overall GPA of 3.0 or above • **Completed Key Assessment** Knowledge of Student **in EDUC 6035 with a passing grade of 3.0 or above**
	Course #	Course Title	Sem. Hrs.	Grade	*PROGRESS THROUGHOUT THE PROGRAM*
Fall Semester	EDUC 6015	**Educational Assessment & Decision-Making in the Content Areas**	3		• Have an overall GPA of 3.0 or above • Completed Key Assessment **Knowledge of Instruction and Assessment** in EDUC 6015 and **Knowledge of Content** in EDUC 6100 with a passing grade of 3.0 or above
	EDUC 6100	**Theories of Constructivist Learning**	3		
	Course #	Course Title	Sem. Hrs.	Grade	*PROGRESS THROUGHOUT THE PROGRAM*
Interim	EDUC 6080	**Education of Culturally Diverse Students in the Content Areas**	3		• Have an overall GPA of 3.0 or above
	Course #	Course Title	Sem. Hrs.	Grade	*PROGRESS THROUGHOUT THE PROGRAM*
Spring Semester	EDUC 6200	**Internship in the Content Area**	3		• Have an overall GPA of 3.0 or above • **Completed Key Assessments** Knowledge of Research **in EDUC 6200 and** Knowledge of Curriculum **and** Knowledge of Professional Practice **in EDUC 6300 with a passing grade of 3.0 or above**
	EDUC 6300	**Graduate Seminar**	3		
	Course #	Course Title	Sem. Hrs.	Grade	*PROGRESS THROUGHOUT THE PROGRAM*

Second Summer I	**EDUC 6050**	**Historical Perspectives in Education**	**3**		• Have an overall GPA of 3.0 or above
	EDUC 6065	**Reading in the Content Area**	**3**		
	TRANSITION POINT 3 **COMPLETION OF THE PROGRAM**			**TRANSITION POINT 4** **POST COMPLETION OF THE PROGRAM**	
	• Completed 30 credit hours of coursework • Have an overall GPA of 3.0 or above • Completed Program Completion Survey			• Passed GACE in C & I • Completed First-Year Survey	

MED in Curriculum and Instruction *Initial* with Tier I
Advisement Sheet – Spring Cohort
17 Month Program of Study: Course requirements – 45 Credit Hours

Name: _____   Advisor: _____

Transition Point 1 *Entry into C&I Program*		• Graduated from an accredited IHE • Hold current or renewable teaching certification • Submitted three letters of recommendation • Completed Criminal Background Check	• Completed Admission Application • Received approval of Depart. Chair • Have a minimum TOEFL score of 550 if English is not primary language	☐ **Entrance Requirements Met**
Semester	**Course #**	**Course Title**	**Sem. Hrs.**	**Grade**	**Transition Point 2** *Progress throughout the Program*
First Spring	EDUC 7075	Collaborating & Communicating in a School Environment	3		
	EDUC 7380	Improving Professional Skills	3		• Have an overall GPA of 3.0 or above • Completed Key Assessments in EDUC 7075 and in EDUC 7380 with a passing grade of 3.0 or above
Semester	**Course #**	**Course Title**	**Sem. Hrs.**	**Grade**	
First Summer I	EDUC 6090	Research Preparation	3		
	EDUC 6066	Issues in Curriculum and Instruction	3		

Semester	Course #	Course Title	Sem. Hrs.	Grade	Progress throughout the Program
First Summer II	EDUC 6035	Social Foundations	3		• Have an overall GPA of 3.0 or above • Completed Key Assessment in EDUC 6035 with a passing grade of 3.0 or above
Semester	Course #	Course Title	Sem. Hrs.	Grade	Progress throughout the Program
Fall	EDUC 6015	Educational Assessment & Decision-Making in the Content Areas	3		• Have an overall GPA of 3.0 or above • Completed Key Assessments in EDUC 6015 and in EDUC 6100 with a passing grade of 3.0 or above
	EDUC 6100	Theories of Constructivist Learning	3		
Semester	Course #	Course Title	Sem. Hrs.	Grade	Progress throughout the Program
Interim	EDUC 6080	Education of Culturally Diverse Students in the Content Areas	3		• Have an overall GPA of 3.0 or above
Semester	Course #	Course Title	Sem. Hrs.	Grade	Progress throughout the Program
Second Spring	EDUC 6200	Internship in the Content Area	3		• Have an overall GPA of 3.0 or above • Completed Key Assessments in EDUC 6200 and in EDUC 6300 with a passing grade of 3.0 or above
	EDUC 6300	Graduate Seminar	3		
Semester	Course #	Course Title	Sem. Hrs.	Grade	Progress throughout the Program
Second Summer I	EDUC 6050	Historical Perspectives in Education	3		• Have an overall GPA of 3.0 or above
	EDUC 6065	Reading in the Content Area	3		
	Transition Point 3 *Completion of the C&I Program*				
	• Completed 30 credit hours of coursework • Have an overall GPA of 3.0 or above		• Completed Program Completion Survey • Passed GACE in C & I		

Transition Point 4 *Entry into Tier I Program*	• Hold a Master's degree from an accredited IHE • Minimum GPA of 3.0 • Hold current or renewable teaching certification • Verification of Special Needs course • Completion of Leadership Ethics Entry Exam	☐ **Entrance Requirements Met**

Semester	Course #	Course Title	Sem. Hrs.	Grade	*Progress through the Program*
Second Summer II	EDUC 7420	Internship in Educational Technology	1		• Have an overall GPA of 3.0 or above • Completed of Key Assessments in EDUC 7420 and EDUC 7085 with a passing grade of 3.0 or above
	EDUC 7085	Management and School Operations	3		
Second Fall	EDUC 6070	School Law	3		
	EDUC 7030	Internship in Educ. Leadership	3		

	Transition Point 5 *Entry into Tier I clinical practice*	
	• Complete 25 credit hours of coursework • Have an overall GPA of 3.0 or above	• Satisfactory Disposition Evaluation by faculty
	Transition Point 6 *Exit Tier I clinical practice*	
	• Completed 250 Internship hours that cross all standards and levels • Complete Research Project • Complete Exit Interview	• Satisfactory Disposition Evaluation by faculty • Satisfactory completion of Leadership Portfolio Key Assessment
	Transition Point 7 *Tier I Program Exit*	
	• Satisfactory evaluation on all key assessments and portfolio	• Attempted GACE in field • Completion of Leadership Ethics Exit Exam

	• Completion of Field Hours	

Education Specialist in Curriculum & Instruction INITIAL
Advisement Sheet - SUMMER COHORT
13 Month Program of Study: Course requirements – 30 Semester Hours

Name: _____   Advisor: _____

ENTRY INTO THE PROGRAM **TRANSITION POINT 1**		• Graduated from an accredited IHE • Hold current or renewable teaching certification • Submitted three letters of recommendation • Completed Criminal Background Check • Completed Admissions Application • Received approval of Depart. Chair • Have a minimum TOEFL score of 550 if English is not primary language			☐ **Entrance Requirements Met**
Semester	**Course #**	**Course Title**	**Sem. Hrs.**	**Grade**	**TRANSITION POINT 2** *PROGRESS THROUGHOUT THE PROGRAM*
First Summer I	EDUC 7090	**Research Methods**	3		• Have an overall GPA of 3.0 or above
	EDUC 7035	**Leadership in Curriculum and Instruction**	3		• Completed Key Assessment **Knowledge of Curriculum** in EDUC 7035 with a passing grade of 3.0 or above

First Summer II	EDUC 7350	Curriculum Theories and Philosophies	3		

Semester	Course #	Course Title	Sem. Hrs.	Grade	*PROGRESS THROUGHOUT THE PROGRAM*
Fall Semester	EDUC 7100	Research Topics and Methodology	3		• Have an overall GPA of 3.0 or above • Completed Key Assessments **Knowledge of Content and Knowledge of Research** in EDUC 7100 and **Knowledge of Instruction** and **Knowledge of Assessment** in EDUC 7015 with a passing grade of 3.0 or above
	EDUC 7015	Management and Analysis of Educational Data	3		

Semester	Course #	Course Title	Sem. Hrs.	Grade	*PROGRESS THROUGHOUT THE PROGRAM*
Interim	EDUC 7070	Internship in Curriculum	3		• Have an overall GPA of 3.0 or above • **Completed Key Assessment** Knowledge of Student **in EDUC 7070 with a passing grade of 3.0 or above**
Semester	Course #	Course Title	Sem. Hrs.	Grade	*PROGRESS THROUGHOUT THE PROGRAM*
Spring Semester	EDUC 7200	Directed Research Seminar	3		• Have an overall GPA of 3.0 or above
	EDUC 7300	Professional Practice	3		
Semester	Course #	Course Title	Sem. Hrs.	Grade	*PROGRESS THROUGHOUT THE PROGRAM*
Second Summer I	EDUC 7050	Comparative Education	3		• Have an overall GPA of 3.0 or above

	EDUC 7360	Curriculum Advocacy	3		• **Completed Key Assessment** Knowledge of Student **in EDUC 7360 with a passing grade of 3.0 or above**
TRANSITION POINT 3 *COMPLETION OF THE PROGRAM*				**TRANSITION POINT 4** *POST COMPLETION OF THE PROGRAM*	
• Completed 30 credit hours of coursework • Have an overall GPA of 3.0 or above • **Completed Program Completion Survey**				• Passed GACE in C & I • Completed First-Year Survey	

Education Specialist in Curriculum & Instruction INITIAL with Tier I
Advisement Sheet - SPRING COHORT
17 Month Program of Study: Course requirements – 45 Semester Hours

Name: _____   Advisor

_____

ENTRY INTO THE PROGRAM TRANSITION POINT 1	• Graduated from an accredited IHE • Hold current or renewable teaching certification • Submitted three letters of recommendation • Completed Criminal Background Check • Completed Admissions Application	• Received approval of Depart. Chair • Have a minimum TOEFL score of 550 if English is not primary language • Verification of Special Needs course • Completion of Leadership Ethics Entry Exam	☐ **Entrance Requirements Met**
Semester	*Course #*	*Course Title*	*Sem. Hrs.*	*Grade*	**TRANSITION POINT 2** *PROGRESS THROUGHOUT THE PROGRAM*
First Spring	**EDUC 7380**	**Improving Professional Skills**	3		• Have an overall GPA of 3.0 or above • Completed Key Assessments in EDUC 7075 and in EDUC 7380 with a passing grade of 3.0 or above
	EDUC 7075	**Collaborating & Comm. in School Environment**	3		
Semester	*Course #*	*Course Title*	*Sem. Hrs.*	*Grade*	*PROGRESS THROUGHOUT THE PROGRAM*
First Summer I	**EDUC 7090**	**Research Methods**	3		• Have an overall GPA of 3.0 or above • Completed Key Assessment in EDUC 7035 with a passing grade of 3.0 or above
	EDUC 7035	**Leadership in Curriculum and Instruction**	3		
First Summer II	**EDUC 7350**	**Curriculum Theories and Philosophies**	3		
Semester	*Course #*	*Course Title*	*Sem. Hrs.*	*Grade*	*PROGRESS THROUGHOUT THE PROGRAM*

First Fall	EDUC 7100	Research Topics and Methodology	3		
	EDUC 7015	Management and Analysis of Educational Data	3		• Completed Key Assessments in EDUC 7100 and in EDUC 7015 with a passing grade of 3.0 or above

Semester	Course #	Course Title	Sem. Hrs.	Grade	PROGRESS THROUGHOUT THE PROGRAM
Interim	EDUC 7070	Internship in Curriculum	3		• Have an overall GPA of 3.0 or above • **Completed Key Assessment in EDUC 7070 with a passing grade of 3.0 or above**
Semester	Course #	Course Title	Sem. Hrs.	Grade	PROGRESS THROUGHOUT THE PROGRAM
Second Spring	EDUC 7200	Directed Research Seminar	3		• Have an overall GPA of 3.0 or above
	EDUC 7300	Professional Practice	3		
Semester	Course #	Course Title	Sem. Hrs.	Grade	PROGRESS THROUGHOUT THE PROGRAM
Second Summer I	EDUC 7050	Comparative Education	3		• Have an overall GPA of 3.0 or above • **Completed Key Assessments in EDUC 7360, EDUC 7085, and EDUC 7420 with a passing grade of 3.0 or above**
	EDUC 7360	Curriculum Advocacy	3		
Second Summer II	EDUC 7085	Management & School Operations	3		
	EDUC 7420	Internship in Educational Technology	1		
Semester	Course #	Course Title	Sem. Hrs.	Grade	PROGRESS THROUGHOUT THE PROGRAM
Second Fall	EDUC 6070	School Law	3		

	EDUC 7410	Internship Educational Leadership	3		

TRANSITION POINT 3 *ENTRY INTO TIER I CLINICAL PRACTICE*		TRANSITION POINT 4 *EXIT TIER I CLINICAL PRACTICE*
• COMPLETE 30 CREDIT HOURS IN C&I COURSEWORK • COMPLETE 25 CREDIT HOURS OF TIER I COURSEWORK • HAVE AN OVERALL GPA OF 3.0 OR ABOVE • SATISFACTORY DISPOSITION EVALUATION BY FACULTY		• COMPLETED 250 INTERNSHIP HOURS THAT CROSS ALL STANDARDS AND LEVELS • COMPLETE RESEARCH PROJECT • COMPLETE EXIT INTERVIEW • SATISFACTORY DISPOSITION EVALUATION BY FACULTY • SATISFACTORY COMPLETION OF LEADERSHIP PORTFOLIO KEY ASSESSMENT
TRANSITION POINT 5 *C&I AND TIER I PROGRAM EXIT*		
• SATISFACTORY EVALUATION ON ALL KEY ASSESSMENTS AND PORTFOLIO • COMPLETION OF FIELD HOURS	• ATTEMPTED BOTH GACE IN C&I (#300) AND EDUCATIONAL LEADERSHIP (#301) • COMPLETION OF LEADERSHIP ETHICS EXIT EXAM	

Education Specialist in Curriculum & Instruction ADVANCED
Advisement Sheet - SUMMER COHORT
14 Month Program of Study: Course requirements – 30 Semester Hours

Name: _____   Advisor _____

<table>
<tr>
<td rowspan="2">ENTRY INTO THE PROGRAM

TRANSITION POINT 1</td>
<td>

Graduated from an accredited IHE
Hold current or renewable teaching certification
Submitted three letters of recommendation
Completed Criminal Background Check
Completed Admissions Application
Received approval of Depart. Chair

Have a minimum TOEFL score of 550 if English is not primary language
</td>
<td colspan="4">☐ Entrance Requirements Met</td>
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<tr>
<td>Semester</td>
<td>Course #</td>
<td>Course Title</td>
<td>Sem. Hrs.</td>
<td>Grade</td>
</tr>
</table>

<table>
<tr>
<td>Semester</td>
<td>Course #</td>
<td>Course Title</td>
<td>Sem. Hrs.</td>
<td>Grade</td>
<td>TRANSITION POINT 2
PROGRESS THROUGHOUT THE PROGRAM</td>
</tr>
<tr>
<td>First Summer I</td>
<td>EDUC 7090</td>
<td>Research Methods</td>
<td>3</td>
<td></td>
<td rowspan="2">

Have an overall GPA of 3.0 or above
Completed Key Assessment Knowledge of Curriculum in EDUC 7035 with a passing grade of 3.0 or above

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</tr>
<tr>
<td></td>
<td>EDUC 7035</td>
<td>Leadership in Curriculum and Instruction</td>
<td>3</td>
<td></td>
</tr>
</table>

Semester	Course #	Course Title	Sem. Hrs.	Grade	PROGRESS THROUGHOUT THE PROGRAM
First Summer II	EDUC 7350	**Curriculum Theories and Philosophies**	**3**		
Semester	**Course #**	**Course Title**	**Sem. Hrs.**	**Grade**	*PROGRESS THROUGHOUT THE PROGRAM*
Fall Semester	EDUC 6070	**School Law**	**3**		• Have an overall GPA of 3.0 or above
	EDUC 7020	**Leading Professional Learning Communities**	**3**		• **Completed Key Assessment** Knowledge of Instruction **in EDUC 7020 with a passing grade of 3.0 or above**

Semester	**Course #**	**Course Title**	**Sem. Hrs.**	**Grade**	*PROGRESS THROUGHOUT THE PROGRAM*
Interim	EDUC 7070	**Internship in Curriculum**	**3**		• Have an overall GPA of 3.0 or above • **Completed Key Assessment** Knowledge of Student **in EDUC 7070 with a passing grade of 3.0 or above**
Semester	**Course #**	**Course Title**	**Sem. Hrs.**	**Grade**	*PROGRESS THROUGHOUT THE PROGRAM*
Spring Semester	EDUC 7380	**Improving Professional Skills**	**3**		• Have an overall GPA of 3.0 or above • **Completed Key Assessments** Knowledge of Professional Practices **in EDUC 7380 and Knowledge of Content in EDUC 7075 with a passing grade of 3.0 or above**
	EDUC 7075	**Collaborating & Communication in a School Environment**	**3**		
Semester	**Course #**	**Course Title**	**Sem. Hrs.**	**Grade**	*PROGRESS THROUGHOUT THE PROGRAM*
Second Summer I	EDUC 7050	**Comparative Education**	**3**		• **Have an overall GPA of 3.0 or above**

Second Summer II	EDUC 7040	Adult Learning	3		
TRANSITION POINT 3 *COMPLETION OF THE PROGRAM*				**TRANSITION POINT 4** *POST COMPLETION OF THE PROGRAM*	
• Completed 30 credit hours of coursework • Have an overall GPA of 3.0 or above • **Completed Program Completion Survey**				• Passed GACE in C & I • Completed First-Year Survey	

Education Specialist in Curriculum & Instruction ADVANCED
Advisement Sheet - SPRING COHORT
16 Month Program of Study: Course requirements – 30 Semester Hours

Name: _____   Advisor: _____

ENTRY INTO THE PROGRAM **TRANSITION POINT 1**	• Graduated from an accredited IHE • Hold current or renewable teaching certification • Submitted three letters of recommendation • Completed Criminal Background Check • Completed Admissions Application • Received approval of Depart. Chair • Have a minimum TOEFL score of 550 if English is not primary language		☐ **Entrance Requirements Met**

Semester	Course #	Course Title	Sem. Hrs.	Grade	**TRANSITION POINT 2** *PROGRESS THROUGHOUT THE PROGRAM*
Spring Semester	**EDUC 7380**	**Improving Professional Skills**	**3**		• Have an overall GPA of 3.0 or above
	EDUC 7075	**Collaborating & Communication in a** **School Environment**	**3**		• Completed Key Assessments **Knowledge of Professional Practices** in EDUC 7380 and **Knowledge of Content** in EDUC 7075 with a passing grade of 3.0 or above

Semester	Course #	Course Title	Sem. Hrs.	Grade	*PROGRESS THROUGHOUT THE PROGRAM*
First Summer I	EDUC 7090	Research Methods	3		• Have an overall GPA of 3.0 or above
	EDUC 7035	Leadership in Curriculum and Instruction	3		• **Completed Key Assessment** Knowledge of Curriculum **in EDUC 7035 with a passing grade of 3.0 or above**
First Summer II	EDUC 7350	Curriculum Theories and Philosophies	3		• Have an overall GPA of 3.0 or above
	EDUC 7040	Adult Learning	3		
Semester	**Course #**	**Course Title**	**Sem. Hrs.**	**Grade**	*PROGRESS THROUGHOUT THE PROGRAM*
Fall Semester	EDUC 6070	School Law	3		• Have an overall GPA of 3.0 or above
	EDUC 7020	Leading Professional Learning Communities	3		• **Completed Key Assessment** Knowledge of Instruction **in EDUC 7020 with a passing grade of 3.0 or above**
Semester	**Course #**	**Course Title**	**Sem. Hrs.**	**Grade**	*PROGRESS THROUGHOUT THE PROGRAM*
Interim	EDUC 7070	Internship in Curriculum	3		• Have an overall GPA of 3.0 or above • **Completed Key Assessment** Knowledge of Student **in EDUC 7070 with a passing grade of 3.0 or above**
Semester	**Course #**	**Course Title**	**Sem. Hrs.**	**Grade**	*PROGRESS THROUGHOUT THE PROGRAM*

Spring Semester	EDUC 7050	Comparative Education	3		• Have an overall GPA of 3.0 or above
TRANSITION POINT 3 *COMPLETION OF THE PROGRAM*				**TRANSITION POINT 4** *POST COMPLETION OF THE PROGRAM*	
• Completed 30 credit hours of coursework • Have an overall GPA of 3.0 or above • **Completed Program Completion Survey**				• Completed First-Year Survey	

TRANSITION POINTS TIER I: EDUCATION LEADERSHIP			
Program Entry	**Clinical Practice Entry**	**Clinical Practice Exit**	**Program Exit**
Minimum of Master's Degree	Competed all coursework	Complete 250 internship hours that cross all standards and levels	Satisfactory evaluation on all key assessments and portfolio
Current teaching certificate	Minimum GPA of 3.0	Complete research project	Completion of all field hours
Verification of Special Needs course	Satisfactory completion the following key assessments:Management and Operations (summer), Collaboration and Communication (spring), Technology (summer), Improving Porfessional Skills (spring)	Complete exit interview	Completion of portfolio requirements
Minimum GPA of 3.0	Satisfactory disposition evaluation by faculty	Satisfactory dispositions evaluation by mentor	Attempted GACE in field
Leadership Ethics Entry Exam		Satisfactory completion of Leadership Portfolio key assessment	Leadership Ethics Exit Exam
Transcript analysis to determine specific course needs			

Responsibilities of Each Stake Holder in the Collaborative Design, Delivery, and Evaluation of Field Experiences and Clinical Practice in Initial Programs

Stakeholders	Responsibilities of Each Stakeholder
College Teaching Faculty Members	Provides assignments and tasks within courses that will enhance learning skills and techniques of teaching content at appropriate grade levels; helps candidates plan lessons; provides opportunities for candidates to reflect upon their teaching performance and gives them feedback about this performance.
The Director of Field Placement	Determines candidate placements; monitors and assesses the roles and responsibilities of candidates, cooperating teachers, intern supervisors, and College supervisors; conducts orientation sessions with candidates, cooperating teachers, and intern supervisors; serves as primary contact among candidates, cooperating teachers, intern supervisors, College teaching faculty members, and College supervisors.
School Principals	Works with the Director of Field Placement to ensure proper placement of candidates; periodically monitors field experiences and clinical practice; informs candidates about school policies and regulations and provides them with curriculum guidelines.
Cooperating Teachers and Intern Supervisors	Provides candidates with opportunities to practice techniques and skills; offers frequent evaluation with praise, constructive criticism, and suggestions of alternate techniques; assesses teaching procedures; provides verbal and written feedback on lessons observed; encourages responsibility by entrusting instruction to candidates as they demonstrate competencies; discusses philosophies of student guidance and disciplinary techniques when needed; gives candidates an opportunity to observe other teachers in the school.
College Supervisors	Ensures that candidates understand both the Conceptual Framework and the policies and procedures of the Education Department; is familiar with the academic backgrounds of assigned candidates; collaborates with candidates, cooperating teachers, and intern supervisors to promote professional development; maintains regular contact with the Field Placement Director, principals, cooperating teachers, and intern supervisors; regularly observes, assesses, and documents the progress of assigned candidates.
Student Teachers and Interns	Completes field experience and clinical practice responsibilities in assigned placements; assumes full responsibility for P-12 students when ready to do so; complies with school policies and regulations; follows Education Department policies and guidelines described in the Field Experience Handbook; behaves professionally with students, parents, faculty, and staff; completes all assignments related to field experiences (e.g., reflections and lesson plans) in a timely fashion.

Terms and Acronyms Used in the Education Department at LaGrange College

<u>Candidate</u> – individuals admitted to, or enrolled in, programs for the initial or advanced preparation of teachers, or teachers continuing their professional development

<u>Cooperating Teacher</u> – a P-12 instructor who voluntarily agrees to serve as a mentor to teacher candidates during field experiences

<u>Early Childhood Education (ECE)</u>–an initial teacher certification program focusing on elementary curriculum

<u>edTPA</u> - Educational Teacher Performance Assessment; a portfolio assessment for teacher candidates completed during student teaching or Internship II

<u>Field experience</u> – a variety of field-based opportunities in which candidates may observe, assist, tutor, and/or instruct within a range of settings including schools, community centers, or early learning centers.

<u>GACE (Georgia Assessment for the Certification of Educators)</u> - tool used to assess the knowledge and skills of prospective Georgia public school educators, GACE is aligned with state and national standards for educator preparation and with state standards for the P-12 student curriculum

<u>Internship</u> – generally used in reference to field experiences during the M.A.T. program; typically Internship I occurs during the fall semester (two days each week), and Internship II (five days each week) occurs during spring semester

<u>Master of Arts in Teaching (M.A.T.)</u> – an initial teacher certification program for candidates who hold a bachelor's degree in content area

<u>Master of Education in Curriculum and Instruction (M.Ed.)</u> – graduate program for certified teachers designed to increase their knowledge and experience in issues related to P-12 curriculum and instruction

<u>Music Education (ME)</u>- an initial teacher certification program focusing on music education

<u>Pedagogical knowledge</u> – general concepts, theories, and research about effective teaching

<u>Professional Behavior and Dispositions Evaluation (PBD)</u> – a measurement tool that assess the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities, and affect student learning, motivation, and development, as well as the educator's own professional growth

Standards Based Embedded Candidate Assessment (SBECA)–candidates showcase work samples, lesson plans, and coursework assignments that demonstrate standards have been met

Student Teaching – typically performed during the spring semester, pre-service clinical practice for candidates (Known as "student teaching" for undergraduates and "Internship II" for MAT candidates)

Georgia Intern Keys Effectiveness System (IKES) – tool used by supervising faculty when observing candidates teaching lesson in schools

APPENDICES Table of Contents

The Code of Ethics for Educators

Effective October 15, 2009

505-6-.01 THE CODE OF ETHICS FOR EDUCATORS
(1) Introduction. The Code of Ethics for Educators defines the professional behavior of educators in Georgia and serves as a guide to ethical conduct. The 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 holds 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;

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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, college or staff development credit and/or degrees, academic award, and employment history;

2. information submitted to federal, state, local school districts and other governmental agencies;

3. information regarding the evaluation of students and/or personnel;

4. reasons for absences or leaves;

5. information submitted in the course of an official inquiry/investigation; and

6. information submitted in the course of professional practice.

(e) **Standard 5**: **Public Funds and Property** - An educator entrusted with public funds and property shall honor that trust with a high level of honesty, accuracy, and responsibility. Unethical conduct includes but is not limited to:

1. misusing public or school-related funds;

2. failing to account for funds collected from students or parents;

3. submitting fraudulent requests or documentation for reimbursement of expenses or for pay (including fraudulent or purchased degrees, documents, or coursework);

4. co-mingling public or school-related funds with personal funds or checking accounts; and

5. using school 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

Confidential Professional Development Plan

Teacher Candidate: _____

School Placement/Grade Level: _____

Cooperating Teacher_____ College Supervisor_____

Specific Objectives for Improvement:

Activities and Time Line:

Criteria for Measurement of Progress:

Record of Participation in Recommended Activities:

Record of Performance on Specified Criteria:

Signatures

Evaluator: _____ Date: _____

Teacher Candidate: _____ Date: _____
(Teacher Candidate's signature acknowledges receipt of form, not necessarily concurrence. Written comments may be provided below and/or attached to the evaluator's copy. Initial and date here if comments are attached: _____)

Teacher Candidate's comments: